



Millbrook Art Overview



Year Group	Drawing
R	Pencils, Charcoal, Chalks, Pastels – chalk and oil, Felts, Colouring pencils, Mud and sticks, inks, Ballpoint pens
	Hold a pencil correctly
	Create simple representation of events, people and objects using line and shape
	Choose particular colours for a purpose e.g Red for a fire engine.
1	Experiment with mark making in a range of media and a range of scales
	Explore using hands, arms and whole body to draw.
	Use basic shapes and different lines to represent observed, imagined and remembered ideas.
2	Draw shapes and lines to represent observations and ideas including some detail
	Record clearly observable light and dark areas
	Investigate tone through a range of tools (HB,B,2B pencil) and pressure(hard and soft).
	Investigate textures by describing, naming, rubbing and copying.
3	Record shapes and lines, texture and tone with some degree of accuracy from observation
	Investigate tone further through a range of materials and techniques (hatching, smudging, etc)
	Explore form and cast shadow using shading
	Begin to record facial expressions
	Draw for a sustained period
	Know how to use a viewfinder to focus on a particular part of an artefact or still-life composition
4	Record shapes and lines from observation with increasing accuracy
	Observe and record details, textures and tone using a range of marks
	Show where objects overlap and create a sense of perspective
	Draw for a more sustained period, refining and reviewing
	Use line and shape to record figures and objects in movement, facial expression and body language
	Use a range of view finders
5	Record from a variety of sources-observation, photographs and digital images
	Develop accurate observation skills using a variety of view finders
	Use a range of wet and dry media to make different marks, lines and patterns to show shape, tone, texture
	Begin to use simple perspective in their work, using a single focal point and horizon
	Develop confidence and technique in capturing figures and faces in their work
	Explore colour mixing and blending techniques with coloured pencils, pastel and oil pastel
6	Using a range of sources, independently choose and use a view finder to hone observation skills
	Confidently use a range of dry and wet media and range of marks to show tone, shape, line and texture
	Develop an awareness of scale and proportion
	Show perspective and depth in their drawing
	Draw for a more sustained period, recording from different angles
	Further develop shadow, reflection and movement in drawings
	Confidently blend tone and colour when using coloured dry media



Millbrook Art Overview



Year Group	Painting
	Powder paint, Poster/ready-mix paint, Watercolour paint, Acrylic paint, Fabric paint, Coloured inks, Brushes of different sizes, Other mark making objects
R	Name the colours of paint they choose to use and say what happens when paints are mixed
	Experiment to create different textures, adding in saw dust, glue , tissue etc and different thicknesses of paint
	Use a range of paper types and sizes
	Experiment with brush strokes using wrist, elbow, whole arm
	Identify thick and thin brushes and experiment with the marks they make
1	Hold the paint brush appropriately
	Load paint onto bristles of brush (with a range of paints), rinse brush and remove excess water
	Select different brush sizes and shapes for different purposes
	Use a range of paper types and sizes
	Name Primary Colours
	Experiment with mixing primary colours to make new colours
2	Stay within drawn lines when using a thin brush
	Mix and match colours to artefacts and objects
	Name primary colours and mix tones and tints by adding black or white
	Predict what colour will be made when mixing 2 primary colours and mix brown
	Use a range of paper types and sizes
	Change water for clean when needed
	Create different effects with brushes
3	Set up and clear away painting equipment
	Accurately mix and match a colour to an artefact
	Know which primary colours are needed to make secondary and tertiary colours
	Mix tints and shades of colours
	Work on a range of scales, selecting the correct brush for the purpose
	Experiment with colour blocking and washing
4	To begin to understand the qualities of different kinds of paint
	To be able to mix any colour with increasing accuracy
	To be able to show tone in a painting
	Experiment with different effects for a purpose
	Work on a range of surfaces and scales
	Use more specific colour language
5	Use a range of brush sizes and marks in a painting
	Create a mood or atmosphere with brush marks
	Develop a painting from a drawing
	Carry out preliminary studies- experimenting with more than one media
	Mix and match colours to create atmosphere and light effects
	Explain why they have chosen a particular media or technique
6	Consolidate painting skills by developing imaginative work from a variety of sources e.g observation, themes, poetry, music
	Begin to develop own style and identify an artist that works in a similar way
	Be able to identify primary, secondary, complimentary and contrasting colours
	Work with complimentary colours



