

Beaconhill Community Primary School

Art at Beaconhill



Curriculum Intent

An artist at Beaconhill Primary School should have -

- A good **knowledge** of **artistic language** and the **formal elements** of art: colour, form, shape, line, pattern, texture and tone.
- **Interpret** observations, **convey meaning** and **express** their **individuality**.
- The ability to **draw** and **create confidently** and **adventurously** using **observation** skills, **memory** of previous learning and **imagination**.
- The ability to **apply** their **knowledge** in different contexts – using and improving their skills outside of the classroom and at the beach.
- The ability to **explore** **mark-making**, **develop shading** and **spatial awareness**.
- The ability to **deconstruct ideas** and **communicate** perceptively and powerfully **through** purposeful **drawing**.
- The ability to be **inspired** by other artists and designers and **create** their **own masterpieces** through **replication** and **appreciation**.
- **Independence** shows **initiative** and **originality** which they can use to develop their creativity.
- The ability to select and use **materials**, **processes** and **techniques** **skillfully** and **inventively** to realise intentions and capitalise on the unexpected.
- The ability to **reflect on**, **analyse** and critically **evaluate** their own work and that of others.



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Curriculum Overview

	Autumn	Spring	Summer
Nursery	Aut C1 Nursery Medium Term Plan MTP .docx Aut C2 Nursery Medium Term Plan MTP .docx	Spr C1 Nursery Medium Term Plan MTP .docx Spr C2 Nursery Medium Term Plan MTP .docx	Sum C1 Nursery Medium Term Plan MTP .docx Sum C2 Nursery Medium Term Plan MTP .docx
Reception	Aut C1 Reception Medium Term Plan MTP .docx Aut C2 Reception Medium Term Plan MTP .docx	Spr C1 Reception Medium Term Plan MTP .docx Spr C2 Reception Medium Term Plan MTP .docx	Sum C1 Reception Medium Term Plan MTP .docx Sum C2 Reception Medium Term Plan MTP .docx
Year 1	Drawing: Exploring Line and Shape https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/drawing-exploring-line-and-shape/	Painting and Mixed Media: Colour Splash https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/painting/	Sculpture and 3D: Paper Play https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/3d/
Year 2	Drawing: Understanding Tone and Texture https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/drawing-understanding-tone-and-texture/	Painting and Mixed Media: Life in Colour https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/painting/	Sculpture and 3D: Clay Houses https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/3d-and-sculpture-clay/
Year 3	Drawing: Developing Drawing Skills https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/developing-drawing-skills/	Painting and Mixed Media: Prehistoric Painting https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/painting/	Sculpture and 3D: Abstract Shape and Space https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/3d-and-sculpture/
Year 4	Drawing: Exploring Tone, Texture and Proportion. https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/drawing-exploring-tone-texture-and-proportion/	Painting and Mixed Media: Light and Dark https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/painting/	Sculpture and 3D: Mega Materials https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/3d-and-sculpture/
Year 5	Drawing: Depth, Emotion and Movement. https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/updated-drawing-depth-emotion-and-movement/	Painting and Mixed Media: Portraits https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/painting/	Sculpture and 3D: Interactive Installation https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/3d-and-sculpture/
Year 6	Drawing: Expressing Ideas https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/updated-drawing-expressing-ideas	Painting and Mixed Media: Artist Study https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/painting/	Sculpture and 3D: Making Memories https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/3d-and-sculpture

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Skills Progression

Making Skills: Drawing

	Knowledge			Skills
	Mark Making	Shading	Spatial Awareness	
EYFS	<ul style="list-style-type: none"> -Explore mark-making in different surfaces such as sand, mud playdough and rice with fingers or sticks (Line, Texture). -Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape). 	<ul style="list-style-type: none"> -Describe when colouring is lighter or darker (Tone). 	<ul style="list-style-type: none"> -Make lines and marks on paper, staying within the boundaries of the page (Space). 	<ul style="list-style-type: none"> -Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. -Begin to develop observational skills (for example, by using mirrors to include the main features of faces).
Year 1	<ul style="list-style-type: none"> -Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc (Line, Pattern). -Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing (Shape). -Draw and combine geometric shapes (Line, Shape). -Identify known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw (Shape, Line). 	<ul style="list-style-type: none"> -Apply more pressure when drawing or colouring to create a darker tone (Tone). -Create an area with a single, consistent tone when colouring/shading (Tone). 	<ul style="list-style-type: none"> -Use shading to show light and dark areas (Tone). -Use the same tool to colour/shade different tones by adjusting pressure (Tone). 	<ul style="list-style-type: none"> -Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. -Make choices about which materials to use to create an effect. -Develop observational skills to look more closely.
Year 2	<ul style="list-style-type: none"> -Use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure (Line, Texture). -Recognise that shapes and marks can be refined rather than accepting the first attempt (Line, Shape). -Compose more complex drawings by combining shapes (Shape, Space). 	<ul style="list-style-type: none"> -Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees (Space). 	<ul style="list-style-type: none"> -Develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people (Shape, Space). 	<ul style="list-style-type: none"> -Further demonstrate increased control with a greater range of media. -Make choices about which materials and techniques to use to create an effect. -Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
Year 3	<ul style="list-style-type: none"> -Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin (Line, Texture, Tone, Pattern). 	<ul style="list-style-type: none"> -Place tonal shading by experimenting and recognising how it can help to show that a 	<ul style="list-style-type: none"> -Sketch out an idea or composition using short, fast, light strokes and 2D shapes 	<ul style="list-style-type: none"> -Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.

