

Statutory Art and Design Knowledge		Art and Design Skills Statements
<ul style="list-style-type: none"> ✓ Pupils should be taught about great artists, architects and designers in history. 		<ul style="list-style-type: none"> ✓ Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas. ✓ Pupils should be taught to improve the mastery of art and design techniques
Year 3 (18 APS)	<ul style="list-style-type: none"> • Pupils know the visual elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes • Pupils have an awareness of materials and processes used in art, craft and design and how these can be matched to ideas and intentions. • Pupils understand the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Collage collage – fixing and joining various materials including paper, material, string to a surface. montage – making a composite picture by putting together other pictures or designs.</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Pupils use drawings to record observations and imaginative ideas. • Pupils explore mark making techniques using a range of different drawing tools. <p>Painting</p> <ul style="list-style-type: none"> • Pupils mix colours and know which primary colour make secondary colours. • Pupils explore different painting techniques such as colour washes, thickened paint, stippling and drawing with the brush. • Pupils create paintings on a range of scales. <p>Collage</p> <ul style="list-style-type: none"> • Pupils experiment with a range of collage techniques such as tearing and overlapping, layering to create images and represent textures. • Pupils can add collage on top of a painter surface or drawn background. • Pupils use a range of materials to create collages.
Year 4 (21 APS)	<ul style="list-style-type: none"> • Pupils know the visual elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes • Pupils have an awareness of materials and processes used in art, craft and design and how these can be matched to ideas and intentions. • Pupils understand the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Printing indented – design drawn into printing block ink up – applying printing ink to the printing block monochrome – print/painting made in one colour Press print – thin polystyrene tile which can be drawn into using a pencil printing block – block used to create print on surface. Design can be raised by adding for example string or carved in with a tool.</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Pupils use drawings to record observations and imaginative ideas. • Pupils explore mark making techniques using a range of different drawing tools. <p>Painting</p> <ul style="list-style-type: none"> • Pupils mix colours and know which primary colour make secondary colours. • Pupils explore different painting techniques such as colour washes, thickened paint, stippling and drawing with the brush. • Pupils create paintings on a range of scales. <p>Printmaking</p> <ul style="list-style-type: none"> • Pupils understand the process of raised surface providing printed image. • Pupils understand the process of printing from an indented surface. • Pupils can create and use stencils for printmaking. • Pupils can create multi-coloured prints.
Year 5 (24 APS)	<ul style="list-style-type: none"> • Pupils know the visual elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes • Pupils have an awareness of materials and processes used in art, craft and design and how these can be matched to ideas and intentions. • Pupils understand the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Textiles batik – applying hot wax to material as a resist technique. embroidery – to embellish and add detail to material using a variety of sewn stitches. gutta – liner applied from a tube, used to give an outline design ready to be filled with inks or paints on silk. quilting – padding material and fixing with lines of stitching. resist – using various liners for example wax, flour and water paste, gutta to prevent inks or paints from bleeding across areas of material. tjanting – batik tool with small reservoir to hold hot wax as it is applied to material in batik activities. warp – threads stretched length wise on a loom to be crossed by the weft when weaving. weft – crosswise threads woven under and over the warp to make material.</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Pupils use drawings to record observations and imaginative ideas. • Pupils explore mark making techniques using a range of different drawing tools. • Pupils experiment with ways of creating tone and texture. <p>Painting</p> <ul style="list-style-type: none"> • Pupils continue to develop colour mixing skills, for example oranges, greens, purples and browns • Experiment with colour in paint to express moods, emotions and atmosphere. • To work into a painted surface with other media, for example chalks, pastels, crayons. <p>Textiles</p> <ul style="list-style-type: none"> • Pupils understand the principles of dyeing fabric they experience colour changes and resist. • Pupils develop the basic skills of weaving and to begin to develop these independently. • Pupils explore decorative print/paint effects and techniques.
Year 6 (27 APS)	<ul style="list-style-type: none"> • Pupils know the visual elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes • Pupils have an awareness of materials and processes used in art, craft and design and how these can be matched to ideas and intentions. • Pupils understand the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Sculpture/3D work armature – a framework/skeleton used in sculpture. impress – patterns made by gently pushing in various objects. knead – working modelling material with the hands to make it supple. malleable – easily shaped material. relief – adding raised features. slab – flat rolled out piece of clay. slip – mixture of clay and water to form a “double cream” like joining liquid.</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Pupils use drawings to record observations and imaginative ideas. • Pupils use mark making techniques to explore with tone and texture. • Pupils develop an understanding of perspective - focal point, distance, and horizon. <p>Painting</p> <ul style="list-style-type: none"> • Pupils can mix secondary and tertiary colours for example oranges, greens, purples and browns • To work into a painted surface with other media, for example chalks, pastels, crayons. • Pupils return to artwork in stages over time. • Pupils independently select techniques and materials for use in a painting. <p>Sculpture/3D work</p> <ul style="list-style-type: none"> • To explore clay and develop techniques of coiling clay to make a clay pot. • Pupils explore a new modelling material and develop techniques. • Pupils work with recycled and/or objects materials to create sculptures

