



Ivington C.E Primary Art Learning Journey –



Key Steps to Mastery Key Skills

EXPLORING AND DEVELOPING IDEAS					
YEAR 1		Year 2		Year 3	
		Review Year 1		Review Year 2	
Pupils should be taught to: understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.		Pupils should be taught to: understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.		Pupils should be taught to: start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.	
<ul style="list-style-type: none"> I can respond positively to ideas and starting points I can explore ideas and collect information; I can describe differences and similarities and make links to their own work I can try different materials and methods to improve I can evaluate my art and the work of others using the language I have learnt I can say which medium I prefer and why I can use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve 		<ul style="list-style-type: none"> I can respond positively to ideas and starting points; I can explore ideas and collect information; I can describe differences and similarities and make links to my own work I can try different materials and methods to improve Challenge: I can begin to talk about how I can improve my own work I can use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve 		<ul style="list-style-type: none"> I can use sketchbooks to record ideas; I can explore ideas from first-hand observations; I can question and make observations about starting points, and respond positively to suggestions; I can adapt and refine ideas; I can use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	

DRAWING

YEAR 1

Pupils should be taught to: explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

- I can develop an understanding of mark-making
 - I can draw using different media
- use different materials to draw, for example pastels, chalk, felt tips, charcoal, crayons
- I understand that there are different types of lines and can create these using different materials
 - I can use one type of drawing tool in lots of different ways e.g. *draw lines of varying thickness; use dots and lines to demonstrate pattern and texture*
 - I can draw from observation
 - I can look carefully at an object to identify shapes, lines and textures
 - I can use my sketchbook to explore ideas in an open ended way
 - I can use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.

Year 2

Review Year 1

Pupils should be taught to: explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels

- I can explore and experiment with mark-making to create textures
 - I can develop a range of mark making techniques using lines
 - I can draw lines of varying thickness;
 - I can use dots and lines to demonstrate pattern and texture
 - I can use different materials to draw different marks, for example pastels, charcoal, chalk, felt tips
 - I can develop my observational drawing skills
 - I can use drawing to plan the features of a 3D model
- Challenge: I can select a new character, adding expression, details and texture.
- I understand that sketchbooks are for developing ideas and trying things out
 - I can use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space

Year 3

Review Year 2

Pupils should be taught to: develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

- I can experiment with showing line, tone and texture with different hardness of pencils
 - I know that tone refers to the light and dark areas of an object or artwork
 - I can understand how to create tone in drawing by shading
- Challenge: I can successfully apply and blend charcoal to create form, tone and shape
- I can use shading to show light and shadow effects
 - I can recognise and use shapes to form the basis of my own drawing
- Challenge: I can identify both organic and geometric shapes
- I can use different materials to draw, e.g. pastels, chalk, felt tips
 - I can show an awareness of space when drawing;
 - I can apply my observational drawing skills to create detailed studies
 - I can explore composition and scale to create abstract drawings
 - I understand scale to enlarge drawings in a different medium

				<ul style="list-style-type: none"> • I can use curved lines to suggest three dimensional shapes • I can develop ideas for 3D work through drawing and visualising in 2D • I can use sketchbooks to generate ideas and record my own thoughts and observations • I can make records of visual experiments • I can use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.
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PAINTING				
	YEAR 1		Year 2	Year 3
			Review Year 1	Review Year 2
	<p>Pupils should be taught to: explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p>		<p>Pupils should be taught to: explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p>	<p>Pupils should be taught to: continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p>
	<ul style="list-style-type: none"> • I can paint using primary colours • I can name the three primary colours: red, yellow and blue • I can mix primary colours to make secondary colours <p>Challenge: I know which primary colours can be mixed to create the secondary colours</p> <ul style="list-style-type: none"> • I can experiment with different brushes (including brushstrokes) and other painting tools <p>Challenge: I can choose a suitable brush for the marks I want to make</p> <ul style="list-style-type: none"> • I can add white and black to alter tints and shades 		<ul style="list-style-type: none"> • I can name the primary and secondary colours • I can begin to develop some control when painting, applying knowledge of colour • I can experiment with different brushes (including brushstrokes) and other painting tools • I can mix primary colours to make secondary colours • I can mix different hues of primary and secondary colours by using different amounts of each starting colour by adding water 	<ul style="list-style-type: none"> • I can use varied brush techniques to create shapes, textures, patterns and lines • I can develop my painting skills, adding fine detail using smaller brushes • I can mix colours effectively to create a range of natural colours using the correct language, e.g. tint, shade, primary and secondary <p>Challenge: I can experiment with the pigments in natural products to make different colours</p> <ul style="list-style-type: none"> • I can create different textures and effects with paint;

