



# Subject Sequence - Artist

Inspire, engage and equip pupils with the knowledge, skills and understanding to create and evaluate art, craft and design

## Skills

- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Improve mastery of art and design techniques with a wide range of materials (eg pencil, charcoal, paint and clay)

## Vocabulary

- Use correct artistic vocab: primary colour, secondary colour, tone, tint, shade, pattern, print, texture, line, shape, space, sketch, light, dark and shadow
- As Key Stage 1 plus:**
- Brush technique, mouldable, tessellation, mosaic, montage, replicate, perspective, tactile, realistic, impressionistic

## Significant Artists

- Know about the work of a range of artists, craft makers and designers.
- Describe differences and similarities and make links to own work
- Know about great artists, architects and designers in history
- Communicate ideas and comment on artworks using artistic language

## Media & Materials

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share ideas, experiences and imagination
- Build on Key Stage 1 to include: painting, drawing, sculpture, collage, print, textiles and digital media
- Create sketch books to record and revisit observations



# Skills

Intent (Standardised Objectives)

### Year 1

- Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials

### Year 2

- Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials

### Year 3

- Use and apply art and design techniques and improve their control and use of materials

### Year 4

- Apply art and design techniques with creativity, experimentation and increasing awareness

### Year 5

- Improve mastery of art/design techniques with wide range of materials

### Year 6

- Master art/design techniques with wide range of materials



# Vocabulary

Intent (Standardised Objectives)

## Year 1

- Begin to develop artistic vocabulary eg *primary / secondary colour, line, light, dark*

## Year 2

- Use correct artistic vocabulary eg *tone, tint, pattern, texture*

## Year 3

- Use artistic vocabulary to discuss and evaluate work eg *observe, perspective, technique, palette*

## Year 4

- Use range of artistic vocabulary to discuss and evaluate work eg *reflection, contemporary, convey*

## Year 5

- Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg *tactile, influence, captivate, emulate*

## Year 6

- Use wide range of artistic vocabulary to evaluate own work and communicate ideas/comment on artworks eg *atmosphere, symbolise, mastery, evocative*



# Significant Artists

Intent (Standardised Objectives)

### Year 1

- Talk about the work of an artist, craft maker or designer.
- Discuss their own and others' work

### Year 2

- Know about the work of a range of artists, craft makers and designers.
- Describe differences and similarities and make links to own work

### Year 3

- Evaluate work of some artists and analyse creative works.
- Know about great artists, architects and designers and how their art/design reflected and shaped our history

### Year 4

- Draw on work of other artists for inspiration and begin to emulate their style.
- Know about great artists, architects and designers and how their art/design reflected and shaped our history and contributed to the culture of our nation

### Year 5

- Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation.
- Communicate ideas and comment on Artworks using artistic language

### Year 6

- Over the course of history, understand how great artists, architects and designers contributed to the culture, creativity and wealth of our nation.
- Communicate ideas and comment on artworks using artistic language



## Year 1

- In pencil, draw lines of different length and thickness
- In painting, mix colours to make secondary colours
- In painting, use thick and thin brushes to produce lines and shapes
- In collage, sort and use a range of materials that are cut, torn and glued
- In sculpture, use techniques such as rolling, cutting, moulding and carving
- In textiles, join materials using glue
- In print, use repeat or overlapping shapes (using objects to create print)

## Year 2

- Use a range of pencils to draw lines of different lengths/ thickness and show pattern using dots & lines
- In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns
- In painting, mix colours to make secondary colours and add white to make tints/black to make tones
- In collage, mix materials to create texture eg coiling, overlapping and montage
- In sculpture, create and combine shapes to make recognisable shapes
- In textiles, weave and join materials using glue or stitch
- In print, use repeat or overlapping shapes (using objects to create print)

## Year 3

- Create sketchbooks to record and revisit observations
- In painting, use white to make tints and black to make tones and create a colour wheel
- In collage, consider the effect of chosen materials and technique
- In sculpture, include texture that conveys feelings, expression or movement and refine use of tools
- In print, press, roll, rub and stamp and recreate print from environment, eg wrapping paper etc
- In digital media, use a range of tools to create different lines, colours, shapes, tones and textures



## Year 4

- Create sketchbooks to record and revisit observations
- In drawing, use a range of pencils & techniques to show effect, movement, perspective and reflection
- In painting, use watercolours to produce washes for backgrounds
- In collage, use mosaic and montage
- In textiles, use basic cross and back stitch
- In print, use layers of two or more colours
- In digital media, use a range of tools to create images, video and sound recordings

## Year 5

- Capture artistic process in sketch book
- In drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration
- In painting, use watercolours to suggest mood
- In collage, with increasing confidence, combine visual and tactile qualities in collage
- In sculpture, combine visual and tactile qualities
- In print, make printing blocks eg from coiled string on card to create repeating pattern
- Enhance digital media by editing including sound, video, animation, still images and installations

## Year 6

- Capture artistic process in sketch book
- In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration
- In painting, combine colours, tones and tints to enhance mood
- In collage, combine visual and tactile qualities in collage
- Enhance digital media by editing including sound, video, animation, still images and installations