



## **An Outline Of The Art Skills And Experiences For Nursery, Reception And Key Stages 1 and 2**

The National Curriculum Orders that Art identify what opportunities children should experience at each Key Stage and outlines what the children should be taught in support of these experiences.

It is the responsibility of the school to organise these experiences into an art programme that meets the requirements of the National Curriculum and demonstrates breadth, balance, progression and continuity. There is also the expectation that the planning for art should present a programme that is relevant to the children and differentiated to meet their particular needs.

The successful implementation of the art programme is dependent upon teachers knowing and teaching the appropriate skills in support of the activities, to give the children the best chance of achievement when undertaking the tasks. The following breakdown of skills and experiences is given to help a school identify and plan a logical progression of experiences that provide opportunities for the children to confidently develop their own skills.

The experiences and skills to be taught and reinforced require a teacher to provide time for investigation and experiment before the child is asked to apply these skills in an activity. The results of such skill teaching and development are as important as the final work and should be reviewed as evidence when assessing the child's performance and achievement.

The subject matter of most primary art is often dependent upon the content and experiences of other curriculum areas as a stimulus for the work. Art tasks therefore, need to be planned and constructed to coincide with such opportunities as and when they are presented. This approach will often give relevance and purpose to the art activities. However, it is essential that, at such times, children appreciate that they are involved in art activities and that they are using information and experiences from other subjects in support of their art investigations.

It is important that the enclosed lists are organised by the school into a sequence that reflects the developing needs of the children alongside the opportunities that other areas of the curriculum present for generating the theme that will be the focus of the artwork.

## Early Years (Yrs N and R): Drawing and Painting

<b>Frequency</b>	<ul style="list-style-type: none"> <li>– to ensure a secure grasp of basic skills children should experience drawing for a variety of purposes, including illustration, at least two or three times per week</li> <li>– painting opportunities should be provided at least on a weekly basis</li> <li>– observational drawing and/or painting should happen at least once each half term</li> </ul>
<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– hold and control a variety of media and use them to make and repeat various marks and lines</li> <li>– name, choose and match primary and secondary colours</li> <li>– describe people, objects and places using simple art specific language especially related to colour and shape</li> <li>– use lines to create shapes, patterns and textures</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– make drawings and paintings, from observation, experience and imagination, of a wide range of subjects including working from the human figure in a range of circumstances</li> <li>– a range of media appropriate to children developing motor co-ordination</li> <li>– drawing and painting on a range of surfaces and scales</li> <li>– drawing with light lines (e.g. chalk) on a dark surface</li> <li>– having the opportunity to choose the subject of working</li> <li>– looking at and talking about the work of other artists involved in painting and drawing</li> <li>– making drawings using the computer</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– different media make different types of marks</li> <li>– other artists have drawn and painted the same things that they do</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– drawing : beginner's pencils pencil crayons wax crayons felt-tips chalks. (Note: all drawing materials should be able to be handled easily by the children)</li> <li>– painting : powder colour or ready mix colours, ready to be used in primary and secondary colours + black, white, brown and a range of flesh tones finger paints brushes: round hog hair type in 2 sizes, spatulas and fingers mixing palettes or plastic plates, and water pots protective clothing</li> </ul>

## Early Years (Yrs N and R): Printmaking

<b>Frequency</b>	<ul style="list-style-type: none"> <li>– experience various types of printing for different purposes twice a year</li> </ul>
<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– load an object with paint and print it</li> <li>– make rubbings from textured surfaces</li> <li>– make a range of other prints, e.g. from bubbles</li> <li>– recognise pattern in natural and man-made objects</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– experimenting with a range of printing methods</li> <li>– choosing objects from a limited range to print with</li> <li>– printing objects to make pictures, patterns and/or textures</li> <li>– printing regular and irregular patterns</li> <li>– working on a range of surfaces and scales</li> <li>– creating printed patterns and textures for collage</li> <li>– talking about their prints</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– printed patterns can be regular, irregular or symmetrical</li> <li>– different objects make different prints</li> <li>– different methods give different kinds of prints</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– opaque ready-mixed paint with a little added washing-up liquid</li> <li>– objects to print with e.g. hard: cotton reels building blocks bottle and pen caps etc. soft: sponges crumpled fabric vegetables string thick wool etc.</li> <li>– wax sticks or wax crayons for making rubbings</li> <li>– protective clothing</li> <li>– papers with surfaces that accept prints easily</li> </ul>

## Early Years (Yrs N and R): Sculpture

<b>Frequency</b>	<ul style="list-style-type: none"> <li>– to aid motor co-ordination, opportunities for building, constructing and modelling should happen weekly in various forms</li> </ul>
<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– mould and create simple shapes with malleable materials, e.g. dough</li> <li>– assemble and dis-assemble component parts of a range of construction kits</li> <li>– combine boxes and other found materials to create junk models</li> <li>– use simple tools to cut, shape and impress patterns and textures in a range of materials</li> <li>– develop the language to describe structures achieved</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– building and constructing structures from separate but similar found objects, e.g. boxes, cardboard tubes</li> <li>– modelling with malleable materials</li> <li>– exploring the tactile qualities of materials</li> <li>– talking about the materials and the processes of working them</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– structures can be made by putting separate objects or units together</li> <li>– structures can be made by moulding a malleable material with hands and simple tools</li> <li>– structures can be made and kept for a long time, others can be made and kept for a short time and others made and immediately dis-assembled</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– malleable materials e.g. dough, plasticene, wet sand</li> <li>– construction materials e.g. paper, card, boxes, tubes</li> <li>– decorative materials e.g. patterned papers, fabrics, threads</li> <li>– commercially produced kits e.g. Lego, wooden blocks</li> <li>– adhesives e.g. wallpaper paste, PVA medium</li> <li>– tools e.g. fingers, scissors, spatulas, simple modelling tools</li> </ul>

## Early Years (Yrs N and R): Collage

<b>Frequency</b>	<ul style="list-style-type: none"> <li>– experience various types of collage for different purposes twice a year</li> </ul>
<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– hold scissors and cut a range of materials</li> <li>– cut straight lines</li> <li>– tear paper into strips and simple shapes</li> <li>– apply adhesive sparingly and place glued surfaces together accurately</li> <li>– classify materials into textures and colours</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– handling and manipulating a wide range of natural and made materials</li> <li>– talking about materials, especially their colours and textures</li> <li>– colour matching</li> <li>– working on group and individual collages by cutting and using materials and by sticking similar objects together to create new textures</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– materials can be cut and re-assembled into new shapes</li> <li>– materials have different colours and surface textures</li> <li>– single items, e.g. seeds or leaves, can be put together to create new textures</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– papers: various colours, sizes, weights, patterns and textures</li> <li>– fabrics: various made and natural fabrics in a range of weights, colours and textures, excluding those which, when cut or pulled apart create an airborne dust, e.g. fur fabric</li> <li>– threads: various made and natural threads in a range of colours, textures and thicknesses</li> <li>– objects: various small objects that can easily be glued to a base surface</li> <li>– adhesives: PVA medium and paper glue</li> <li>– safety scissors, glue pots and spatulas</li> <li>– protective clothing</li> </ul>

Note: many of the skills associated with collage can be taught and reinforced as part of the textile activities.