Millbrook Art Overview



Year Group	Collage and Textiles
	Tissue & crepe paper, Newspaper & magazines, Fabric, Recycled materials, threads, found materials, Scissors Glue sticks and PVA glue. Dye, Brusho, screen printing ink, fabric pens.
R*	To explore materials by tearing, scrunching and rolling to make a collage picture
	Experiment to create different textures
	Arrange and glue materials to different backgrounds
1*	Collect and choose the materials for a collage
	Cut and tear simple shapes
	Apply glue without waste (with increasing accuracy)
	Identify and sort fabrics and threads by colour and texture
	Weave with different fabrics and threads.
2*	Collect, sort and match materials to represent an image
	Cut shapes from paper and fabric with increasing accuracy
	Apply fabric shapes and decoration with glue
	Change the colour of fabrics by adding Brusho, dye or print
	Change or modify fabric or threads by plaiting, fraying, slashing, twisting or pulling threads
3	Cut more detailed shapes with accuracy
	Experiment with a range of collage techniques-tearing, overlapping, layering to create images and represent textures
	Use Collage as a means of collecting ideas to build a visual vocabulary (Sketchbooks)
	Begin to investigate stitching for joining and decorating
	Experiment with weaving natural and found objects and threads
4*	Cut detailed shapes with accuracy in a range of medias
	Explore Mosaics –ceramic and mixed media
	Further develop Collage as a means of collecting ideas to build a visual vocabulary (Sketchbooks)
	Use early textile and sewing skills as part of a project
	Develop at least 3 decorative stitches
5	Add collage to a painted, printed or drawn background
	Use collage as a way of extending ideas in sketchbooks and mood boards.
	Use fabrics to create 3D forms e.g bags, shoes
	Experiment with dyes, batik, tissue bleeding, etc
	Use different grades of thread in stitching and/ or weaving
6*	Make informed choices about the materials and collage techniques used
	Layer a range of medias in their work
	Change a fabric through dyeing, batik or screen printing
	Develop a wider range of decorative stitches
	Use a pattern or template to create a 3D form from fabric, working towards modifying it for own project.



Millbrook Art Overview



Year Group	Printing
	Hands, feet, fingers, Found objects, Vegetables and Fruit, Poly-Block, Lino, Block-made from card and collage, Foil paper(mono-prints), Rollers, pallettes, ink
R*	To use objects, body parts, nature, to print to make patterns, make a picture
1	Apply ink to a printing block or found object with a roller and know when to reload ink Print a simple repeating pattern with a found object or body part Print onto a range of surfaces (paper and fabric) Create a simple printing block (Poly-block, cardboard, found objects, string glued on)
2*	Experiment with mixing ink colours and making marks on the roller and palette Use poly block to experiment wither-working a block and over printing Roll printing ink over found objects to create different effects eg bubble wrap, wallpaper Create a repeating pattern with a partner using two printing blocks
3	Consolidate palette and roller techniques Create an impressed print and modify to create 2 coloured overlays Create a basic repeating pattern with a printing block related to the theme
4*	Experiment with a range of roller and palette techniques- mark making on the palette, roller, etc Simplify a more complex drawing into lines and shapes for printing purposes Print with at least 3 colours on one print Know at least 3 printing techniques
5*	To build upon printing techniques including printing on a range of surfaces, papers, collage Experiment with poly-block, mono-print, and callograph(collage) and comment on its effectiveness Build up layers introducing colours and textures- re-print Work into a print with a range of media- pens, chalks, paints
6	Consolidate printing techniques in a topic piece Make informed choices about a printing technique Comment on the effectiveness of the print technique



Millbrook Art Overview



Year Group	3D
	Clay, Junk modelling, Wire, Plasticine/Playdough, Papier Mache, Modroc, Cardboard
R*	Manipulate materials to achieve a planned effect Using materials to build and construct their own model
1*	Explore sculpture with a range of malleable materials including rolling, kneading and joining Manipulate malleable media for a purpose e.g a pot or tile Experiment with constructing and joining recycled, natural and manmade materials. Create simple 3D forms
2	Understand how to join clay together with slip Change the surface of clay by adding texture and create line and pattern with a range of tools Make a pinch pot and manipulate to create a form related to a topic Explore joining techniques such as papier mache and brown tape and slotting to join recycled materials
3*	Use clay to form coiled and simple slab built structures Change the surface of the clay by adding projections and texture Form and join shapes (cardboard and found objects) to realise a design idea e.g Viking long boat Create pop-ups using card
4	Consolidate the clay techniques I have learned to create a form relating to the topic Plan, design and make models from imagination or observation Use a range of materials to create 3D forms relating to a project
5*	Develop skills in using clay including slab building, coiling, adding coloured slips Plan a sculpture through drawing and other preparatory work* Use a range of materials to create 3D forms relating to a project* Shape, form, model and construct from both imagination and observation*
6	Shape, form model and construct from observation and imagination with increasing accuracy Make informed choices about the materials they choose for their sculpture Consolidate hand building and decoration techniques in clay through a theme * Plan a sculpture through drawing and explain the choices made



