



Ivington C.E Primary Art Learning Journey –

Key Steps to Mastery Key Skills

EXPLORING AND DEVELOPING IDEAS					
YEAR 4		Year 5		Year 6	
Review Year 3		Review Year 4		Review Year 5	
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.		Pupils should be taught to: start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.		Pupils should be taught to: start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.	
<ul style="list-style-type: none"> • I can use my sketchbook 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 		<ul style="list-style-type: none"> • I can review and revisit ideas in my sketchbook • I can offer feedback using technical vocabulary • I can explore and record my plans, ideas and evaluations to develop my ideas towards an outcome • I can think critically about my art and design work • I can use my chosen medium to create a self-portrait that represents an aspect of my identity • I can use digital technology as sources for developing ideas • I can give a definition of mixed media 		<ul style="list-style-type: none"> • I can review and revisit ideas in their sketchbooks • I can offer feedback using technical vocabulary • I can think critically about their art and design work • I can use digital technology as sources for developing ideas • I can use a systematic and independent approach to research, test and develop ideas and plan using my sketchbook • I can use my sketchbook to collect information • use key vocabulary to demonstrate knowledge and understanding in this strand: 	

			<ul style="list-style-type: none">I can use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure		sketchbook, develop, refine, texture, shape, form, pattern, structure
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DRAWING

YEAR 4

Review Year 3

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 can experiment with shading to create different tone
- I can draw using tone to create a 3D effect
- I can explore proportion and tone when drawing
- I can use shading to show light and shadow effects
- I can use shading techniques to show pattern and contrast
- I can use different materials to draw, e.g. pastels, chalk, felt tips and plan for a mixed-media drawing
- I can show an awareness of space when drawing
- I can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome
- I can use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow,

Year 5

Review Year 4

Pupils should be taught to: continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

- I can use a broader range of stimulus to draw from, such as architecture, culture, photography
- I can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching
- I can depict movement and perspective in drawings
- I can use a variety of tools and select the most appropriate
- I can identify the features of self portraits
- I can draw in a more sustained way, revisiting drawing over time and applying my knowledge of tone, texture, line, colour and form
- I can decide the best position for my line drawing when copying it onto the background and explore how a drawing can be developed
- I can explore the way a background can change the effect of a drawing
- I can confidently use sketchbooks for purposes including recording observations and research, testing materials and

Year 6

Review Year 5

Pupils should be taught to: continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

- I can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching
 - I can depict movement and perspective in drawings
 - I can use a variety of tools and select the most appropriate
 - I can draw expressively in my own personal style and in response to my own choice of stimulus
 - -I can show my ability to develop a drawing independently
 - I can apply new drawing techniques to improve my mastery of materials and techniques
- Challenge: I can push the boundaries of mark-making to explore new surfaces e.g. layering media or incorporating digital drawing techniques
- I can use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

	line, pattern, texture, form, shape, tone, outline.		<p>working towards an outcome more independently</p> <ul style="list-style-type: none"> I can develop and communicate my ideas through notes and drawings I can use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. 		
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PAINTING								
	YEAR 4			Year 5			Year 6	
	Review Year 3			Review Year 4			Review Year 5	
	Pupils should: 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.			Pupils should: continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.			Pupils should: continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.	
	<ul style="list-style-type: none">I can use varied brush techniques to create shapes, textures, patterns and linesI can mix tints and shades of a colour -I can add different amounts of black paint to mix shades of a colour-I can add different amounts of white paint to mix tints of a colour			<ul style="list-style-type: none">I can create a colour palette, demonstrating mixing techniquesI can use a range of paint (acrylic, oil paints, water colours) to create visually interesting piecesI can apply knowledge and skills to create a mixed-media self-portrait, involving paint			<ul style="list-style-type: none">I can create a colour palette, demonstrating mixing techniquesI can use a range of paint (acrylic, oil paints, water colours) to create visually interesting piecesI can look closely at a picture or a painting and notice details, describing using the formal elements	

	<ul style="list-style-type: none"> • I can consider proportion and composition when planning a still-life painting • I can mix colours effectively using the correct language, e.g. tint, shade, primary and secondary • I can mix and use colours that are appropriate to the style of work Challenge: I can describe the way colours change in different lights • I can use tints and shades to give a three-dimensional effect when painting • I can investigate different ways of applying paint to create different textures and effects Challenge: I can apply knowledge of colour mixing and painting techniques to create a finished piece • 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 		<ul style="list-style-type: none"> • I can use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. 		<ul style="list-style-type: none"> • I can use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
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SCULPTURE

YEAR 4

Review Year 3

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.

