

## Year 3 : Art and Design Overview

Title	Core Skills	Challenge	Target Tracker Statements
<p><b>Drawing and Painting</b></p> <p><b>On Going Skills:</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p><b>Drawing Skills</b></p> <p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Introduce the concept of 3-dimensional drawing</p> <p><b>Painting Skills</b></p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed vocabulary.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint.</p> <p>Work confidently on a range of scales eg thin brush on small picture.</p>	<p><b>Drawing Challenge</b></p> <p>Make informed choices in drawing including paper and media.</p> <p><b>Painting Challenge</b></p> <p>Make and match colours with increasing accuracy.</p>	

<p><b>Collage and Printmaking/ Textiles</b></p> <p><b>On Going Skills:</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p><b>Printing Skills</b></p> <p>Print using a variety of materials, objects, and techniques, including layering.</p> <p>Talk about the processes used to produce a simple print, to explore pattern and shape creating designs for printing.</p> <p><b>Collage and Textiles Skills</b></p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with a range of media eg overlapping and layering.</p>	<p><b>Collage Challenge</b></p> <p><b>Printmaking and Textiles Challenge</b></p>	
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<p><b>3D Sculpture</b></p> <p><b>On Going Skills:</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p><b>3D Sculpture Skills</b></p> <p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Make a simple papier- mâché object.</p> <p>Plan, design and make models.</p>		
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## Year 4 : Art and Design Overview

Title	Core Skills	Challenge	Target Tracker Statements
<p><b>Drawing and Painting</b></p> <p><b>On Going Skills:</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p><b>Drawing Skills</b></p> <p>Make informed choices in drawing including paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p><b>Painting Skills</b></p> <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language eg tint, tone, shade, hue.</p> <p>Chose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process e.g. justify their choice of media.</p>	<p><b>Drawing Challenge</b></p> <p>Use a sketchbook to develop ideas – collect research and ideas before carrying out a piece of work. Individual work to be influenced by a range of artists' styles.</p> <p><b>Painting Challenge</b></p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p>	

<p><b>Collage and Printmaking/ Textiles</b></p> <p><b>On Going Skills:</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p><b>Printing Skills</b></p> <p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with, in order to get the effect they want.</p> <p>Resist printing including marbling, silkscreen and cold water paste.</p> <p><b>Collage and Textiles Skills</b></p> <p>Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p>	<p><b>Collage Challenge</b></p> <p><b>Printmaking and Textiles Challenge</b></p>	
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<p><b>3D Sculpture</b></p> <p><b>On Going Skills:</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p><b>3D Sculpture Skills</b></p> <p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials eg mod-roc, clay and wood.</p>		
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## Year 5 : Art and Design Overview

Title	Core Skills	Challenge	Target Tracker Statements
<p><b>Drawing and Painting</b></p> <p><b>On Going Skills:</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p><b>Drawing Skills</b></p> <p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas – collect research and ideas before carrying out a piece of work. Individual work to be influenced by a range of artists' styles.</p> <p>Explore the potential properties of the visual elements; line, tone, pattern, texture, colour and shape.</p> <p><b>Painting Skills</b></p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Create imaginative work from a variety of sources.</p>	<p><b>Drawing Challenge</b></p> <p>Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape.</p> <p><b>Painting Challenge</b></p> <p>Create shades and tints using black and white.</p>	

<p><b>Collage and Printmaking/ Textiles</b></p> <p><b>On Going Skills:</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p><b>Printing Skills</b></p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Chose inks and overlay colours.</p> <p><b>Collage and Textiles Skills</b></p> <p>Join fabrics in different ways, including stitching (see DT).</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely</p>	<p><b>Collage Challenge</b></p> <p><b>Printmaking and Textiles Challenge</b></p>	
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<p><b>3D Sculpture</b></p> <p><b>On Going Skills:</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p><b>3D Sculpture Skills</b></p> <p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>		
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## Year 6 : Art and Design Overview

Title	Core Skills	Challenge	Target Tracker Statements
<p><b>Drawing and Painting</b></p> <p><b>On Going Skills:</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p><b>Drawing Skills</b></p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape.</p> <p><b>Painting Skills</b></p> <p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources including those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>	<p><b>Drawing Challenge</b></p> <p><b>Painting Challenge</b></p>	

<p><b>Collage and Printmaking/ Textiles</b></p> <p><b>On Going Skills:</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p><b>Printing Skills</b></p> <p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p> <p><b>Collage and Textiles Skills</b></p> <p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures when designing and making pieces of work.</p> <p>To be expressive and analytical in order to adapt, extend and justify their own and peers work.</p>	<p><b>Collage Challenge</b></p> <p><b>Printmaking and Textiles Challenge</b></p>	
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<p><b>3D Sculpture</b></p> <p><b>On Going Skills:</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p><b>3D Sculpture Skills</b></p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>		
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