Millbrook Art Overview



Year Group	Digital Media
	2 simple, Paint, Photoshop, Cameras, I pads, purple mash, animation cameras.
R	Create lines and shapes to represent a person or place
1*	Record information using a digital camera/IPAD
	Use a simple graphics package to create and change line, shape and colour
2	Record information using a digital camera/IPAD with increasing accuracy
	Explore ideas using digital sources i.e internet
	Use a simple graphics package to use filters to manipulate and create images
	To use a simple graphics package to crop and alter an imported image
3*	Record information using a digital camera/IPAD and present using software- Photo story, Power point
	Take photos of myself and others and use software to change and manipulate
	Use graphics to create different effects e.g charcoal, spray paint
	To use a graphics package to cut, duplicate and repeat
4	Record information using a digital camera/IPAD and present using software- Photo story, Power point, including text, more sophisticated transitions etc
	Consolidate graphics skills to create images relating to a topic
5	Record, store and import an image into a graphics package
	Communicate their ideas using animation.
	Take digital photographs, and use software to change them into their own piece of work related to a theme
6*	Record, store and import and image into a graphics package and apply a wider range of effects
	Communicate their ideas using digital images with animation, video and sound.
	Create layered images from original sketchbook ideas
	Consolidate their digital photographing and editing skills by producing work related to their topic



Millbrook Art Overview



Year Group	Evaluating
R	Talking with peers and adults, making observations, using success criteria, annotating in sketch books. Say what they like about their work and the work of other children and artists
1	Say what they like about their work and the work of other children and artists Identify and talk about what they might change about their current work
2	Review their work and the work of other children and artists and explain what they think and feel about it Identify what they might change about their current work or develop further in future work
3	Compare own work to others and say what is similar and what is different Begin to collect ideas and annotate them in their sketchbook Talk with an adult about how they might further develop ideas in response to class evaluation
4	Compare own ideas, methods and approaches to others and say what they think and feel about them Purposefully Annotate work in their sketchbook Explain in sketchbooks how they might further develop ideas in response to evaluation
5	Compare own ideas, methods and approaches to others and say what they think and feel about them and how effective they are in their purposeful intent and technique Purposefully annotate work in their sketchbook with more detail Evaluate and refine ideas through discussion and reflection
6	Compare own ideas, methods and approaches to others and say what they think and feel about them and comment on how artists have influenced their work Detailed and thoughtful annotated work in their sketchbook Show a journey in their sketchbook from starting point, including annotated conclusions



Millbrook Art Overview



Year Group	Exploring and Developing
R	Talk about a piece of art by an artist or an artefact from another culture with support from an adult- (5 W's) Record ideas from first hand observation
1	Record and explore ideas from first hand observation Develop ideas, try things out and change their mind in a sketchbook. Explore the work of an artist or craftsperson Explore art from a different culture
2	Record and explore ideas from first hand observation with increasing accuracy Ask and answer questions about the starting point for their work Develop ideas, try things out and change their mind in a sketchbook Explore the work of an artist or craftsperson and make links to their own work Explore art from a different culture or time and compare differences and similarities.
3	Select and record from first hand observation, experience and imagination and use sketches and annotation to develop a finished piece of work Raise questions about an artist's purposeful intention e.g environmental issues Explore an Artist's technique e.g Picasso's collage Explore different crafts used in different times e.g Viking pottery and weaving Explain where their ideas came from
4	Select and record from first hand observation, experience and imagination to develop own ideas Raise questions about an artist's purposeful intention e.g environmental issues and select ideas to use in their own work Explore an Artist's technique to develop in their own way Explore different art forms used in different times e.g Egyptian art, paper making Explain where their ideas came from through sketch booking
5	Select and record from first hand observation, experience and imagination to develop own ideas in a variety of ways To understand the meaning of 'having a purposeful intention' in relation to creating their own piece of art e.g creating anti war art Explore the role and purpose of a contemporary Artist, craftsperson or designer Explore the role of and purpose of an artist in a period of history Link own ideas, Artist's ideas and techniques in sketchbook development
6	Select and record from first hand observation, experience and imagination to develop own ideas and personal response To understand the meaning of 'having a purposeful intention' in relation to creating their own piece of art and creating a personal message e.g creating work that comments on environmental issues in their own style Explore an Artist's technique and create a personal response Explore the role of and purpose of an artist in a period of history and a contemporary Artist/craftsperson/designer and create a personal response Explain where their ideas came from through sketch booking

Please note that although the skills are progressive, you may not be able to cover all areas of the art curriculum throughout the year. So to ensure all children get to experience and develop all medias the fields marked with a * are a compulsory area of learning for your year group.

The sections- Drawing, Painting, Evaluating and and Exploring and Developing should be covered in every year group.



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Useful Resources

[The National Gallery](http://www.thenationalgallery.org.uk)
www.thenationalgallery.org.uk

[Tate Kids](http://www.tate.org.uk/kids)
[www.tate.org.uk > kids](http://www.tate.org.uk/kids)

Red Ted Art – You Tube

Mary Doodles – You tube

www.Kapowprimary.com – 14 day free trial with video tutorials

Accessart.org.uk – loads of visual inspiration and lesson ideas

Local galleries/trip ideas

Turnpike gallery – Leigh

Whitworth Gallery – Manchester

The Walker Gallery – Liverpool

All provide reasonably priced or free workshops



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