	<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. 		<p>Challenge: I can blend two primary colours to make a secondary colour</p> <ul style="list-style-type: none"> I can add white and black to alter tints and shades I understand how different medias behave e.g. adding water to thin paint use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. 		<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco
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SCULPTURE					
YEAR 1		Year 2		Year 3	
		Review Year 1		Review Year 2	
<p>Pupils should be taught to: use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p>		<p>Pupils should have the opportunity to: use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p>		<p>Pupils should have the opportunity to: use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p>	
<ul style="list-style-type: none"> I can use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; I can use a variety of techniques, e.g. rolling, cutting, pinching; I can use a variety of shapes, including lines and texture; I can use key vocabulary to demonstrate knowledge and understanding in this 		<ul style="list-style-type: none"> I can use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card to try out ideas I can use a variety of techniques, e.g. rolling, cutting, pinching I can make different marks and patterns in clay by pressing into it and joining pieces together 		<ul style="list-style-type: none"> I can choose and join a variety of materials to create sculpture I can consider the effect of how sculpture is displayed I can use tools and my hands to carve, model and refine my sculpture I can cut, make and combine shapes to create recognisable form 	

	strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.		<ul style="list-style-type: none"> • I can use impressing techniques and joining techniques to decorate a clay tile • I can join clay shapes to create decoration • I can make a 3D clay tile from a design • I can use a variety of shapes, including lines and texture • I can use my hands to shape, create, smooth surfaces and a shaped model • I can use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. 		<ul style="list-style-type: none"> • I can use clay and other malleable materials and practise joining techniques • I can add materials to the sculpture to create detail • I understand how texture can be created and used to make art • I can explore how shapes can be formed and joined using wire • I can use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.
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COLLAGE					
YEAR 1		Year 2		Year 3	
		Review Year 1		Review Year 2	
Pupils should be taught to: explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.		Pupils should: have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.		Pupils should: continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.	
<ul style="list-style-type: none"> • I can use a combination of materials that have been cut, torn and glued • I can sort and arrange materials • I can begin to develop skills such as measuring, cutting and adding decoration • I can add texture by mixing materials • I can layer different materials to experiment creating effects 		<ul style="list-style-type: none"> • I can use a combination of materials that have been cut, torn and glued • I can sort and arrange materials • I can add texture by mixing materials • I can make choices about which materials to use for collage based on texture, shape and pattern 		<ul style="list-style-type: none"> • I can select colours and materials to create effect, giving reasons for my choices • I can refine work as I go to ensure precision • I can learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage 	

	<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange 		<ul style="list-style-type: none"> I can experiment with overlapping and overlaying materials to create interesting effects use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 		<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic
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TEXTILES								
	YEAR 1			Year 2			Year 3	
				Review Year 1			Review Year 2	
	Pupils should have the opportunity to: look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.			Pupils should have the opportunity to: look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.			Pupils should be taught to: develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.	
	<ul style="list-style-type: none">I can show pattern by weavingI can use a dyeing technique to alter a textile’s colour and patternI can decorate textiles with glue or stitching, to add colour and detailI can use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set			<ul style="list-style-type: none">I can show pattern by weavingI can use a dyeing technique to alter a textile’s colour and patternI can decorate textiles with glue or stitching, to add colour and detailI can use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set			<ul style="list-style-type: none">I can select appropriate materials, giving reasons;I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;I can develop skills in stitching, cutting and joining;I can use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	

PRINTING

PRINTING								
	YEAR 1			Year 2			Year 3	
				Review Year 1			Review Year 2	
	Pupils should be taught to: experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.			Pupils should be taught to: experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.			Pupils should be taught to: use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.	
	<ul style="list-style-type: none">I can copy an original printI can make a print design – I think carefully about the items I choose to print withI can use a variety of materials, e.g. sponges, fruit, blocksI can demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbingI can explore colour when printing <p>Challenge: I can create new colours by overlapping prints</p> <ul style="list-style-type: none">I can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.			<ul style="list-style-type: none">I can copy an original printI can use a variety of materials, e.g. sponges, fruit, blocksI can demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbingI can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.			<ul style="list-style-type: none">I can use more than one colour to layer in a printI can replicate patterns from observations;I can make printing blocksI can make repeated patterns with precisionI can use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	

WORK OF OTHER ARTISTS

WORK OF OTHER ARTISTS								
	YEAR 1			Year 2			Year 3	
				Review Year 1			Review Year 2	
	Pupils should: have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.			Pupils should: have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.			Pupils should: continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.	

	<ul style="list-style-type: none"> • I can describe the work of famous, notable artists and designers; • I can express an opinion on the work of famous, notable artists; • I can use inspiration from famous, notable artists and use my painting skills and techniques to create my own work and compare • I can use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild. 		<ul style="list-style-type: none"> • I can describe the work of famous, notable artists and designers • I can express an opinion on the work of my own and famous, notable artists, giving reasons • I can use inspiration from famous, notable artists to create their own work and compare • I am able to make links between pieces of art • I can use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild. 		<ul style="list-style-type: none"> • I can use inspiration from famous artists to replicate a piece of work • I can reflect upon their work inspired by a famous notable artist and the development of their art skills • I can recognise how artists use shape in their drawing • I can express an opinion on the work of famous, notable artists and refer to techniques and effect • I can use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.
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