## Early Years (Yrs N and R): Textiles

<b>Frequency</b>	<ul style="list-style-type: none"> <li>– as part of collage work where appropriate</li> <li>– varying lengths of a range of fabrics should be available at all times for dressing up and for dressing dolls etc.</li> </ul>
<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– collect and classify fabrics and threads into colours and different textures</li> <li>– hold scissors and cut fabrics and threads</li> <li>– thread beads onto a lace or string</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– handling and manipulating a wide range of fabrics and threads</li> <li>– using fabrics as materials for inclusion in collages</li> <li>– wrapping dolls and other shapes in fabrics</li> <li>– dressing themselves and talking about fastenings and the different fabrics</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– fabrics are the basis of textiles that can be used for clothes, household linens and curtains etc.</li> <li>– fabrics can be found in a range of thicknesses, textures, patterns and colours</li> <li>– fabrics can be cut and sewn together into new shapes, which may be 3D as in clothes</li> <li>– threads are the basis of most fabrics including knitting</li> <li>– threads can be found in a wide range of thicknesses, colours and textures</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– fabrics: various made and natural fabrics in a range of weights, colours and textures, excluding those which, when cut or pulled apart, create an airborne dust, e.g. fur fabric</li> <li>– threads: various made and natural threads in a range of colours, textures and thicknesses</li> <li>– children's scissors that will cut fabric</li> <li>– adhesive that is appropriate for sticking fabric, e.g. copydex or PVA</li> </ul>

Note: many of the skills associated with cutting and applying textiles can be taught and reinforced as part of collage activities.

## Early Years Foundation Stage (Yrs N and R): Art and ICT

<b>Frequency</b>	<ul style="list-style-type: none"> <li>– ICT art packages, digital cameras, video cameras, scanners and photocopiers should be available to children in continuous provision</li> </ul>
<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– use paint packages to make pictures</li> <li>– use online art activities to create repeating patterns</li> <li>– select and name colours for paint activities</li> <li>– create papers using a paint programme to cut and add to collage work</li> <li>– take and use own photographs to cut and add to collage work</li> <li>– begin to use digital cameras to record own work</li> <li>– stick photographs in sketchbooks or learning journals</li> <li>– begin to use an art package as medium to convey their ideas (eg create a clown, invent a house, draw a favourite toy)</li> <li>– with support, begin to combine text and images using appropriate packages</li> <li>– use drag and drop activities for labelling stories and pictures</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– exploring mark and image making using paint packages-</li> <li>– exploring online art activities for pattern making, colour matching etc</li> <li>– experimenting with an art package trying different tools and effects</li> <li>– opportunities to talk whilst creating art work using ICT</li> <li>– use of a microscope or visualiser to explore textures and patterns</li> <li>– using a digital camera or digital video camera to take pictures (for example taking a photos of a friend or favourite area of school)</li> <li>– looking at and talking about digital pictures and video displayed on a computer screen</li> <li>– exploring mark-making on the interactive whiteboard</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– ICT can be used to create art works</li> <li>– ICT can be used to enhance art works</li> <li>– ICT can be used to record development in art work</li> <li>– ICT can be used to look at art work by other artists</li> <li>– photographs can be an art work</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– Art software packages (eg 2Paint, 2Publish, Dazzle, Revelation Natural Art etc), cameras, video cameras, on-line art activities, scanners and photocopiers, interactive whiteboard, visualisers</li> </ul>

## Key Stage 1 (Yrs 1 and 2): General Points When Undertaking All Artwork

<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– collect and develop information as sketches and drawings prior to a final piece of work</li> <li>– recognise and name primary, secondary and most tertiary colours</li> <li>– use, recognise and describe lines, patterns, textures and basic shapes in their work and the work of other artists</li> <li>– care for tools and materials, use them correctly, clean them after use and store them away</li> <li>– fix papers and objects together using a limited range of adhesives</li> <li>– cut a range of basic shapes with increasing accuracy</li> <li>– use photographs as resources for the current work without becoming reliant upon them</li> <li>– use the computer in support of their work</li> <li>– follow instructions</li> <li>– work safely with new tools, materials and processes</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– gathering and using limited source material in support of on-going work</li> <li>– constructing displays e.g. of things to work from, and also of their work</li> <li>– working from first hand experience, including from observation</li> <li>– planning the sequence of the work and identifying what the outcome might look like</li> <li>– talking about their work, naming tools and the materials used and describing how their work was produced</li> <li>– working to simple criteria defined by the teacher</li> <li>– talking about how they think their work might look when it is finished</li> <li>– relating the subjects and processes of their work to the work of other artists from a range of times and cultures</li> <li>– looking at the work of artists, craftspeople and designers in the locality</li> <li>– working in 2 and 3 dimensions</li> <li>– sustaining a piece of work and deciding when it is completed</li> <li>– changing their work, or its approach, as it develops</li> <li>– the requirements of AT2 alongside the current work wherever possible</li> <li>– working individually, in pairs, groups and as a whole class</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– artwork can record how they feel as well as what they have seen, experienced and imagined</li> <li>– their artwork is personal to them</li> <li>– their artwork can be understood and appreciated by others</li> <li>– other artists have used the same subjects as a stimulus for their work</li> </ul>
<b>Children should review and evaluate their work and the work of others by...</b>	<ul style="list-style-type: none"> <li>– talking to the teacher about their work during its progress and when completed</li> <li>– relating their finished work to the criteria as defined by the teacher</li> <li>– identifying where success has been achieved and how this could be developed in future</li> <li>– having the opportunity to reflect upon, and talk about, a collection of their work</li> <li>– practising the language of the subject to explain their work and the work of other artists</li> </ul>



