


## Art at Crowmoor

	EYFS	KS1	LKS2	UKS2
<b>Exploring and Developing Ideas</b>	<ul style="list-style-type: none"> <li>- Share their creations, explaining the process they have used</li> </ul>	<p>At Crowmoor, children by the end of Year 2 will:</p> <ul style="list-style-type: none"> <li>• respond positively to ideas and starting points;</li> <li>• explore ideas and collect information;</li> <li>• describe differences and similarities and make links to their own work;</li> <li>• try different materials and methods to improve;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>	<p>At Crowmoor, children by the end of Year 4 will:</p> <ul style="list-style-type: none"> <li>• use sketchbooks to record ideas;</li> <li>• explore ideas from first-hand observations;</li> <li>• question and make observations about starting points, and respond positively to suggestions;</li> <li>• adapt and refine ideas;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</li> </ul>	<p>At Crowmoor, children by the end of Year 6 will:</p> <ul style="list-style-type: none"> <li>• review and revisit ideas in their sketchbooks;</li> <li>• offer feedback using technical vocabulary;</li> <li>• think critically about their art and design work;</li> <li>• use digital technology as sources for developing ideas;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Drawing</p>	<ul style="list-style-type: none"> <li>- Hold a pencil effectively</li> <li>- Begin to show accuracy and care when drawing</li> </ul>	<p>At Crowmoor, children by the end of Year 2 will:</p> <ul style="list-style-type: none"> <li>• draw lines of varying thickness;</li> <li>• use dots and lines to demonstrate pattern and texture;</li> <li>• use different materials to draw, for example pastels, chalk, felt tips;</li> <li>• 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.</li> </ul>	<p>At Crowmoor, children by the end of Year 4 will:</p> <ul style="list-style-type: none"> <li>• experiment with showing line, tone and texture with different hardness of pencils;</li> <li>• use shading to show light and shadow effects;</li> <li>• use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>• show an awareness of space when drawing;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> </ul>	<p>At Crowmoor, children by the end of Year 6 will:</p> <ul style="list-style-type: none"> <li>• use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>• depict movement and perspective in drawings;</li> <li>• use a variety of tools and select the most appropriate;</li> <li>• 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.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Painting</p>	<ul style="list-style-type: none"> <li>- Use a range of small tools including paintbrushes</li> <li>- Mix colours</li> </ul>	<p>At Crowmoor, children by the end of Year 2 will:</p> <ul style="list-style-type: none"> <li>• name the primary and secondary colours;</li> <li>• experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>• mix primary colours to make secondary colours;</li> <li>• add white and black to alter</li> </ul>	<p>At Crowmoor, children by the end of Year 4 will:</p> <ul style="list-style-type: none"> <li>• use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>• mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>• create different textures and</li> </ul>	<p>At Crowmoor, children by the end of Year 6 will:</p> <ul style="list-style-type: none"> <li>• create a colour palette, demonstrating mixing techniques;</li> <li>• use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> <li>• use key vocabulary to demonstrate knowledge and</li> </ul>

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		<p>tints and shades;</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>effects with paint;</p> <ul style="list-style-type: none"> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</li> </ul>	<p>understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
Sculpture	<ul style="list-style-type: none"> <li>safely use a range of items to create something</li> <li>use a range of small tools including scissors</li> </ul>	<p>At Crowmoor, children by the end of Year 2 will:</p> <ul style="list-style-type: none"> <li>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>use a variety of shapes, including lines and texture;</li> <li>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.</li> </ul>	<p>At Crowmoor, children by the end of Year 4 will:</p> <ul style="list-style-type: none"> <li>cut, make and combine shapes to create recognisable forms;</li> <li>use clay and other malleable materials and practise joining techniques;</li> <li>add materials to the sculpture to create detail;</li> <li>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.</li> </ul>	<p>At Crowmoor, children by the end of Year 6 will:</p> <ul style="list-style-type: none"> <li>plan and design a sculpture;</li> <li>use tools and materials to carve, add shape, add texture and pattern;</li> <li>develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>use materials other than clay to create a 3D sculpture;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</li> </ul>

