

## 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.



# Beaconhill Community Primary School

Art at Beaconhill



## Curriculum Overview

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

## Skills Progression

### Making Skills: Drawing

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

# Beaconhill Community Primary School

## Art at Beaconhill



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

### Making Skills: Painting and Mixed Media

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

# Beaconhill Community Primary School

## Art at Beaconhill



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

### Making Skills: Sculpture and 3D

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



# Beaconhill Community Primary School

## Art at Beaconhill



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



## Art at Beaconhill



## 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.

# Beaconhill Community Primary School

## Art at Beaconhill



	Pattern	Texture	Tone
<b>EYFS</b>	-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'.
<b>Year 1</b>	-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.
<b>Year 2</b>	-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.
<b>Year 3</b>	-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.
<b>Year 4</b>	-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.
<b>Year 5</b>	-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.
<b>Year 6</b>	-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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Art at Beaconhill