## Key Stage 1 (Yrs 1 and 2): Drawing and Painting

<b>Frequency</b>	<ul style="list-style-type: none"> <li>– children need to practice and develop the skills of drawing very frequently, including when undertaking illustration for other subject areas</li> <li>– painting skills need regular development and should be experienced in their own right at least once each half term</li> <li>– observational drawing and/or painting should happen at least once each half term</li> </ul>
<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– develop use and control of an increasing variety of media, to name them and to begin to predict the results that they might achieve</li> <li>– use lines and marks to create an increasing range of shapes, patterns and textures</li> <li>– 'colour in' accurately with paint as well as drawing materials</li> <li>– mix and match basic colours and make them lighter or darker</li> <li>– name primary, secondary and some tertiary colours and qualify their tonal value</li> <li>– work to the size of the paper or surface</li> <li>– make drawings and paintings to show increasing detail, context, and use of the visual elements</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– making drawings and paintings from observation, experience and imagination with the emphasis on first hand experience</li> <li>– beginning to draw for a range of purposes</li> <li>– an increasing range of media for drawing and painting</li> <li>– working from the human figure in a range of poses and circumstances</li> <li>– drawing and painting on a range of surfaces and scales</li> <li>– choosing the subject of working from a limited range provided by the teacher</li> <li>– looking at the drawings and paintings of other artists that represent a variety of cultures, and times and relating them to their own work</li> <li>– making drawings using the computer</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– different media are appropriate to different tasks</li> <li>– media can be applied in different ways to achieve different effects</li> <li>– their skill of drawing and painting can develop with practice</li> <li>– the individual key elements of art can be explored separately or combined within the same piece of work</li> <li>– drawing can be planning for another piece of work or an end in itself</li> <li>– the surface and its tone needs to be selected to enhance the use of the media</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– drawing : HB and 2B pencils graphite sticks pencil crayons chalk charcoal pencils felt + fibre-tipped pens ball point pens wax crayons</li> <li>– painting : Opaque and transparent paint in primary colours that will mix easily to enable effective colour matching brushes: round and flat hog hair type in 2 sizes and soft water colour type in a medium/large size mixing palettes or plastic plates and water pots protective clothing</li> </ul>

## Key Stage 1 (Yrs 1 and 2): Printmaking

<b>Frequency</b>	<ul style="list-style-type: none"> <li>– experience various types of printing for different purposes twice a year</li> </ul>
<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– load a range of different kinds of objects with paint and print them</li> <li>– make a simple printing block from polystyrene printing tiles or similar</li> <li>– ink up a block and print a regular and irregular pattern</li> <li>– make a monoprint using wax crayons</li> <li>– investigate a range of other techniques e.g. using cut stencils</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– experimenting with a growing range of printing methods</li> <li>– choosing objects from which to print to achieve specific results</li> <li>– printing to make pictures, patterns and/or textures including overlaying</li> <li>– printing more complex regular and irregular patterns</li> <li>– working on a range of surfaces and scales</li> <li>– creating printed patterns and textures for collage</li> <li>– identifying and talking about pattern and texture in natural and made objects</li> <li>– talking about their prints and how they were made</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– the same objects and printing materials can be used for varying effects</li> <li>– a print can be a picture in its own right and a repeated pattern or texture</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– opaque ready-mixed paint with a little added washing-up liquid to saturate a pad with which to print</li> <li>– hard and soft objects with which to print</li> <li>– wax sticks or wax crayons for making rubbings</li> <li>– polystyrene printing tiles</li> <li>– heavy card to serve as bases for block prints</li> <li>– printing inks, plates and rollers</li> <li>– papers with surfaces that accept prints easily</li> <li>– protective clothing</li> </ul>

## Key Stage 1 (Yrs 1 and 2): Sculpture

<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– mould malleable materials, e.g. dough or clay, to create shapes that can be combined to make objects</li> <li>– follow instructions to assemble and dis-assemble a range of construction kits to build specific objects</li> <li>– build junk models and prepare them for painting and decorating by covering them with layers of paper</li> <li>– use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials</li> <li>– fold, pleat and cut paper and thin card of varying thicknesses</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– building and constructing structures from separate but similar found objects by combining materials</li> <li>– working on a range of scales and sizes</li> <li>– modelling with malleable materials</li> <li>– building structures using commercial construction kits</li> <li>– talking about the materials, how they have been worked and the final result</li> <li>– talking about their sculptures and relating them to the work of other sculptors</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– materials have their own qualities and require working with particular sets of tools</li> <li>– sculptures are often completed over a period of time which involves more than one process and stage of working</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– malleable materials eg dough, clay</li> <li>– construction materials eg paper, card, fabrics, threads, boxes, wood</li> <li>– commercially produced kits eg Lego, wooden blocks</li> <li>– adhesives e.g. wallpaper paste, PVA medium, glue sticks</li> <li>– tools eg fingers, scissors, spatulas, simple modelling tools</li> <li>–</li> </ul>

## Key Stage 1 (Yrs 1 and 2): Collage

<b>Frequency</b>	<ul style="list-style-type: none"> <li>– experience various types of collage for different purposes twice a year</li> </ul>
<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– cut straight and curved lines from a range of materials with some accuracy</li> <li>– tear paper into strips and shapes with some accuracy</li> <li>– apply adhesive sparingly to a range of materials and stick them down accurately</li> <li>– classify materials into colours and surface textures</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– handling and manipulating a wide range of natural and made materials and making choices to match texture and colour to purpose</li> <li>– making their own simple collage choosing and applying various coloured, textured and patterned materials</li> <li>– talk about their work and the work of others and use language appropriate to the visual elements of shape, texture and colour</li> <li>– creating collages by cutting and using materials and by sticking similar objects together to create new textures</li> <li>– work as a member of a group producing a single collage</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– materials can be selected or created to reflect the colour and surface texture of the subject</li> <li>– a range of different materials can be combined in one piece of work</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– papers: various colours, sizes, weights and textures</li> <li>– fabrics: various made and natural fabrics in a range of weights, colours and textures, excluding those which, when cut or pulled apart create an airborne dust, e.g. fur fabric</li> <li>– threads: various made and natural threads in a range of colours, textures and thicknesses</li> <li>– objects: various small objects that can easily be glued to a base</li> <li>– adhesives: PVA medium and paper glue</li> <li>– safety scissors, glue pots and spatulas</li> </ul>

Note: many of the skills associated with collage can be taught and reinforced as part of the textile activities.