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	<ul style="list-style-type: none"> -Recognise more organic shapes within objects (shape). -Attempt to draw 3D forms using line and shape (Line, Form, Shape). 	<p>shape has form (Shape, Form, Tone).</p>	<p>(Space, Shape, Line).</p>	<ul style="list-style-type: none"> -Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.
Year 4	<ul style="list-style-type: none"> -Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass (Line). -Represent geometric 3D shapes more accurately and begin to include organic forms (Line, Shape, Form). -Use a more diverse range of marks to convey a subject's form (Line, Tone, Form). -Combine lines and marks to create light and dark areas of a drawing (Tone). 	<ul style="list-style-type: none"> -Recognise the impact of light on form (e.g. where it hits 3D objects and where shadows form) (Shape, Form, Tone). -Start to depict an object's form with tonal shading, highlighting the presence and absence of light (Form, Tone). -Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones (Tone). 	<ul style="list-style-type: none"> -Sketch to plan the placement of their composition elements for visual effect (Space). -Draw more accurately in relative size/proportion (Space). -Recognise whether something is in the foreground or background of a composition and how size can show distance (Space). 	<ul style="list-style-type: none"> -Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. -Use growing knowledge of different materials, combining media for effect. -Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.
Year 5	<ul style="list-style-type: none"> -Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion (Line). -Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition (Line). -Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed (Line). -Identify qualities and techniques that resonate and begin to develop personal style and preferences (Line, Shape, Form, Texture, Tone, Pattern). 	<ul style="list-style-type: none"> -Refine tonal shading to show greater graduations in tone (Tone, Form). -Blend to smooth transitions in tone (Tone). -Use shading techniques such as cross hatching, to create texture as well as depth (Tone, Texture, Form). 	<ul style="list-style-type: none"> -Use sketching to experiment with ideas, layout and shading. (Space) -Consider balance and symmetry / asymmetry in compositions (Space). -Start using size to develop a foreground, midground and background in compositions (Space). 	<ul style="list-style-type: none"> -Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. -Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.
Year 6	<ul style="list-style-type: none"> -Explore the expressive qualities of line as part of their iterative process (Line, Shape, Texture). -Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect (Line, Shape, Form, Texture, Tone, Pattern). 	<ul style="list-style-type: none"> -Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions (Tone, Form, Texture, Pattern). 	<ul style="list-style-type: none"> -Find a point in the distance to draw from (one-point perspective) (Space, Line). -Scale drawings up or down while aiming to keep proportion (Space). 	<ul style="list-style-type: none"> -Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. -Combine materials and techniques appropriately to fit with ideas.



Making Skills: Painting and Mixed Media

	Knowledge	Skills
	Methods, Techniques, Media and Materials	
EYFS	<ul style="list-style-type: none"> -Explore paint, using hands as a tool. -Describe colours and textures as they paint. -Explore what happens when paint colours mix. -Make natural painting tools. -Investigate natural materials e.g. paint, water for painting. -Explore paint textures, for example mixing in other materials or adding water. -Respond to a range of stimuli when painting. -Use paint to express ideas and feelings. -Explore colours, patterns and compositions when combining materials in collage. 	<ul style="list-style-type: none"> -Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.
Year 1	<ul style="list-style-type: none"> -Combine primary coloured materials to make secondary colours. -Mix secondary colours in paint. -Choose suitable sized paint brushes. -Clean a paintbrush to change colours. -Print with objects, applying a suitable layer of paint to the printing surface. -Overlap paint to mix new colours. -Use blowing to create a paint effect. -Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. 	<ul style="list-style-type: none"> -Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. -Make choices about which materials to use to create an effect.
Year 2	<ul style="list-style-type: none"> -Mix a variety of shades of a secondary colour. -Make choices about amounts of paint to use when mixing a particular colour. -Match colours seen around them. -Create texture using different painting tools. -Make textured paper to use in a collage. -Choose and shape collage materials eg cutting, tearing. -Compose a collage, arranging and overlapping pieces for contrast and effect. -Add painted detail to a collage to enhance/improve it. 	<ul style="list-style-type: none"> -Further demonstrate increased control with a greater range of media. -Make choices about which materials and techniques to use to create an effect. -Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. -Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
Year 3	<ul style="list-style-type: none"> -Use simple shapes to scale up a drawing to make it bigger. -Make a cave wall surface. 	<ul style="list-style-type: none"> -Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.