Appendix 1
PROJECTS AND THEMES – RELATING TOPICS AND ARTISTS

THEME	ARTIST- DESIGNER- CULTURE
Animals	Matisse – The Goldfish Bowl, Elizabeth Blackadder - Cat paintings, Franz Marc – Two Cats, Maggie Hambling, Ancient Egyptian Cat Sculptures, Elgin Marbles, Indian Miniatures, Native American Totem Poles, Greek Sculptures, Aboriginal Cave paintings, Chinese Silk Paintings, Rousseau
Battles and Wars	Paulo Uccello – Battel of San Marco, Goya, Gericault, John Singleton Copley, World War 2 Artists – Henry Moore, Graham Sutherland, Ben Nicholson, Ken Howard
Birds	Georges Braque, Peter Scott, Tunicliffe, Sophie Ryder – Sculpture, Bewick – wood engravings, Egyptian tomb paintings
Children	L.S.Lowry, Paula Rego, Helen Chadwick, Ford Madox Brown, Hogarth, Gainsborough, Anthony Green, Winifred Nicholson
Circus, Theatre, Ballet	Chagall, Toulouse-Lautrec, Picasso, Maz Beckmann, Deurat, Degas, Chagall,
Colour and Pattern	Bridget Riley, Matisse, Klimt, Kandinsky, Sonia Delauney, Escher, Mondrian, Roman Mosaics, Islamic tile patterns, Gree
Dreams	Salvador Dali, Chagall, Edward Burra, Miro, Picasso, Giorgio de Chirico
Figure in Art	Anthony Gormley, Egon Schiele, Toulouse-Lautrec, Degas, Dechamp, Henry Moore, Van Gogh, Giacometti, de Kooning, Raphaelites, Gwen John, Paula Rego
Flowers	William Morris, Georgia O’Keefe, Winifred Nicholson, Van Gogh, Jim Dine, De Heem, Monet, Dutch Flower Paintings an
Fruit	Cezanne, Arcimboldo, Van Gogh, Braque, Picasso
Gardens	Monet, Bonnard, Howard Hodgkin, Adrian Berg
Interiors	Vermeer, David Hockney, Anthony Green, Van Gogh, Frank Auerbach, Andrew Wyeth, Harold Gilman, Edward Hopper
Landscape	Constable, Gainsborough, Turner, Millet, Corot, Sisley, Cezanne, Lowry, Berthe Morisot, Bonnard, Dali, Veronese, Vlam Barbara Rae
Light	Monet, Seurat, Stanley Spencer, Margitte, Turner, Caravaggio
Line	Klee, Matisse, Van Gogh, Durer, Escher, Calder, Miro, Leonardo da Vinci
Local and Built Environment	Lowry, Gaudi, Utrillo, Carel Weight, John Minton, Hundertwasser, Edward Hopper, Canaletto, Monet, Bomberg, Kossoff
Musical Instruments	Picasso, Braque, Vermeer, Ben Nicholson
Myths and Legends	Botticelli, Max Beckmann, Stories from Grece and Rome, Rubens, Titian, Tiepolo
Patterns	Islamic Tile Petterns, Roman Mosaics, Escher, Klimt, William Morris
Rain	Renoir, Van Gogh, Turner, Constable, Ruisdael
Religious Stories	Blake, Piero della Francesca, Masaccio, Caravaggio, Giotto
Seaside	Raoul Dufy, Victor Pasmore, Ben Nicholson, Turner, Picasso, Degas, Derain, Emil Nolde
Self-portraits	Elisabeth Frink, Rembrandt, Francis Bacon, Leonardo da Vinci, Piero della Francesca, Giacommetti, Filippo Lippi, Frans Hals, Lichenstein, Peter Blake
Shape	Miro, Matisse, Kandinsky, Ben Nicholson, John Piper, Mondrian, Bomberg
Still Life	Cezanne, Chardin, Braque, Rembrandt
Tone	Seurat, Picasso, Giacometti, Braque, Rembrandt
Transport	Monet, Turner, William Coldstream, Alan Jones, Spencer Gore
Views through Windows	Bonnard, Matisse, Magritte, Vermeer, Raoul Dufy
Water	Hokusai, Monet, Leon Kossoff, David Hockney, Indian Miniatures, Monet, Paul Klee, Berthe Morisot
Weather	Seurat, Turner, Constable, Sickert, Emil Nolde