## Key Stage 1 (Yrs 1 and 2): Textiles

<b>Frequency</b>	<ul style="list-style-type: none"> <li>– as part of collage work where appropriate</li> <li>– sewing, weaving and dyeing at least once during the two years for each aspect</li> </ul>
<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– cut fabric into basic shapes</li> <li>– cut threads into a variety of similar lengths</li> <li>– classify fabrics and threads by colour and texture</li> <li>– thread a large eyed needle</li> <li>– sew individual straight stitches as decoration on suitable open-weave fabrics</li> <li>– dye a range of fabrics and threads for collage purposes</li> <li>– weave with paper and card on a warp made from smooth threads</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– selecting fabrics and threads for collage purposes in terms of colour and texture</li> <li>– simple sewing to create a surface texture or pattern on fabric</li> <li>– weaving to create textures and patterns</li> <li>– dyeing threads and fabrics that will be used in other textile activities</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– fabrics can be created through the process of weaving and most fabrics can be deconstructed through the removal of threads</li> <li>– the colour of fabrics and threads can be altered through the process of dyeing</li> <li>– fabrics can be embellished by sewing to create patterns and textures</li> <li>– sewing is the main method of joining fabrics together</li> </ul>
<b>Materials and equipment</b>	<p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>– fabrics: various made and natural fabrics in a range of weights, colours and textures, excluding those which, when cut or pulled apart create an airborne dust, e.g. fur fabric</li> <li>– threads: various made and natural threads in a range of colours, textures and thicknesses</li> <li>– children's scissors that will cut fabrics and threads</li> <li>– adhesive that is appropriate for sticking fabric, e.g. copydex or PVA</li> </ul> <p><b>Sewing:</b></p> <ul style="list-style-type: none"> <li>– large eyed needles and open weave fabric or plastic grid for sewing into</li> </ul> <p><b>Weaving:</b></p> <ul style="list-style-type: none"> <li>– frames or cards on which to weave</li> <li>– smooth threads to create the warp</li> <li>– paper, card etc. for weaving</li> </ul> <p><b>Dyeing:</b></p> <ul style="list-style-type: none"> <li>– light coloured fabrics and threads that will accept the dye</li> <li>– cold water dyes and buckets/bowls that will resist the dye</li> <li>– tongs with which to handle the dyed fabrics and threads</li> <li>– protective clothing</li> </ul>

Note: many of the skills associated with cutting and applying textiles can be taught and reinforced as part of collage activities in art and also as part of Design and Technology activities related to work with textiles.

## Key Stage 1 (Years 1 & 2): Art and ICT

<b>Frequency</b>	<ul style="list-style-type: none"> <li>– Some art topics can have ICT as a main focus</li> <li>– All topics or art units should have some aspect of ICT</li> </ul>
<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– select programmes and formats for own use</li> <li>– use images found on the computer in sketchbooks</li> <li>– save and print own art works</li> <li>– print and source images for inspiration</li> <li>– use online galleries to look at art works linked to themes and topics</li> <li>– find images online to support research and own work (eg Kings and Queens, The Great Fire of London)</li> <li>– use favourites file with websites and activities selected by the teacher</li> <li>– combine text and image (eg make a non fiction page with a picture or create own story pages)</li> <li>– use a range of art packages to convey their ideas, as one of a range of media available</li> <li>– use some simple tools in art packages (eg stamping and symmetry tools)</li> <li>– scan an image and make changes to it</li> <li>– save digital pictures and video on a computer</li> <li>– use photographed textures and patterns to add to collage</li> <li>– create patterned pages using a paint program to add to collage</li> <li>– use digital cameras to record collaborative and 3D work and record in sketchbooks</li> <li>– combine and / or change digital photographs in a paint package (eg changing a digital portraits into a clown)</li> <li>– combine digital photographs with other art techniques (eg painting or drawing)</li> <li>– add captions or sound to digital pictures or video</li> <li>– use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose (eg looking for natural sculptures to photograph on a nature walk)</li> <li>– recognise and use ICT techniques used by other artists</li> <li>– create posters, leaflets, story and non-fiction pages incorporating art</li> <li>– create story sequences using photography and small world toys</li> <li>– with support, create a simple animation sequence with images, starting from a storyboard</li> <li>– With support carry out simple editing of a sequence of digital pictures or video (eg change sequence, add transitions)</li> </ul>

<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– discussing the use of ICT in art, developing their art and ICT vocabulary</li> <li>– opportunities to reflect on art work created using ICT and describe how they created it</li> <li>– voting for an art work (for example using Activote or Wizkid forum)</li> <li>– exploring a range of tools on the interactive whiteboard</li> <li>– using a microscope or visualiser to explore, sort, classify and describe textures, patterns and shapes</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– ICT can be used to create art works</li> <li>– ICT can be used to enhance art work</li> <li>– ICT can be combined with other art mediums (eg painting, drawing and collage)</li> <li>– ICT can be used to record development and outcomes in art work</li> <li>– ICT can be used to look at and appreciate art work by other artists</li> <li>– photographs can be an art work</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– Art related software packages (eg 2Paint, 2animate, 2Publish, Word, Dazzle, Revelation Natural Art)</li> <li>– cameras, video cameras, on-line art activities, scanners and photocopiers, interactive whiteboard, visualisers</li> <li>– Web-sites with art images eg National Portrait Gallery</li> </ul>

## Key Stage 2, Lower Phase (Yrs 3 and 4): General Points When Undertaking All Artwork

<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>— use a sketchbook and know what to use it for</li> <li>— collect and develop information as sketches and drawings prior to a final piece of work</li> <li>— begin to research the topic in hand by collecting relevant information</li> <li>— recognise, define and describe a developing variety of colour, tone, line, pattern, texture and shape</li> <li>— choose, use, clean and store tools and materials with care</li> <li>— fix papers and objects together using a range of adhesives and tapes</li> <li>— cut a range of complex shapes with increasing accuracy</li> <li>— increase their range of techniques and skills through instruction and experimentation</li> <li>— use the computer in support of their work</li> <li>— mount their work ready for display</li> <li>— follow instructions without constant reminders</li> <li>— work safely with new tools, materials and processes</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>— constructing displays e.g. of things to work from or of their work</li> <li>— gathering limited source material, including photographs to support on-going work</li> <li>— looking at the work of artists, craftspeople and designers from a range of times and cultures including those who are represented in the locality</li> <li>— working from first hand experience, including from observation</li> <li>— talking about their work, naming tools and the materials used and describing how their work was produced</li> <li>— working to relevant criteria as defined by the teacher and beginning to identify personal criteria</li> <li>— planning to work in 2 and 3 dimensions</li> <li>— undertaking simple planning for their work to include how the work could be undertaken and what the final result might look like</li> <li>— justifying their approach to the work</li> <li>— collecting resources to support the task and selecting the approach to the work in hand</li> <li>— select and use photographs as resources for the current work without becoming reliant upon them</li> <li>— changing their work, or its approach, as it develops</li> <li>— relating the subjects and processes of their work to the work of other artists</li> <li>— sustaining a piece of work from initial ideas through to completion</li> <li>— working individually, in pairs, groups and as a whole class</li> <li>— the requirements of AT2 alongside the current work wherever possible</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>— artwork is personal to them and can record how they feel as well as what they have seen, experienced and imagined</li> <li>— their artwork can be understood and appreciated by others</li> <li>— other artists have used the same stimulus for their work and that their work is different and emphasises different aspects and qualities</li> <li>— with practise, their art skills and abilities can improve</li> <li>— their artwork can be understood and appreciated by others</li> </ul>
<b>Children should review and evaluate their work and the work of others by...</b>	<ul style="list-style-type: none"> <li>— talking to the teacher about their work during its progress and when completed</li> <li>— identifying strengths and areas for development in their work</li> <li>— practising the language of the subject to explain their work and the work of other artists</li> <li>— relating their finished work to the criteria as defined by the teacher</li> <li>— having the opportunity to reflect upon, and talk about, a collection of their work</li> </ul>