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	<ul style="list-style-type: none"> -Paint on a rough surface. -Make a negative and positive image. -Create a textured background using charcoal and chalk. -Use natural objects to make tools to paint with. -Make natural paints using natural materials. -Create different textures using different parts of a brush. -Use colour mixing to make natural colours. 	<ul style="list-style-type: none"> -Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
Year 4	<ul style="list-style-type: none"> -Mix a tint and a shade by adding black or white. -Use tints and shades of a colour to create a 3D effect when painting. -Apply paint using different techniques eg. stippling, dabbing, washing. -Choose suitable painting tools. -Arrange objects to create a still life composition. -Plan a painting by drawing first. -Organise painting equipment independently, making choices about tools and materials. 	<ul style="list-style-type: none"> -Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. -Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.
Year 5	<ul style="list-style-type: none"> -Develop a drawing into a painting. -Create a drawing using text as lines and tone. -Experiment with materials and create different backgrounds to draw onto. -Use a photograph as a starting point for a mixed-media artwork. -Take an interesting portrait photograph, exploring different angles. -Adapt an image to create a new one. -Combine materials to create an effect. -Choose colours to represent an idea or atmosphere. -Develop a final composition from sketchbook ideas. 	<ul style="list-style-type: none"> -Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. -Combine a wider range of media, e.g. photography and digital art effects. -Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.
Year 6	<ul style="list-style-type: none"> -Use sketchbooks to research and present information. -Develop ideas into a plan for a final piece. -Make a personal response to the artwork of another artist. -Use different methods to analyse artwork such as drama, discussion and questioning. 	<ul style="list-style-type: none"> -Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. -Combine materials and techniques appropriately to fit with ideas. -Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.



Making Skills: Sculpture and 3D

	Knowledge	Skills
	Methods, Techniques, Media and Materials	
EYFS	<ul style="list-style-type: none"> -Explore the properties of clay. -Use modelling tools to cut and shape soft materials eg. playdough, clay. -Select and arrange natural materials to make 3D artworks. -Talk about colour, shape and texture and explain their choices. -Plan ideas for what they would like to make. -Problem-solve and try out solutions when using modelling materials. -Develop 3D models by adding colour. 	<ul style="list-style-type: none"> -Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. -Cut, thread, join and manipulate materials safely, focussing on process over outcome. -Begin to develop observational skills (for example, by using mirrors to include the main features of faces).
Year 1	<ul style="list-style-type: none"> -Roll and fold paper. -Cut shapes from paper and card. -Cut and glue paper to make 3D structures. -Decide the best way to glue something. -Create a variety of shapes in paper, e.g. spiral, zig-zag. -Make larger structures using newspaper rolls. 	<ul style="list-style-type: none"> -Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. -Explore and analyse a wider variety of ways to join and fix materials in place.
Year 2	<ul style="list-style-type: none"> -Smooth and flatten clay. -Roll clay into a cylinder or ball. -Make different surface marks in clay. -Make a clay pinch pot. -Mix clay slip using clay and water. -Join two clay pieces using a slip. -Make a relief clay sculpture. -Use hands in different ways as a tool to manipulate clay. -Use clay tools to score clay. 	<ul style="list-style-type: none"> -Further demonstrate increased control with a greater range of media. -Make choices about which materials and techniques to use to create an effect. -Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. -Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
Year 3	<ul style="list-style-type: none"> -Join 2D shapes to make a 3D form. -Join larger pieces of materials, exploring what gives 3D shapes stability. -Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. 	<ul style="list-style-type: none"> -Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. -Use hands and tools confidently to cut, shape and join materials for a purpose. -Develop direct observation, for example by using tonal shading and starting to apply

