## KS1 OBJECTIVES

YEAR 2
KS 2 OBJECTIVES

## YEAR 3 DRAWING SKILLS

- Use HB pencils to:
- Use own drawings to tell stories from own life and imagination.
- Draw humans with all the correct body parts- (head, body, arms ,legs, hands and fingers)
- Use different thickness and shapes of line. Using vocabulary such as thick, thin, wavy, and straight.
- To observe peer drawings and say what they think it is.
- Experiment with recreating pencil drawing with finger brushes.
- Use HB pencils and charcoal to:
- Record ideas in sketchbook.
- Draw a landscape- with the composition of ground and sky being accurate.
- Review their own and peer drawings and make comments on what they like and what they would change.
- Use known geometric shapes to recreate a famous piece of art.
- Become familiar with the terms portrait and landscape.
- Use HB pencils, charcoal to:
- Continue recording ideas in sketchbook.
- Evaluate work against their previous work and discuss how they have improved.
- Experiment with sketching and use terms light and dark.
- Create shading colour scales thinking about the pressure used with the pencil.
- Experiment with rubbers.
- Draw/ sketch from observation-
- Create selfportraits considering the proportion and composition of the human face.
- Use 2H-2B pencils, charcoal
and ball point pens to:
- Continue development in shading using different grades of pencils
- Experiment in using smaller shapes to create surface detail.
- Build up to more accurate drawings of faces- working overtime on specific features.
- Use shapes to create figure drawings.
- Begin to plan initial sketches to aid later painting.
- Start to recognise and draw the third dimension.
- Draw from still life.
- Draw both positive and negative shapes.
- Use 2H-2B pencils, charcoa and ball point pens to:
- Recognise and draw shadows on still life objects.
- Introduce scale and proportion.
- Encourage more accurate drawings of whole figures, building on their work on facial features to include proportion, placement and shape of body.
- Look at the pattern and texture in objects and recreate this
- Work on a variety of scales- wrist movement for a4 and arm movement for A3 $+$
- Critically analyse own and artists work.
- Use 4H-4B pencils, charcoal, ballpoint pen and ink.
- Work from a variety of sources including observation, photographs and digital images.
- Study different shading techniques such as contouring, hatching and stippling.
- Continue to work on different scales.
- Use rubbers to lighten shades on portraits and landscapes.
- Begin to work from a single point perspective.
- Share drawings with each other and make comparisons to known artists.
- Become aware blending techniques.
- Use 4H-4B pencils, charcoal, ballpoint pen and ink.
- Use architectural drawings to reinforce the importance of scale and proportion.
- Continue with different sketching skills.
- Look at the effect on light from different directions on one object.
- Produce increasingly more accurate drawings of humans- focus on body language and facial expressions.
- Develop an awareness of compositionincluding foreground, background and middle ground.
- Link with Park wood.
- Use powder paints and poster paints to:
- Learn the names of different tools that bring colour, pastels, and paint, felt tips, crayons.
- Use the primary colours and be secure in their names.
- Uses a range of tools to make coloured marks on paper - glue sticks, sponges, brushes, fingers and finger brushes.
- Use different coloured paper to apply the paint on.
- Use different sized brushes to experiment.
- Use powder paints to experiment with mixing.
- Use powder paints and poster paints to:
- Learn how to hold a paint brush properly.
- Use a range of brushes.
- Discuss why there are different sized brushes and allow the children to select.
- Know all the names of the colours.
- Introduce mixing colours to produce new colours.
- Evaluate families of colours and discuss how there can be different shades.
- Create textured paint by adding sand, plaster and sawdust.
- Continue to use a range of tools to apply paint.
- Apply paint to drawings.
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paints, poster paints and block paints to:

- Begin to describe colours by using objects- ‘sky blue' 'lime green’.
- Match colours to objects.
- Investigate how to make colours darker and lighter.
- Make as many shades of one colour as possible.
- Paint pictures using paint brush only.
- Carry on using different sized brushes and ask children to select them
independently.
- Begin to think about how a whole picture can be paintedstarting with the back ground and then moving onto the positive.
- Use powder paints poster paints and block paints to:
- Begin to apply colour using dotting, scratching, splashing, blocking and washes.
- Imitate pointillism and make decisions about what tools could be used.
- Focus on how the different parts of the brush can be used to create different shapes
- Become familiar with secondary colours- create a colour wheel to show how these are mixed.
- Begin to mix neutral colours.
- Continue to think about how a whole picture can be painted- starting with the back ground and then moving onto the positive.
- Use the equipment and media with increasing confidence.
- Use powder paints, poster paints and water colours to:
- Explore how paint can be applied in layers to create effect
- Begin to work on larger scales.
- Create more shades and tints of secondary colours by making colour charts.
- Observe flesh tones and begin to mix these.
- Explore the difference between poster and watercolour paints.
- Make judgements on which media artists have used and give reasons why.
- Begin to think about abstract art and how mood is portrayed in colour.
- Develop this by using music to create soundscapes.
- Experienced surface patterns / textures.
- Use powder paints, poster paints, water colours and ink to:
- Introduce term contrasting and complimentary colours
- Experiment with these using the same drawing but different colours.
- Continue to make judgements on which media has been used in a piece of art.
- Encourage children to used mixed media in final pieces.
- Develop ink skills and look at how to incorporate pen drawings with ink washes
- Become more independent in making decisions about what tools they will need: Apron, different sized paint brushes.
- Use sketchbook to inform, plan and develop ideas.
- Use powder paints, poster paints, water colours , ink and aycrillic to:
- Evaluate types of colours using warm and cool. Discuss where people might use these.
- Visit a gallery and look at the thickness of paint applied.
- Create thicker paint by using glue and experiment with acrylic paints. Relate back to history thinking about how people created different paint forms.
- Complete final pieces on canvases of different sizes
- Hold a gallery and auction paintings.
- Encourage children to build on a project of their own interest.
- Be able to identify primary,secondary, complementary and contrasting colours