## Key Stage 2, Lower Phase (Yrs 3 and 4): Drawing and Painting

<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– use and control more specialist media to explore ways in which they can be applied to achieve particular effects</li> <li>– identify key visual elements, e.g. colour, line, shape, space in their work and the work of others</li> <li>– begin to adapt and apply colours to achieve tonal effects, patterns and textures</li> <li>– begin to match the approach to the scale of the work</li> <li>– describe what they have achieved and how it was produced using art language</li> <li>– make drawings and paintings that include detail and context</li> <li>– recognise and apply the proportions of the human body</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– making drawing and paintings from observation, experience and imagination with the emphasis on first hand experience</li> <li>– drawing for different purposes using a range of styles</li> <li>– selecting media from a limited range and deciding how it might be used</li> <li>– working on a range of surfaces and scales and beginning to choose the scale and surface appropriate to the work</li> <li>– working from the human figure in a range of active and passive situations</li> <li>– looking at a wide range of drawings and paintings made by artists from a variety of cultures and times and relating them to their own work</li> <li>– the work of other artists to begin to identify styles</li> <li>– making drawings using the computer</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– media can be used and applied in a variety of ways involving changes in pressure, speed, and a range of different hand/arm movements</li> <li>– drawing and painting needs to be practised to develop personal skills</li> <li>– the elements of art are important in themselves but need to be combined in the creation of a painting or drawing</li> <li>– drawing can be planning for another work or an end in itself</li> <li>– styles of drawing can be developed and used for different purposes</li> <li>– the surface and its tone needs to be selected to enhance the use of the media</li> <li>– a range of artists who observe the same thing or have the same kind of experience can produce work that is very different</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– drawing: HB and 2B pencils graphite sticks pencil crayons pastels charcoal and charcoal pencils felt and fibre-tipped pens ball point pens water based crayons</li> <li>– painting: opaque and transparent paint in primary colours that will mix easily to enable effective colour matching brushes: round and flat hog hair type in 2 sizes and water colour type in 2 sizes mixing palettes or plastic plates and water pots protective clothing</li> </ul>

## Key Stage 2, Lower Phase (Yrs 3 and 4): Printmaking

<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– make a more complex printing block from polystyrene printing tiles or similar</li> <li>– build a printing block by applying card, string, wool etc.</li> <li>– to ink up a block and print a regular and off-set pattern e.g. half drop</li> <li>– investigate a range of other techniques e.g. printing on fabric, with a range of objects and as represented in the work of other artists</li> <li>– use the computer to create patterns</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– experimenting with a growing range of printing methods</li> <li>– choosing objects with which to print to achieve specific results</li> <li>– developing monoprints to show use of line, pattern and texture</li> <li>– printing to make pictures, patterns and/or textures</li> <li>– printing more complex regular and irregular patterns</li> <li>– collecting printmaking patterns and textures</li> <li>– working on a range of scales and surfaces, including fabric</li> <li>– designing and creating printed patterns and textures for collage</li> <li>– identifying and talking about pattern and texture in natural and man-made objects</li> <li>– talking about their print and the work of others and explaining how it was made</li> <li>– talking about prints made by other artists using a range of techniques</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– printing can be achieved through a range of ways of working</li> <li>– printing methods can be combined to achieve yet more results</li> <li>– a print can be a picture in its own right and a repeated pattern or texture</li> <li>– tessellations can be used as a basis for repeat prints</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– polystyrene printing tiles</li> <li>– wax sticks or wax crayons for making rubbings</li> <li>– heavy card or strawboard to serve as bases for block prints</li> <li>– printing inks, plates and rollers</li> <li>– fabric inks and crayons</li> <li>– papers with surfaces that accept prints easily</li> <li>– protective clothing</li> </ul>

## Key Stage 2, Lower Phase (Yrs 3 and 4): Sculpture

<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– mould malleable materials, e.g. clay, to create objects and people from a range of component shapes</li> <li>– use simple techniques for building and joining clay</li> <li>– use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials</li> <li>– create simple shapes from paper and card</li> <li>– create papier-mâché and use it to model 3D shapes</li> <li>– make armatures to support the work</li> <li>– make plaster casts</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– building and constructing structures from a wide range of materials and objects</li> <li>– working on a range of scales and sizes</li> <li>– combining materials and processes to achieve required effects and meet specific design requirements, for example in the production of a large figure involving an armature, the building of the body and its decoration</li> <li>– working with specific malleable (especially clay) and resistant materials to explore their qualities</li> <li>– planning the sculpture and selecting appropriate materials and tools to work with</li> <li>– talking about their sculptures and relating their work to the work of other sculptors</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– materials have their own qualities and different tools can be used to achieve a variety of results</li> <li>– sculptures can be planned and appropriate materials can be chosen to reinforce the idea of the work</li> <li>– sculptures can be undertaken on a wide range of scales and the scale has implications for the choice of materials</li> <li>– sculpture needs to be viewed from all angles</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– malleable materials e.g. dough, clay</li> <li>– construction materials e.g. paper, card, fabrics, threads, boxes, wood, wire, plaster</li> <li>– adhesives e.g. wallpaper paste, PVA medium, glue sticks, copydex</li> <li>– tools e.g. fingers, scissors, spatulas, sponges, modelling tools, saws</li> <li>– protective clothing</li> </ul> <p><b>Note:</b> some materials and associated techniques may require tools and adhesives that will need to be used under close supervision by an adult.</p>

## Key Stage 2, Lower Phase (Yrs 3 and 4): Collage

<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– cut complex shapes from a range of materials with some accuracy</li> <li>– tear paper to pre-determined strips and shapes</li> <li>– change the surface of materials by, for example, crumpling, creasing, folding, pleating, scoring, tearing, fraying</li> <li>– apply adhesive sparingly and stick shapes down accurately</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern</li> <li>– experimenting with materials to achieve new textures and colours</li> <li>– talk about their work and the work of others using language appropriate to the visual elements of shape, texture, pattern and colour and identify how they combine in the work to achieve specific results</li> <li>– working as a member of a group to produce a single collage</li> <li>– looking at and talking about collages created by other artists</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– materials can be combined and altered to create new textures that are appropriate for the subject of the work</li> <li>– the choice of materials to reflect colour, tone and texture can enhance the work</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– papers: various colours, sizes, weights and textures</li> <li>– fabrics: various made and natural fabrics in a range of weights, colours and textures, excluding those which, when cut or pulled apart, create an airborne dust, e.g. fur fabric</li> <li>– threads: various made and natural threads in a range of colours, textures and thicknesses</li> <li>– objects: various small objects that can easily be glued to a base</li> <li>– adhesives: PVA medium and paper glue</li> <li>– safety scissors, fabric scissors, glue pots and spatulas</li> <li>– sewing equipment and appropriate threads</li> </ul>

Note: many of the skills associated with collage can be taught and reinforced as part of the textile activities.

