

Copnor Primary School

Being an Artist



Copnor Primary School's high-quality art and design curriculum is planned as a 7-year journey across the key stages and engages, inspires and challenges our pupils. It equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. By the time they leave Key Stage 2, they are able to think critically and develop a more rigorous understanding of art and design. They also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

By the end of Key Stage 1, our pupils will have been introduced to the core artistic tools, techniques and materials which will enable them to access the curriculum and progress with their learning in Key Stage 2.

Pupils are taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

By the end of Key Stage 2, our pupils will have been taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- to learn about great artists, architects and designers in history and their impact
- to evaluate their own work and understand how to use that knowledge to improve work on future pieces

'Greater Depth' is achieved through a focus on ACE - tasks enable pupils to Apply, Connect and Explore (or Explain) & Evaluate.

Apply

Pupils apply skills, knowledge and understanding from their current, and previous, learning independently and in new contexts.

Connect

Pupils are able to connect taught skills, knowledge and ideas and use these links in their own work, in new contexts.

Explain & Evaluate

Pupils are able to explore and express themselves creatively, using their own ideas and imagination whilst showing the influence famous artworks have had on them. The pupils are able to explain their understanding to others.

	Year 1	Year 2	Year 3
Exploring, Evaluating and Responding	<ul style="list-style-type: none"> I can respond to ideas. I can use artwork to record ideas, observations and experiences I can develop my ideas in a sketchbook. I can comment on colour and shape in artwork. I can give my opinion about artist's work. I can describe what I think about my own and others' work. I know the names of tools, techniques and elements that I have used. 	<ul style="list-style-type: none"> I can explore ideas from real or imagined starting points. I can develop my ideas in a sketchbook. I can compare work by different artists. I can say how an artist has used colour, shape and a technique. I can comment others' work and I suggest ways of improving my own work. I can select particular techniques to create a chosen product and develop some care and control over materials and their use. I know that different artistic works are made by craftspeople from different cultures and times. 	<ul style="list-style-type: none"> I can explore ideas using starting points. I can note my sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone. I can develop my ideas in a sketchbook, as well as record observations for experimenting with techniques. I can comment on similarities and differences between my own and others work. I can adapt and improve my own work. I know about some of the great artists, architects and designers in history and describe their work.
Drawing	<ul style="list-style-type: none"> I can draw lines of different shapes and thicknesses. I can use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. I can explore mark-making using a variety of tools. I can describe and copy the shapes and patterns I see. I can colour in neatly, following the lines very carefully. 	<ul style="list-style-type: none"> I can make a variety of lines of different sizes, thickness, tones and shapes. I can use pencils, oil pastels and charcoal in my drawings. I can show patterns and textures in my drawings by adding dots and lines. I can show different tones using coloured pencils. I can experiment with basic tools on rigid and flexible materials. 	<ul style="list-style-type: none"> I can use different grades of pencil at different angles to show different tones and explore shading. I can sketch lightly. I can use hatching and cross hatching to show tone and texture in my drawings. I can use sketches to base my work on. I can use a viewfinder in my sketching.

