

# I am an artist - Year 1

Wow experience:

Outdoor adventure to create natural art i.e rubbings, sculpture

We can paint:

Using brushes of different types and sizes, and creating textures in our work by adding materials such as sand.

Matching colours to objects we observe.

We can print:

- Using mono-printing to create a repeating pattern



We can use 3d form:

- Rolling and manipulate clay to make a sculpture.

We can draw

- Exploring and understanding line, shape and colour, using a variety of tools like pencils, chalks, crayons, and felt tips.

During Art we will:

- Talk about what we think and feel about our own and others work in pairs and small groups, including what we would change.
- Learn about different artists and compare their work
- Create our own artwork based on the work of an artist

# I am an artist - Year 2

Wow experiences:  
Visit from an artist in school

We can paint:

Layering paints and colours, creating shades and textures and scraping through paint to create effects.

We can print:

- Building on our work in year 1, layering mono-prints of our own design.



We can use 3d form:

- To create small thumb pots in clay and understand the health and safety of materials and tools

During Art we will:

- Annotate pieces of our work critically
- Talk about the processes we have used
- Learn about the work of artists. Compare them and make links to our own work.
- Create a piece of work in the style of an artist, applying our skills

We can draw:

From observation of both single and group objects, experimenting with lines, shapes and colours in our drawings and layering different media.

# I am an artist - Year 3

Wow experience:  
Large scale marbling

We can paint:

- We learn about primary and secondary colours.
- We explore how to create secondary colours with primary colours.

We can print:

- Imitate a design to create a collagraph print.



We can use 3d form:

- Create a paper mache model starting to look at techniques to make it smooth or textured.

We can draw:

- Develop sketching techniques: line, tone, shading, texture to create a final drawing.

During Art we will:

- Work collaboratively to develop and extend an idea in a group.
- Evaluate our work and discuss what worked well and what we need to improve.
- Create work to that of Artists we've studied.
- Continue to develop our Sketch Books as a record of our learning across KS2.

# I am an artist - Year 4

Wow experience:  
Large scale marbling

We can paint:

- We know our primary and secondary colours.
- We use a colour wheel to explore complimentary colours.

We can print:

- We build on our knowledge in Year 3 to create our own collagraph print.



We can use 3d form:

- Create a paper mache model with a mixture of texture and smooth parts.

During Art we will:

- Work collaboratively to develop and extend an idea in a group.
- Evaluate our work and discuss what worked well and what we need to improve.
- Create work to that of Artists we've studied.
- Continue to develop our Sketch Books as a record of our learning across KS2.

We can draw:

- Develop sketching techniques: line, tone, shading, texture to create a final drawing understanding how the texture of the paper affects the drawing.

# I am an artist - Year 5

Wow experience:  
Sculpture workshop

We can paint:

- To create our own paint pallet by mixing colours to match with a shade in a picture.

We can print:

- Look at lino printing. Imitate a design to recreate it using the foil techniques.



We can use 3d form:

- To create a sculpture out of clay understanding how to manipulate the material to get the best out of it.

During Art we will:

- Work collaboratively to develop and extend an idea in a group.
- Evaluate our work and discuss what worked well and what we need to improve.
- Create work to that of Artists we've studied.
- Continue to develop our Sketch Books as a record of our learning across KS2.

We can draw:

- To start to look at different gradients of pencils and practise techniques learnt in LKS2 (texture, line, tone etc) to create specific effects.

# I am an artist - Year 6

Wow experience:  
Sculpture workshop

We can paint:

- To be able to create our own paint pallet by mixing colours to create a specific shade including only in black and white.

We can print:

- Building on from our work in Year 5, create an independent lino print design to create unique compositions.



We can use 3d form:

- To build on our Year 5 work with clay and create a 3D sculpture including a base and adequate joins.

During Art we will:

- Work collaboratively to develop and extend an idea in a group.
- Evaluate our work and discuss what worked well and what we need to improve.
- Create work to that of Artists we've studied.
- Continue to develop our Sketch Books as a record of our learning across KS2.

We can draw:

- To know and select different gradients of pencil to create a specific effect.

# I am an artist - Inspiration

## 3D Form

KS1 - Card, Junk, Playdough, Plastecine, Clay, lolly sticks, Salt dough

KS2 - Plaster Of Paris, Mod Rock, Wire, Wood, Paper Mache

## Textiles/Collage

KS1 - Tearing and cutting, Fabric pens, Exploring textile properties, Hand puppets, Finger knitting, French knitting

KS2 - Tie dying, Embroidery, Cushion covers, Batik wax, Knot tying

## Painting

KS1 - Watercolour, Brushes, Sponges, Poster Paint,

KS2 - Ink, Acrylic, Natural Dyes, Spray Paint

## Drawing

KS1 - Charcoal, Pencils, Coloured pencils, Chalk, Pastel, Crayons

KS2 - Pencils of different grades, Graphite sticks, Wax, Ball Point Pens, Ink Pens

## Printing

KS1 - Rubbing, Rollers, Hands, Natural Materials

KS2 - Monoprint, Lino, Etching, Engraving

## Inspiration

Artists - painters, portrait artists, landscape artists, abstract and conceptual artists, print makers, illustrators and graffiti artists all from different world cultures, periods or artistic movements

Crafts people - potters, ceramicists, weavers, jewellers, glass makers, furniture makers, textile artists in weave and print, stone masons, letter cutters, toy and automata makers and craftspeople working in traditional, cultural and heritage industry craft forms to include preservation and conservation.

Designers - product and systems designers, book designers, illustrators, typographers, graphic designers, fashion and textile designers, interior and exhibition designers, stylists and advertisers.

## Key Vocabulary KS1

- Line
- Shape
- Space
- Form
- Colour
- Texture
- Media
- Sculpt
- Mould
- Draw
- Paint
- Portrait
- Landscape

## Key Vocabulary KS2

- Contrast
- Compliment
- Textiles
- Printing
- Perspective
- Background
- Foreground
- Light
- Shadow
- Abstract
- Realism
- Fine Art
- Impressionist

# I am an artist - Greater Depth

Children are able to:

- Explain the inspiration and influences behind their piece.
- Able to talk about the work of others, describing what they like and what they dislike about pieces, artwork and techniques and why.
- Recall and explain the process used in sequence to achieve a given piece.
- Describe the process of creating their piece using relevant vocabulary i.e names of tools, techniques.
- Compare processes and explain why they have chosen one process over another. For example in 3D form, I have chosen to use clay instead of plaster as I find it more malleable to create more detail in my work.
- Able to constructively criticise the work of others, giving suggestion about how they would adapt the work and the result they would gain from their adaptations. For example in drawing, I would use two different pencil shades to give more depth to the object in the foreground, making it stand out more from the background. In painting I would use contrasting colours to achieve strong, bold look.
- Able to peer share ideas and build upon them using others thoughts.
- Recall prior knowledge of tools, techniques and influences to inform new ideas and pieces and explain the reasoning behind this.
- Evaluate a piece, talking about what went well and why, any problems they encountered and what they would do differently in future pieces.
- Able to explain their understanding to others