## Key Stage 2, Lower Phase (Yrs 3 and 4): Textiles

<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– cut and apply fabrics and threads with some accuracy</li> <li>– create and apply new fabric textures by, for example, crumpling, creasing and pleating</li> <li>– thread and sew with fine metal needles</li> <li>– sew with straight stitches to create patterns and surface decoration</li> <li>– use sewing to apply one fabric to another</li> <li>– weave using a wide range of fabric strips and threads</li> <li>– create patterns in fabric as a result of dyeing</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– creating collages using appropriately selected fabrics and threads</li> <li>– weaving to create textures and patterns</li> <li>– tie-dyeing fabrics to achieve patterns and textures</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– sewing, weaving and dyeing are processes that can be combined to create a particular effect</li> <li>– tie-dyeing can be used to achieve regular as well as irregular patterns</li> <li>– sewing can be used to join fabric, to create textures and patterns on it, and to sew objects such as beads, buttons and threads to it</li> </ul>
<b>Materials and equipment</b>	<p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>– fabrics: various made and natural fabrics in a range of weights, colours and textures, excluding those which, when cut or pulled apart, create an airborne dust, e.g. fur fabric</li> <li>– threads: various made and natural threads in a range of colours, textures and thicknesses</li> <li>– effective scissors that will cut fabrics and threads accurately</li> <li>– adhesive that is appropriate for sticking fabric, e.g. copydex or PVA</li> </ul> <p><b>Sewing:</b></p> <ul style="list-style-type: none"> <li>– a range of needles and fabrics for sewing into</li> </ul> <p><b>Weaving:</b></p> <ul style="list-style-type: none"> <li>– frames on which to weave</li> <li>– smooth threads to create the warp</li> <li>– threads and fabric strips for weaving</li> </ul> <p><b>Dyeing:</b></p> <ul style="list-style-type: none"> <li>– light coloured fabrics and threads that will accept the dye</li> <li>– cold water dyes and buckets/bowls that will resist the dye</li> <li>– tongs with which to handle the dyed fabrics and threads</li> <li>– protective clothing</li> </ul>

Note: many of the skills associated with cutting and applying textiles can be taught and reinforced as part of collage activities in art and also as part of Design and Technology activities related to work with textiles.

## Key stage 2 Lower Phase (Years 3 & 4): Art and ICT

<b>Frequency</b>	<ul style="list-style-type: none"> <li>– Some art topics can have ICT as a main focus</li> <li>– All topics or art units should have some aspect of ICT</li> </ul>
<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– find images for inspiration and collect them in an art images file</li> <li>– create ICT files of their own art work</li> <li>– create a graphic document with text</li> <li>– use information from range of different sources on the internet in order to put together a presentation on a theme, artist or genre using both text and images</li> <li>– explore new tools within an art package as appropriate to task / purpose</li> <li>– use a digital camera or video to take pictures or video for a specific purpose within their art work</li> <li>– combine text, image and sound</li> <li>– use photo editing software to manipulate images</li> <li>– use photographs and digital images as starting points for art work</li> <li>– use software to create repeating patterns using stamping, symmetry or pattern-making tools</li> <li>– use digital cameras to photograph collaborative, non-permanent and 3D work thinking about angle, size, viewpoint etc as a record for sketchbooks and for evaluation</li> <li>– use ICT to create a montage / collage on screen using found images, photographs and text</li> <li>– change the appearance of text (eg colour, size, font)</li> <li>– explore colour mixing on screen with a colour palette to create a range of hues, shades and tints</li> <li>– create an animation sequence using a sequence of images planning from a storyboard</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– opportunities for children to reflect on, discuss and evaluate art work created using ICT</li> <li>– opportunities to make choices about how they will incorporate ICT into their art work, considering which programmes and equipment they will use</li> <li>– opportunities to comment on the effectiveness of using ICT in art work</li> <li>– opportunities to use the internet to explore websites, on-line galleries and children's sites to look at artists' work and art work made by other children</li> <li>– opportunities to respond to or vote on art works (Activote or Studywizz forum)</li> <li>– use of video to record gallery visits or working with an artist</li> <li>– using ICT to create multiples of art works (eg cards, posters or invitations)</li> </ul>

<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– ICT can be used to create art works</li> <li>– ICT can be used to enhance art works</li> <li>– ICT can be combined with other art mediums eg painting, drawing and collage</li> <li>– ICT enables multiples or copies of art works to be produced</li> <li>– ICT can be used to record development and outcomes in art work</li> <li>– ICT can be used to look at and appreciate art work by other artists</li> <li>– photographs can be an art work</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– Art related software packages (Eg Dazzle, Revelation Natural Art, Picassa, 2Paint, 2Aminate, 2Publish, Word, Publisher, Powerpoint, Movie Maker etc)</li> <li>– cameras, video cameras, on-line art activities, scanners and photocopiers, interactive whiteboard, visualisers</li> </ul>