Painting	<ul style="list-style-type: none">• I can use thick and thin brushes.• I can paint pictures of what I see.• I can name and use the primary and secondary colours.• I can mix colours together to investigate what happens.	<ul style="list-style-type: none">• I can mix primary colours to make secondary colours.• I can add white to colours to make tints.• I can add black to colours to make tones.• I can link colours to natural and manmade objects.	<ul style="list-style-type: none">• I can mix colours making colours, tints and tones.• I can use watercolour paint to produce washes for backgrounds and then add detail.• I can create mood and feelings with colour.• I can use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.• I can understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.
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Collage	<ul style="list-style-type: none"> I can explore lots of collage materials. I can cut, glue, trim and tear paper, textiles and card for my collages e.g. photocopies, fabric, crepe paper, magazines. I can sort collage materials for a purpose. I can use: paste, glue and other adhesives. I can use shapes, textures and colours in my collages. I can create a simple pattern. 	<ul style="list-style-type: none"> I can explore and experiment with lots of collage materials. I can cut and tear, crumple and fold paper, textiles and card for my collages. I can sort and arrange collage materials for a purpose. I can use: paste, glue and other adhesives. I can mix paper and other materials with different textures and appearance. I can create a simple pattern. 	<ul style="list-style-type: none"> I can cut more precisely. I can make repeated patterns. I can use a limited colour pattern to create an effect. I can use overlapping and layering in my collage. I can use my cutting skills to produce repeated patterns. I can use contrasting textures, colours or patterns. I can combine visual and tactile qualities.
Sculpture	<ul style="list-style-type: none"> I can make shapes from rolled up paper. I can make shapes from clay or playdough. I can cut materials. I can roll materials. I can add lines and shapes to my clay work. 	<ul style="list-style-type: none"> I can make shapes from rolled up paper, straws, paper and card. I can make shapes from clay and dough. I can cut materials. I can roll and coil materials. I can make a carving. I can add texture to my work by adding materials and using tools. 	<ul style="list-style-type: none"> I can explore paper techniques such as pop-up books. I can add paper curlings to a surface to embellish. I can use my clay techniques to apply to pottery studied in other cultures. I can explore a variety of tools and techniques. I can experiment with making life size models. I can use the technique of adding materials to create texture.
Printing	<ul style="list-style-type: none"> I can use printing tools such as fruit, vegetables and sponges. I can print onto fabric or paper. I am beginning to make my own printing blocks e.g. string patterns. I can print by pressing, rubbing and stamping. 	<ul style="list-style-type: none"> I can use a variety of printing tools I can print onto fabric or paper. I can make my own printing blocks. I can use repeating, overlapping, rotating and arranging shapes to create a print. I can print by pressing, rolling, rubbing, carbon printing and stamping. 	<ul style="list-style-type: none"> I can make my own printing blocks using relief or impressed techniques. I can make a one coloured print. I can explore printing from other cultures and time periods. I can make repeating patterns by creating accurate printing blocks.
Textiles	<ul style="list-style-type: none"> I can sort threads and fabrics and experiment with ways of joining them. I am beginning to make simple weavings with fabrics or threads with help. I can use glue to join fabrics. I have used dip dye to produce fabric of contrasting colours with an adult. 	<ul style="list-style-type: none"> I can sort threads and fabrics (by colour and texture). I can make weavings with fabrics or threads. I can use glue to join fabrics. I can use running or an over stitch to join fabrics. I can plait. I can dip dye to produce fabric of contrasting colours. 	<ul style="list-style-type: none"> I know the basics of running stitch. I know how to colour fabric and have used this to add pattern. I can use my textiles skills to create artwork that is matched to an idea or purpose. I am aware of textiles work from other cultures and times. I can combine some of the techniques I know to create a textile. I can add detail to work using different types of stitch, including cross-stitch.

	Year 4	Year 5	Year 6
Exploring, Evaluating and Responding	<ul style="list-style-type: none"> • I explore ideas using a variety of starting points and collect visual and other information to help me to develop my work. • I make notes in my sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line. • I can develop and organise my ideas in my own art sketchbook • I make comments on the ideas, methods and approaches used in my own work. • I can adapt and refine my work using taught technical skills to adapt and reflect the purpose and meaning of the work. • I can describe some of the key ideas, techniques and working practices of artists, architects and designers who I have studied. 	<ul style="list-style-type: none"> • I can explore and develop ideas and collect visual and other information independently. • I pursue my own line of artistic enquiry. • I use all my research in developing my work, taking account of the purpose. • I can develop, organise and refine my ideas in my own art sketchbook. • I can analyse and comment on ideas, methods and approaches used in my own and others' work. • I can adapt and refine my work and make suggestions to others about their work. • I can confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques in my work. 	<ul style="list-style-type: none"> • I can explore ideas and am critical of artwork. • I can pursue my own line of artistic enquiry. • I can base my decisions for my own artwork on my preferences and audience and justify my reasons. • My art sketchbook is creative, inspirational and reflects my learning journey as an artist. • I can analyse and comment on ideas, methods and approaches used in my own and others' work. • I can comment on how ideas and meanings are conveyed in my own and others work. • I can reflect upon my own artwork at several points and make changes based on my observations or following feedback and discussions. • I can refine the use of techniques that I have learnt. • I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.
Drawing	<ul style="list-style-type: none"> • I can use a variety of different shaped lines to indicate movement in my drawings. • I select the most suitable drawing materials. • I can use shading to add interesting effects to my drawings including shadows and reflections, using different grades of pencil. • I can draw familiar objects with correct proportions. 	<ul style="list-style-type: none"> • I select appropriate drawing materials. • I can combine different materials to good effect. • I choose appropriate techniques to convey the meaning of my work. • I can communicate movement in my drawings. • I can draw still life including shadows and reflections. • I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions. 	<ul style="list-style-type: none"> • I can select drawing materials and techniques which are most suitable for conveying meaning (see skills in previous years). • I can combine different materials for good effect. • I can refine my own art style using all of the techniques I have developed. • I can begin to develop an awareness of composition, scale and proportion in my work. • I can use simple perspective in my work using a single focal point and horizon.