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	<ul style="list-style-type: none"> -Identify and draw negative spaces. -Plan a sculpture by drawing. -Choose materials to scale up an idea. -Create different joins in card eg. slot, tabs, wrapping. -Add surface detail to a sculpture using colour or texture. -Display sculpture. 	an understanding of shape to communicate form and proportion.
Year 4	<ul style="list-style-type: none"> -How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. How to: -Use their arm to draw 3D objects on a large scale. -Sculpt soap from a drawn design. -Smooth the surface of soap using water when carving. -Join wire to make shapes by twisting and looping pieces together. -Create a neat line in wire by cutting and twisting the end onto the main piece. -Use a range of materials to make 3D artwork e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. -Try out different ways to display a 3D piece and choose the most effective. 	<ul style="list-style-type: none"> -Use growing knowledge of different materials, combining media for effect. -Use more complex techniques to shape and join materials, such as carving and modelling wire. -Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.
Year 5	<ul style="list-style-type: none"> -Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. -Try out ideas on a small scale to assess their effect. -Use everyday objects to form a sculpture. -Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. -Try out ideas for making a sculpture interactive. -Plan an installation proposal, making choices about light, sound and display. 	<ul style="list-style-type: none"> -Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. -Combine a wider range of media, e.g. photography and digital art effects. -Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.
Year 6	<ul style="list-style-type: none"> -Translate a 2D image into a 3D form. -Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). -Manipulate cardboard to create different textures. -Make a cardboard relief sculpture. -Make visual notes to generate ideas for a final piece. -Translate ideas into sculptural forms. 	<ul style="list-style-type: none"> -Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. -Combine materials and techniques appropriately to fit with ideas. -Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

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Formal Elements

	Colour	Form	Shape	Line
EYFS	-The names of a wide range of colours. -Colours can be mixed to make new colours.	-Modelling materials can be shaped using hands or tools.	-The names of simple shapes in art.	-Lines can be curved or straight and described in simple terms such as: 'wiggly,' 'straight,' 'round'.
Year 1	-That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours.	-Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture.	-A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	-Drawing tools can be used in a variety of ways to create different lines.
Year 2	-Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone'). -Colours can be mixed to 'match' real life objects or to create things from your imagination.	-That 'composition' means how things are arranged on the page. -Pieces of clay can be joined using the 'scratch and slip' technique. -A clay surface can be decorated by pressing into it or by joining pieces on.	-Collage materials can be shaped to represent shapes in an image. -Shapes can be organic (natural) and irregular. -Patterns can be made using shapes.	-Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture.
Year 3	-Using light and dark colours next to each other creates contrast. -Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints	-Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). -Organic forms can be abstract.	-Negative shapes show the space around and between objects. -Artists can focus on shapes when making abstract art.	-Using different tools or using the same tool in different ways can create different types of lines.
Year 4	-Adding black to a colour creates a shade. -Adding white to a colour creates a tint.	-Using lighter and darker tints and shades of a colour can create a 3D effect. -Simple 3D forms can be made by creating layers, by folding and rolling materials.	-How to use basic shapes to form more complex shapes and patterns.	-Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object.
Year 5	-Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	-An art installation is often a room or environment in which the viewer 'experiences' the art around them. -The size and scale of three-dimensional artwork changes the effect of the piece.	-Shapes can be used to place the key elements in a composition.	-Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.
Year 6	-Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.	-The surface textures created by different materials can help suggest form in two-dimensional art work.	-How an understanding of shape and space can support creating effective composition.	-How line is used beyond drawing and can be applied to other art forms.

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	Pattern	Texture	Tone
EYFS	-When they have made a pattern with objects/colours/drawn marks and be able to describe it.	-Simple terms to describe what something feels like (eg. bumpy).	-There are different shades of the same colour and identify colours as 'light' or 'dark'.
Year 1	-That a pattern is a design in which shapes, colours or lines are repeated. Lines can create patterns like zig zags and wavy lines.	-Different drawing tools make different marks.	-That there are many different shades (or 'hues') of the same colour. -Changing the amount of the primary colours mixed affects the shade of the secondary colour produced. -Changing pressure when drawing can create light and dark tones.
Year 2	-Patterns can be used to add detail to an artwork.	-That texture means 'what something feels like'. -Different marks can be used to represent the textures of objects. -Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. -Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. -Painting tools can create varied textures in paint.	-Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour'). -Drawing techniques such as hatching, scribbling, stippling, and blending can create different tones.
Year 3	-Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). -Surface rubbings can be used to add or make patterns.	-Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.	-That 'tone' in art means 'light and dark'. -Shading helps make drawn objects look realistic. -Some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and without gaps. -Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.
Year 4	-Patterns can be irregular and change in unexpected ways. -The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	-How to use texture more purposely to achieve a specific effect or to replicate different surfaces.	-That using lighter and darker tints and shades of a colour can create a 3D effect. -Tone can be used to create contrast in an artwork.
Year 5	-Artists create patterns to add expressive detail to art works, e.g. using small everyday objects to add detail to sculptures.	-How to create texture in different mediums or using different techniques.	-Tone can help show the foreground and background in an artwork.
Year 6	-Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.	-Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.	-Tone can be used to show mood, atmosphere, and depth in an artwork.

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