- I can cut, make and combine shapes to create recognisable forms
- I can use clay and other malleable materials and practise joining techniques
- I can add materials to the sculpture to create detail
- I can use materials and tools carefully to show precision in my work

Year 5

Review Year 4

Pupils should: use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum To become proficient in sculpting techniques.

- I can plan and design a sculpture
- I can investigate the effect of space and scale when creating 3D art
- Challenge: I can problem-solve when constructing 3D artworks
- I can use tools and materials to carve, add shape, add texture and pattern
- I can develop cutting and joining skills, e.g. using wire, coils, slabs and slips

Year 6

Review Year 5

Pupils should: use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum To become proficient in sculpting techniques.

- I can plan and design a sculpture
- I can use tools and materials to carve, add shape, add texture and pattern
- I can develop cutting and joining skills, e.g. using wire, coils, slabs and slips
- I can use materials other than clay to create a 3D sculpture

	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> I can use materials other than clay to create a 3D sculpture I can identify and compare features of art installations I can apply my knowledge of art and develop ideas into a finished piece I can use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. 		<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
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COLLAGE								
	YEAR 4			Year 5			Year 6	
	Review Year 3			Review Year 4			Review Year 5	
	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.			Pupils should be taught to: experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.			Pupils should be taught to: experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.	
	<ul style="list-style-type: none">I can select colours and materials to create effect, giving reasons for their choices refine work as I go to ensure precisionI can learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montageuse key vocabulary to demonstrate knowledge and understanding in this			<ul style="list-style-type: none">I can add collage to a painted or printed background Challenge: I can use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my workI can create and arrange accurate patternsI can use a range of mixed media for effectI can plan and design a collage			<ul style="list-style-type: none">I can add collage to a painted or printed backgroundI can create and arrange accurate patternsI can use a range of mixed mediaI can plan and design a collage	

	strand: texture, shape, form, pattern, mosaic		<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. 		<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
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TEXTILES								
	YEAR 4			Year 5			Year 6	
	Review Year 3			Review Year 4			Review Year 5	
	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.			Pupils should be taught to: further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics			Pupils should be taught to: further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.	
	<ul style="list-style-type: none">• I can develop drawings into prints• 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.			<ul style="list-style-type: none">• I can experiment with a range of media by overlapping and layering in order to create texture, effect and colour• I can add decoration to create effect• I can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.			<ul style="list-style-type: none">• I can experiment with a range of media by overlapping and layering in order to create texture, effect and colour;• I can add decoration to create effect• I can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.	

WORK OF OTHER ARTISTS

YEAR 4			Year 5			Year 6		
Review Year 3			Review Year 4			Review Year 5		
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.			Pupils should: continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.			Pupils should: continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.		
<ul style="list-style-type: none"> I can use inspiration from famous artists to replicate a piece of work. I can review what worked well and what I could improve on Challenge: I can apply my knowledge of an artists style to plan appropriate colours and patterns for my design I can reflect upon the work inspired by a famous notable artist and the development of their art skills 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, 			<ul style="list-style-type: none"> I can give detailed observations about notable artists', artisans' and designers' work I can discuss the processes used by myself and other artists and describe the outcome achieved I can offer facts about notable artists', artisans' and designers' lives Challenge: I know that artists use colour to create an atmosphere or to represent feelings in an artwork e.g., by using warm or cool colours I can use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, JeanMichel Basquiat, Mary Cassatt. 			<ul style="list-style-type: none"> I can give detailed observations about notable artists', artisans' and designers' work I can offer facts about notable artists', artisans' and designers' lives I can use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, JeanMichel Basquiat, Mary Cassatt. 		

	Kalf, Carl Warner, Michael Brennand-Wood.				
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