Painting	<ul style="list-style-type: none"> • I can create colours by mixing to represent images I have observed. • I can experiment with different colours to create a mood. • I can use colour and shapes to reflect feelings and moods. • I can use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines such as bleeds, washes, scratches and splashes. 	<ul style="list-style-type: none"> • I can use well developed paint techniques and am developing a style of my own • I can sketch (lightly) before I paint. • I can convey a purpose. • I can show texture gained through paint mix or brush technique. • I can combine colours and create tints, tones and shades to reflect the purpose of my work and express mood. 	<ul style="list-style-type: none"> • I can show texture gained through paint mix or brush technique. • I can paint based on observations and I can convey realism or an impression of what I observe. • I can use my repertoire of painting skills to make choices to convey the meaning. • I can show different lines in my paintings (sometimes stark and cold and at other times warm to reflect different features or intentions). <p>I can use techniques, colours, tones and effects in an appropriate way to represent things seen e.g. brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p>
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Collage	<ul style="list-style-type: none"> • I can cut precisely. • I can make repeated patterns. • I know the striking effect work in a limited colour palette can have. • I can make paper coils and lay them out to create patterns or shapes. • I use mosaic and montage. • I use tessellation. • I experiment with techniques that use contrasting textures, colours or patterns. • I can base my collage on observational drawings. • I can combine both visual and tactile qualities. 	<ul style="list-style-type: none"> • I can choose some materials for my collages to fit the purpose. • I choose from some techniques and combine them in my collage work. • I can show a theme through my collage that is apparent to any viewer. • I can modify and change materials to be used in my collage. • I can create a desired effect because of my choices in colour, pattern, lines, tones and shapes. • I can take inspiration from artists or designers. • I can add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. 	<ul style="list-style-type: none"> • I can choose the most appropriate materials for my collages to fit the purpose • I choose from a variety of techniques and combine them in my collage work. • I can work on a definite theme that is apparent to any viewer. • I can modify and change materials to be used in my collage. • I can create a striking effect because of my choices in colour, pattern, lines, tones and shapes. • I can take inspiration from a variety of artists or designers.
Sculpture	<ul style="list-style-type: none"> • I can make nets of shapes to create recognisable forms. • I can join these together to create abstract forms. • I can use my clay techniques to apply to pottery studied in other cultures. • I use carvings to a surface to create shapes, texture and pattern. • I can use a variety of tools and techniques for sculpting. • I use the technique of adding materials to create texture, feeling, expression or movement. • I can plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> • I can show a life like quality. • I can communicate my observations from the real or natural world in my models. • I can reflect an intention which is open to interpretation of the viewer. • I can combine both visual and tactile qualities. • I can choose from some of the techniques in my repertoire to embellish my work, as appropriate. • I can develop skills in using clay including slabs, coils, slips and wire. 	<ul style="list-style-type: none"> • I can choose and apply the most appropriate techniques to show a life like quality in my sculpture. • I can communicate my observations from the real or natural world. • I can reflect an intention that is sometimes obvious, but at other times is open to interpretation of the viewer. • I can combine both visual and tactile qualities. • I can choose from all of the techniques in my repertoire to embellish my work.

Printing	<ul style="list-style-type: none"> • I make my own printing blocks and experiment with different materials. • I can make a one coloured print. • I can build up layers of colours to make prints of 2 or more colours. • I have explored printing from other cultures and time periods. • I make precise repeating patterns by creating accurate printing blocks. • I can print on fabrics using tie-dyes or batik. 	<ul style="list-style-type: none"> • I can print onto fabric and paper. • I can use drawings and designs to bring detail into my work. • I can build up colours in my prints. • I can combine a range of visual elements to reflect a purpose. • I can base my prints on a theme from another culture. 	<ul style="list-style-type: none"> • I can print onto fabrics, papers and other materials. • I can create intricate printing patterns by simplifying and modifying sketchbook designs. • I can use drawings and designs to bring fine detail into my work. • I can build up colours in my prints. • I can combine a range of visual elements to reflect a purpose. • I can use a designer in history as a starting point.
Textiles	<ul style="list-style-type: none"> • I can use running stitch, cross-stitch and backstitch. • I have the basics of quilting, padding and gathering fabric. • I know how to colour fabric and have used this to add pattern. • I use my textiles skills to create artwork that is matched to an idea or purpose. • I am aware of textiles work from other cultures and times. • I can combine some of the techniques I know to create a textile. 	<ul style="list-style-type: none"> • I am developing confidence in stitches and select the most appropriate one. • I can work precisely. • I can use a range of techniques. • I can combine visual and tactile elements which are fit for purpose. • I can create texture in my textiles work by tying and sewing threads or by pulling threads with support. 	<ul style="list-style-type: none"> • I am confident in several stitches and can select the most appropriate stitch. • I use precise textile techniques which help me to convey the purpose of my work. • I can combine visual and tactile elements which are fit for purpose. • I use historical or cultural observations to influence my textile work. • I can create texture in my textiles work by tying and sewing threads or by pulling threads.