Lesson/Starter ideas: How to teach pupils about the Visual and Tactile Elements of Art

The list below contains activities which will develop children's knowledge and understanding of the different visual and tactile elements of Art (line, tone, colour, space, shape, pattern and texture):

Line	<ul style="list-style-type: none"> Children can look at an object and draw its outline. Try drawing an object only using a single line without any breaks in it. Try using different media (charcoal, fine line pens, pencils)
Tone	<ul style="list-style-type: none"> Children can draw an object using black, white and grey pastels (or paint) on coloured paper. Look at black and white photographs to see how tone is used
Colour	<ul style="list-style-type: none"> Using the 3 primary colours (blue, red and yellow), create a chart showing which colours can be made by mixing the colours. Make notes on the chart to explain how each colour was made. Then, look at how colour is affected by the one next to it, e.g. a red looks redder next to a green than it does next to an orange.
Space	<ul style="list-style-type: none"> Look at colour to see how it can give a sense of space. For example, often the sky gets bluer and trees get greener as they recede (colour gradation). Be aware of the size of the paper in relation to the drawing.
Shape	<ul style="list-style-type: none"> Look at Dali and see how he has changed the shape of regular objects such as clocks and distorted them, or created another image from the form of another. He also puts obscure objects together in his paintings. Use viewfinders to isolate particular aspects of the subject.
Pattern	<ul style="list-style-type: none"> Look at William Morris wallpaper. Experiment with repetition of lines, shapes tones or colours.
Texture	<ul style="list-style-type: none"> Set up a still life with different textures (e.g. soft fur, shiny metallic tins and rough textured bark). Ask the children to find an equivalent for these surfaces with their mark-making.

Appendix 2

Key Vocabulary: Drawing and Painting

Drawing

- **Animate** – to give the impression life or movement to a picture.
- **blending** – mixing colours or tones by rubbing usually with the finger.
- **composition** – the arrangement of colours, shapes and lines to create a picture, design or 3D shape.
- **cross hatching** – shading lines drawn in opposite directions on top of each other to create various tones.
- **focal point** – part of the drawing that draws the eye towards it.
- **over draw** – adding detail on top of existing drawing.
- **perspective** – 2D representation that give the impression of 3D objects or views. Showing the apparent relationship between visible objects as to position and distance.
- **smudging** – softening the line of colour by rubbing usually with the finger
- **still life** - a collection of inanimate object/s grouped together.
- **vanishing point** –point or points where parallel lines appear to meet
- **view finder** – card “window” used to focus observations of a work of art.
- **view point** – point from which a drawing is made.

Painting

- **bleeding** – allowing ink or diluted paint on wet paper to spread. The way inks and paints soak into material.
- **canvas** – different surfaces to which paint is applied e.g. cotton , cardboard, acetate
- **mood** – feeling created by the composition and colour of an art piece.
- **palette** – particular range of colours used by an artist in a picture.
- **reproduction** – copy of a work of art
- **stipple** – applying paint using a dabbing action often with a short haired stiff brush.
- **tint** – a change of colour when a small amount of another colour is added.
- **tone** – the degree of light or dark in a colour.
- **wash** – a diluted ink or paint applied to a large area often for background colour