## MODELLING AND 3D WORK

| - Use modelling materials to: | - Use modelling materials to: | - Use modelling materials to: | - Use modelling materials to: | - Use modelling materials to: | - Use modelling materials to: | - Use modelling materials to: |
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- Handle, feel and manipulate materials
- Construct different shapes and objects using a range of materials.
- Use air dry clay to make simple 3D shapes.
- Apply paints to dried clay.
- Use sensory language to describe objects- small, big, hard, soft.
- Look at different materials and describe how they look and feel.
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## modelling materials. <br> - Plan ideas in sketch books.

- Use both hands and tools to build more complex shapes.
- Build models using material such as pipe cleaners, Iollipop sticks and straws.
- Use materials to make known objects for a purpose, i.e puppet.
- Cut shapes using scissorslearn to use the material purposefully.
- Use rolling, pinching and flattening to change
- how awareness of natural and man-made forms and environments
- Study a building and make using various modelling materials.
- Create clay shapes using observations from still life.
- Begin to use a range of tools for shaping, mark making, etc.
- Collect and study junk materials.
- Construct using these different materials.
- Begin to make simple thoughts about own work and that of other sculptors. Make comparisons.
- Plan ideas in sketch books
- Shape, form, model and construct from observation and / or imagination with increasing confidence.
- Plan and develop ideas in sketchbook and make simple choices about media.
- Use a range of decorative techniques: applied, impressed, painted, etc.
- Begin to think about how materials can be glued together.
- Conduct simple discussion about aesthetics.
- Plan ideas in sketch books.
- Reflect and edit ideas in sketch books.

| - Discuss own |  |
| :--- | :--- |
| work and work | - Produce more | intricate patterns and textures.

- Work directly from observation or imagination with confidence.
- Take into account the properties of media being used.
- Discuss and evaluate own work and that of other sculptors.
- Plan ideas for project in sketchbookmaking independent decisions on material.
- Reflect and edit ideas in sketch books.
- Makes
imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.
- Design, plan and build a structure using various materials.
- Become more confident in attaching materials together.
- Plan ideas for project in sketchbookmaking independent decisions on material.
- Reflect and edit ideas in sketch books.


## PRINTING

- Use wax $\quad$ - Create a pattern crayons to take using a range of
- Extend $\quad$ - Introduce mono printing- use cut
- Introduce simple relief printing.
- Continue with
relief printing.
- Plan a picture and build it up

| rubbings from <br> different <br> materials. <br> - <br> Use different <br> body parts to <br> print (fingers, <br> hands and feet). <br> - Block print in <br> colour using <br> different <br> materials <br> (potatoes, foam, <br> leaves) <br> - Print onto a <br> range of <br> different <br> materials <br> (newspaper, <br> sugar paper, <br> cardboard or <br> material). <br> - Create a simple <br> picture using <br> repetitive <br> printing. | different objects and colours. <br> - Print with a range of hard and soft materials. <br> - Introduce 3D printing using card and string. <br> - Create simple printing blocks for press print. <br> - Design a pattern using repetitive printing. <br> - Roll ink over different materials (stencils, netting). | patterns overlapping, using two contrasting colours etc. <br> - Look at the different uses of printing in life (wallpaper, book and fabrics). <br> - Introduce engraved printing. <br> - Create a tiled piece of work using engraved prints. <br> - Become more accurate with equipment ensuring clean image. <br> - Use a range of different materials to create a completed print piece. | outs and rollers. <br> - Extend to using a background colour. <br> - Use engraved printing to overlap mono printing. <br> - Become confident in how to use different tools. | - Look at the reflection of patterns. <br> - Discuss artists work <br> - Explore colour mixing through overlapping colour prints deliberately. <br> - Continue to develop mono printing. | - Design ideas in sketchbook and transfer to printing material. <br> - Introduce screen printing with a single colour <br> - Create mono prints by collecting different materials. <br> - Print on to different materials and colours. | using the different print methods learnt throughout. <br> - Continue with screen printing using more than one colour for effect. <br> - Explore printing techniques using by various artists. <br> - Replicate famous pieces of art through printing. |
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