## Key Stage 2, Upper Phase (Yrs 5 and 6): General Points When Undertaking All Artwork

<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– maintain a sketchbook and use it to show their ideas and interests and to support on-going work</li> <li>– plan their work, to research the topic, collect and develop information as experiments, sketches and drawings prior to a final piece of work</li> <li>– recognise, define and use the key elements of colour, tone, line, pattern, texture, form, shape and space</li> <li>– choose, use, clean and store tools and materials with care</li> <li>– fix papers and objects together using a wide range of appropriate tools and materials</li> <li>– increase their range of techniques and skills through instruction and experimentation</li> <li>– use the computer in support of their work</li> <li>– mount their work choosing appropriate methods to enhance the final result</li> <li>– work safely with new tools, materials and processes</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– planning how the work should be undertaken including identifying the outcome and how it might be evaluated</li> <li>– planning the techniques to be used, resourcing them and adapting them to achieve the desired effects</li> <li>– planning to work in 2 and 3 dimensions</li> <li>– achieving the predicted outcome, amending it whilst working and sustaining the idea through to completion</li> <li>– following instructions and working to a range of criteria as defined by the teacher as well as setting their own personal targets</li> <li>– talking confidently about their work, explaining how the work was conceived and developed and justifying any decisions made</li> <li>– researching the task in hand and showing the outcomes of this in the final work</li> <li>– working from first hand experience, including from observation</li> <li>– relating the subjects and processes of their work to the work of other artists</li> <li>– the work of other artists, craftspeople and designers from a range of times and cultures including those who are represented in the locality</li> <li>– constructing displays e.g. of things to work from and also of their work</li> <li>– the requirements of AT2 alongside the current work wherever possible</li> <li>– working individually, in pairs, groups and as a whole class</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– artwork can record how they feel as well as what they have seen, experienced and imagined</li> <li>– their artwork is individual to them and can develop in ways that are personal to their ideas</li> <li>– other artists have used the same stimulus for their work and by emphasising different aspects have achieved very different end results</li> <li>– with practice, their art skills and abilities can and will improve</li> <li>– techniques can be adapted to achieve specific effects</li> </ul>
<b>Children should review and evaluate their work and the work of others by...</b>	<ul style="list-style-type: none"> <li>– talking to the teacher about their work during its progress and when completed</li> <li>– identifying their strengths and areas for development and having strategies for improvement to apply to future work</li> <li>– relating their finished work to the criteria as defined by the teacher and by themselves</li> <li>– having the opportunity to reflect upon, and talk about, a collection of their work</li> </ul>



## Key Stage 2, Upper Phase (Yrs 5 and 6): Drawing and Painting

<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– work with a wide range of more specialist media and to mix media to achieve desired effects</li> <li>– use the primary colours, and black and white, to mix a full range of hues and tones</li> <li>– compose the work and plan the effective use of available space</li> <li>– describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment, and defines the processes of working in the context of the key elements</li> <li>– develop techniques to enable them to create use the key elements, of line, tone etc., including proportion and simple perspective in their work</li> <li>– discover, know and use the proportions of the human body</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– making drawing and paintings from observation, experience and imagination with the emphasis on first hand experience</li> <li>– selecting the media and predict how they might be used</li> <li>– choosing the scale and surface appropriate to the work</li> <li>– drawing and painting the human figure in isolation, in groups and set in different environments</li> <li>– choosing the style of drawing to match the purpose</li> <li>– a wide range of drawings and paintings made by other artists from a variety of cultures and times and relating them to their own work</li> <li>– looking at and talking about the work of other artists to demonstrate a knowledge of styles</li> <li>– making drawings using the computer</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– they can control a wide range of media to devise pre-determined effects in support of the work</li> <li>– the choice of media and the way in which it is applied can enhance the expression of ideas and feelings</li> <li>– the ability to draw and paint needs to be practised to develop and extend personal skills</li> <li>– the elements of art are important in themselves but need to be combined in the creation of a painting or drawing</li> <li>– the emphasis of specific elements can reinforce the purpose of the work</li> <li>– drawing can be planning for another work or an end in itself</li> <li>– styles of drawing can be developed and used for different purposes</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– drawing: HB and 2B pencils graphite sticks pencil crayons pastels charcoal and/or charcoal pencils felt and fibre-tipped pens ball point pens water based crayons pen and ink</li> <li>– painting: opaque and transparent paint in primary colours that will mix easily to enable effective colour matching</li> <li>brushes: round and flat hog hair type in 2 sizes and water colour type in 2 sizes</li> <li>mixing palettes or plastic plates and water pots</li> <li>protective clothing</li> </ul>

## Key Stage 2, Upper Phase (Yrs 5 and 6): Printmaking

<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– make a more complex printing block from polystyrene printing tiles or similar and cutting it to apply more than one colour</li> <li>– build a complex printing block by applying card, string, wool etc.</li> <li>– ink up a block and print regular and irregular prints</li> <li>– develop offset prints that investigate a range of tessellated approaches</li> <li>– develop the art language to enable them to identify and talk about pattern and texture in natural and made objects</li> <li>– relate their work to the work of other artists and describe how these prints could have been made</li> <li>– develop their own repeat patterns using the computer</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– experimenting with and combining a growing range of printing techniques</li> <li>– choosing methods of printing to achieve specific results</li> <li>– show use of line, pattern, texture, shape and colour in their prints</li> <li>– planning to use printing to make pictures, patterns and/or textures</li> <li>– collecting and classifying a range of printed effects</li> <li>– printing more complex regular and irregular patterns</li> <li>– planning the work to incorporate the scale, the surface the method and the final result</li> <li>– designing printed patterns and textures for collage</li> <li>– talking about their print, explaining the printing process and relating it to the prints of other artists and designers</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– printing can be achieved through a wide range of techniques</li> <li>– printing methods can be combined to achieve yet more results</li> <li>– a print can be a picture in its own right and a repeated pattern or texture</li> <li>– tessellations can be used as a basis for repeat prints</li> <li>– photography is a form of printing</li> <li>– printing is used commercially widely in, for example, fabrics, papers and magazines, packaging and other forms of easily reproduced graphic design</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– polystyrene printing tiles and other materials to use as block bases</li> <li>– wax sticks for making rubbings</li> <li>– a wide range of materials and textures for printing</li> <li>– printing inks, plates and rollers including inks for particular processes e.g. lino and fabric</li> <li>– papers with surfaces that accept prints easily</li> </ul>

## Key Stage 2, Upper Phase (Yrs 5 and 6): Sculpture

<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– design and create planned sculptures from single and combined media using some of the following techniques and processes: <ul style="list-style-type: none"> <li>- using a range of techniques for building, joining and decorating clay</li> <li>- using a wide range of simple tools to cut, shape and impress patterns and textures in a range of materials including paper</li> <li>- carving using soft woods, plaster and other appropriate materials</li> <li>- creating papier-mâché and using it to model 3D shapes in a range of scales</li> <li>- weaving patterns using threads and other appropriate materials of varying thicknesses</li> <li>- using plaster impregnated bandage over armatures</li> </ul> </li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– planning the sculpture to include the materials, the tools and the ways of working</li> <li>– choosing the materials that are appropriate to the subject</li> <li>– talking about their sculptures, how they were created, and the ideas being investigated</li> <li>– relating the work to the work of other sculptors</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– the choice of materials and the ways of working can enhance the ideas of the work</li> <li>– sculpture is similar to drawing and painting in the third dimension</li> <li>– sculpture needs to be viewed from all angles and each view needs to be considered when the structure is being developed</li> <li>– light can be used to enhance sculpture</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– malleable materials e.g. dough, clay</li> <li>– construction materials e.g. paper, card, fabrics, threads, boxes, wood, wire, plaster, plaster impregnated bandage, hammer and nails</li> <li>– adhesives e.g. wallpaper paste, PVA medium, glue sticks, copydex. "instant" adhesive suitable for a range of surfaces, e.g. Bostick, tapes to include double sided tape</li> <li>– tools e.g. fingers, scissors, spatulas, sponges, modelling tools, saws, pliers, knives</li> </ul> <p><b>Note:</b> some materials and associated techniques may require tools and adhesives that will need to be used under close supervision by an adult</p>