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Collage	<p>- create an image using a range of materials</p>	<p>At Crowmoor, children by the end of Year 2 will:</p> <ul style="list-style-type: none"> <li>• use a combination of materials that have been cut, torn and glued;</li> <li>• sort and arrange materials;</li> <li>• add texture by mixing materials;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ul>	<p>At Crowmoor, children by the end of Year 4 will:</p> <ul style="list-style-type: none"> <li>• select colours and materials to create effect, giving reasons for their choices;</li> <li>• refine work as they go to ensure precision;</li> <li>• learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li> </ul>	<p>At Crowmoor, children by the end of Year 6 will:</p> <ul style="list-style-type: none"> <li>• add collage to a painted or printed background;</li> <li>• create and arrange accurate patterns;</li> <li>• use a range of mixed media;</li> <li>• plan and design a collage;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</li> </ul>
Textiles	<p>- combine different material together to produce a new item</p>	<p>At Crowmoor, children by the end of Year 2 will:</p> <ul style="list-style-type: none"> <li>• show pattern by weaving;</li> <li>• use a dyeing technique to alter a textile's colour and pattern;</li> <li>• decorate textiles with glue or stitching, to add colour and detail;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under,</li> </ul>	<p>At Crowmoor, children by the end of Year 4 will:</p> <ul style="list-style-type: none"> <li>• select appropriate materials, giving reasons;</li> <li>• use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> <li>• develop skills in stitching, cutting and joining;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour,</li> </ul>	<p>At Crowmoor, children by the end of Year 6 will:</p> <ul style="list-style-type: none"> <li>• experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</li> <li>• add decoration to create effect;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</li> </ul>

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		<p>decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>shape, stuffing, turn, thread, needle, textiles, decoration.</p>	
Printing	<p>- apply paint to surface and print</p>	<p>At Crowmoor, children by the end of Year 2 will:</p> <ul style="list-style-type: none"> <li>• copy an original print;</li> <li>• use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>• demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>	<p>At Crowmoor, children by the end of Year 4 will:</p> <ul style="list-style-type: none"> <li>• use more than one colour to layer in a print;</li> <li>• replicate patterns from observations;</li> <li>• make printing blocks;</li> <li>• make repeated patterns with precision;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</li> </ul>	<p>At Crowmoor, children by the end of Year 6 will:</p> <ul style="list-style-type: none"> <li>• design and create printing blocks/tiles;</li> <li>• develop techniques in mono, block and relief printing;</li> <li>• create and arrange accurate patterns;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph</li> </ul>
Work of Other Artists	<p>- produce work based on the style of particular artists</p>	<p>At Crowmoor, children by the end of Year 2 will:</p> <ul style="list-style-type: none"> <li>• describe the work of famous, notable artists and designers;</li> <li>• express an opinion on the</li> </ul>	<p>At Crowmoor, children by the end of Year 4 will:</p> <ul style="list-style-type: none"> <li>• use inspiration from famous artists to replicate a piece of work;</li> <li>• reflect upon their work</li> </ul>	<p>At Crowmoor, children by the end of Year 6 will:</p> <ul style="list-style-type: none"> <li>• give detailed observations about notable artists', artisans' and designers' work;</li> </ul>

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		<p>work of famous, notable artists;</p> <ul style="list-style-type: none"> <li>• use inspiration from famous, notable artists to create their own work and compare;</li> <li>• 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.</li> </ul>	<p>inspired by a famous notable artist and the development of their art skills;</p> <ul style="list-style-type: none"> <li>• express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• offer facts about notable artists', artisans' and designers' lives;</li> <li>• 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, Jean- Michel Basquiat, Mary Cassatt.</li> </ul>
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