

Long Term Planning grid – Art Skills

Year group/ skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Study of Artist
Year 1	Painting <i>Mark making, understanding of basic colours.</i>	Use of other media – chalk <i>Mark making, rubbing and smudging effects.</i>	Drawing/ Sketching <i>Name marks made and invent new lines, draw shapes from observations, Draw with a wide range of media.</i>	Colour Mixing <i>Colour recognition and mix primary to secondary. Red + Yellow Yellow + Blue Red + Blue</i>	3D Model ling <i>Manipulate malleable materials including kneading and rolling. Join recycled, natural and manmade materials.</i>	Cutting skills <i>To use To safely use scissors to cut around variety of shapes in preferred hand.</i>	Lowry
Year 2	Painting <i>Understanding of all primary and secondary colours, recognisable attempts.</i>	Colour Mixing <i>Recognition of most colours and knowledge of what can be mixed from primary and secondary colours. All primary colours = brown Red + white Black + white</i>	Drawing/ Sketching <i>Mark making to produce some recognisable pictures, distinguish light and dark marks, start to draw by observation.</i>	Use of other media –pastelling <i>Mark making, rubbing and smudging effects. Securing work to paper with fixing solution (i.e. hairspray) and recognisable work</i>	Digital Media <i>Explore ideas using WWW etc., record visual ideas using cameras, video etc., and use basic graphic packages to create images.</i>	Textiles <i>Match and sort fabrics. Change and modify threads and fabric, i.e. knotting, fraying and fringing. Cut and shape fabrics. Apply shapes with gluing or stitching. Apply decoration i.e. beads, feathers, buttons. Create texture through weaving. Apply colour with fabric pens, printing etc.</i>	Monet
Year 3	Painting <i>Correct use of</i>	Clay work <i>Develop skills in</i>	Drawing/ Sketching	Use of other media –charcoal	3D Model ling <i>Use malleable</i>	Collage <i>To know what</i>	Chas Jacobs

	<i>brush, recognisable paintings, begin to clean tools independently.</i>	<i>clay such as kneading, rolling, making slabs and coils.</i>	<i>Start to use perspective for size when drawing adding more detail into pictures.</i>	<i>Mark making, rubbing and smudging effects. Securing work to paper with fixing solution (i.e. hairspray) and recognisable work</i>	<i>materials for a specific purpose, use 2D shapes to create 3D form, construct form observation.</i>	<i>collage is, to secure pieces of material to paper, to identify trends or themes i.e. natural collage, wool collage etc.</i>	
Year 4	<i>Painting Correct care of tools independently, Paintings to include detail with finer brushstrokes and independent colour mixing.</i>	<i>Use of other media – chalk Mark making, rubbing and smudging effects. Securing work to paper with fixing solution (i.e. hairspray) and recognisable work.</i>	<i>Drawing/ Sketching Continue to draw with detail and imitate drawing styles of others; use observational drawing to hone skills in tonal changes.</i>	<i>Cutting Skills To cut out a variety of pre-drawn and free hand shapes with accuracy using scissors and cutting boards with blades in a safe manner.</i>	<i>Digital media Record visual ideas using cameras, video etc., use basic graphic packages to create images, changing lines, shapes, colour and texture using basic tool selection within program. Manipulate these images wherever possible.</i>	<i>Colour Mixing Mark making, rubbing and smudging effects. Securing work to paper with fixing solution (i.e. hairspray) and recognisable work</i>	<i>Picasso William Morris</i>
Year 5	<i>Painting Detailed paintings using observational skills, colour mixing and correct care of tools.</i>	<i>Textiles Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with Batik techniques. Overlap and layer to create interesting colours, textures and effects.</i>	<i>Drawing/ Sketching Explore blending techniques with different grade pencils. Recognisable pictures and observational drawings. Start to develop own style using tonal contrast</i>	<i>Use of other media –pastelling Mark making, rubbing and smudging effects whilst maintaining detailed elements. Securing work to paper with fixing solution (i.e. hairspray) and recognisable work.</i>	<i>3D Model ling Use malleable materials for a specific purpose, use 2D shapes to create 3D form, construct form observation. Use wide variety of materials, plan and design models prior to build.</i>	<i>Clay work Develop skills in clay such as kneading, rolling, making slabs and coils. Join clay using slip method. Produce intricate patterns and textures in clay.</i>	<i>Matisse</i>
Year 6	<i>Painting Detailed paintings using</i>	<i>Collage To produce a recognisable</i>	<i>Drawing/ Sketching Develop own</i>	<i>Colour Mixing Use of tonal colour mixing by adding</i>	<i>Digital Media Import scanned, retrieved taken,</i>	<i>Use of other media –charcoal Mark making,</i>	<i>Pointism</i>

	<i>observational skills, colour mixing, tonal mixing, own style and correct care of tools.</i>	<i>picture using various forms of collage. To plan for use of specific materials linked to own ideas.</i>	<i>personal style, choose own media to draw in and on, use a range of tone, shade and observation to include detail and perspective.</i>	<i>black and white tones to basic and mixed colours.</i>	<i>images and save. Use images and create in photo story and power point . Understand digital imaging is created by layering. Work with complementary colours.</i>	<i>rubbing and smudging effects. Securing work to paper with fixing solution (i.e. hairspray) and recognisable work. To include tonal effects and shading.</i>	
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This long term planning grid is to inform your topic planning, to include a range of art skills, in order for children to receive a broad and balanced art curriculum.

This is a guide for each year group and can be taught at different times than those stated in the plans. They can be taught through your topic art work or can be condensed into shorter discreet lessons.

Skills should be practiced and developed within sketch books, which are to be used as a working document rather than a 'workbook'. Years 2-6 should now have these.

Skills displays would also be useful for children around school. You should change the displays you are responsible for around school regularly please.

Each class now has access to their own class pack of paint pallets for individual work. These can perhaps be named in KS2 to allow children to become responsible for their own care of equipment.

Please note the addition of digital media and textiles as a skill.

Please use the statements in each area to assess learning. Each statement is the expected (2) level for the child in each year group. Children working below the expected level (Emerging - 3) and working above the expected level (Exceeding - 1)

This needs to in place and part of your topic planning from September please.