## Key Stage 2, Upper Phase (Yrs 5 and 6): Collage

<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– accurately cut complex shapes from a range of materials</li> <li>– use more specialist cutting equipment and adhesives</li> <li>– alter and amend a range of surfaces to create new textures appropriate to the work</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– planning and producing their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern</li> <li>– further experimentation with materials to achieve new textures using a range of colour tones</li> <li>– talking about their work and the work of others using language appropriate to all the visual elements and identifying how they combine in the work to achieve specific results</li> <li>– looking at and talking about collages created by other artists, analysing the materials and processes used and the effects achieved</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– the choice of the materials is individual and dependent upon which the visual elements are the main focus</li> <li>– materials can be adapted, combined or changed to create new surface textures and patterns that are appropriate for the work</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– papers: various colours, sizes, weights and textures</li> <li>– fabrics: various made and natural fabrics in a range of weights, colours and textures, excluding those which, when cut or pulled apart, create an airborne dust, e.g. fur fabric</li> <li>– threads: various made and natural threads in a range of colours, textures and thicknesses</li> <li>– objects: various small objects that can easily be glued to a base</li> <li>– adhesives: PVA medium, paper glue and specialist glues and tapes for specific purposes</li> <li>– safety scissors, fabric scissors and approved craft knives</li> <li>– glue pots and spatulas</li> </ul>

Note: many of the skills associated with collage can be taught and reinforced as part of the textile activities.

## Key Stage 2, Upper Phase (Yrs 5 and 6): Textiles

<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– cut a simple paper pattern and use it to create a basic 3D shape from fabric</li> <li>– sew pieces of fabric together accurately using the sewing machine and/or by hand</li> <li>– create new threads by, for example, knotting and plaiting, to use as decoration</li> </ul>
<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– planning and creating 2D collages and 3D structures using fabrics and threads and combining previously learned techniques as appropriate to the work</li> <li>– selecting fabrics and threads to enhance the purpose of the work</li> <li>– dyeing fabrics and threads to achieve particular effects required by the work</li> <li>– experimenting with techniques to achieve effects that are appropriate to the work</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– techniques associated with the working of fabrics and threads can be adapted to fit the requirements of the task</li> <li>– the removal of the need to launder the final result can enable a creative use of techniques and materials</li> <li>– the weight and structure of the fabric and/or the thread has to be considered when selecting them for particular purposes in the work</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– fabrics: various made and natural fabrics in a range of weights, colours and textures, excluding those which, when cut or pulled apart, create an airborne dust, e.g. fur fabric</li> <li>– threads: various made and natural threads in a range of colours, textures and thicknesses</li> <li>– associated equipment, e.g. scissors, needles, sewing machine, sewing frames, appropriate adhesives, dyes, etc.</li> <li>– dyes and associated equipment</li> </ul>

Note: many of the skills associated with cutting and applying textiles can be taught and reinforced as part of the collage activities in art and also as part of Design and Technology activities related to work with textiles.

## Key stage 2 Upper Phase (Years 5 & 6): Art and ICT

<b>Frequency</b>	<ul style="list-style-type: none"> <li>– some art topics can have ICT as a main focus</li> <li>– all topics or art units should have some aspect of ICT</li> </ul>
<b>Children should be taught to...</b>	<ul style="list-style-type: none"> <li>– develop a system for organising images of own art work and collected images</li> <li>– create a graphic document with text for a specific purpose</li> <li>– critically evaluate work and its effectiveness and fitness for purpose</li> <li>– use relevant information from range of different sources on the internet in order to put together a presentation on a specific theme, artist or genre using text , images and sound</li> <li>– select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience (eg presenting an account of their gallery trip to their peers)</li> <li>– reviewing and developing their presentation to make it suitable for a different audience (eg parents or governors)</li> <li>– use the full range of tools within an art package with confidence</li> <li>– uses hues, shades and tints effectively to create art work using an art software package</li> <li>– evaluate when it is appropriate to use an art package and when another medium would be more suitable</li> <li>– consider choices such as angle, light, focus, closeness and composition when using a digital camera or video camera</li> <li>– use photographs and digital images as starting points for art work</li> <li>– use ICT to respond to an artists' work</li> <li>– combine an image created in ICT with other art materials (eg transferring an image onto fabric and working into it with embroidery or beads)</li> <li>– use a photo editing software to manipulate images</li> <li>– create a photo montage using a range of images including (eg found images, scanned images, photographs and words)</li> <li>– use words in the context of graphic art by selecting appropriate fonts and changing colour, size, orientation</li> <li>– plan and make an animation independently for a specific purpose using images and / or 3D models</li> </ul>

<b>Children should experience...</b>	<ul style="list-style-type: none"> <li>– opportunities to make choices about how they will incorporate ICT into their art work, which programmes and equipment they will use, alone or in combination with others</li> <li>– finding images for inspiration and support and collecting them in an art images file</li> <li>– opportunities to use the internet to explore websites, galleries and children's sites to look at artists' work and that of other children</li> <li>– opportunities to continue to develop skills in manipulating images using art packages or other software</li> <li>– using a digital camera to photograph and evaluate collaborative, non permanent and 3D work and as a record for sketchbooks</li> <li>– responding to or voting on art work (using eg Activote or whizz-kid forum)</li> <li>– opportunities to evaluate the suitability of a presentation for a given audience</li> <li>– using ICT to create multiple art works for a specific purpose (eg making Christmas cards for a charity enterprise project or invitations for an exhibition)</li> </ul>
<b>Children should appreciate that...</b>	<ul style="list-style-type: none"> <li>– ICT can be used to create art works</li> <li>– ICT can be used to enhance art work</li> <li>– ICT can be used to record development and outcomes in art work</li> <li>– ICT can be combined with other art mediums eg painting, drawing and collage</li> <li>– ICT enables multiples / copies of art works to be produced</li> <li>– ICT can be used to look at and appreciate art work by other artists</li> <li>– photographs can be an art work</li> </ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>– Art software packages (eg Picassa, Photoshop, Moviemaker, Powerpoint, Revelation Natural Art, Dazzle, 2Paint, 2Animate, 2Publish)</li> <li>– Cameras, video cameras, on-line art activities, scanners and photocopiers, interactive whiteboard, visualisers</li> </ul>

