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**ECCLESTON C.E. PRIMARY SCHOOL**

**ART AND DESIGN END POINTS AND**

**KNOWLEDGE**

**By the end of Year 1, our children will;**

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| **Knowledge** |
| **Drawing, colour, texture,****Form, printing, pattern** | Know that there are a variety of tools used for drawingName all the coloursKnow that there are a variety of tools that you can apply colour withBegin to know about the famous artists, craftsmen or designers, such as Wassily Kandinsky Know how textiles create thingsKnow that overlapping helps to create effectsAwareness of natural and man-made formsDevelop awareness of patternsKnow that there are different things that you can print with |
| **Skills**  |
| **Drawing, colour, texture,****Form, printing, pattern** | Use a variety of drawings tools and materialsExplore different texturesObserve and draw landscapesObserve patternsUse drawing to develop and share ideas, experiences and imaginationMix coloursApply colour with a range of toolsUse painting to develop and share ideas, experiences and imaginationCollageShape and form from direct observation Use sculpture to develop and share their ideas, experiences and imaginationCreate patternsPrint using fruit/vegRepeating patterns |
| **Vocabulary** |
| Crayons, pastels, chalks, pencil, pencil crayon, wax crayon, rough, smooth, hard, soft, landscape, stripy, spotty, curvy, wavy, zig zag, primary and secondary colours, names of materials, textiles and fabrics, like, dislike, techniques, patterns, textures, shapes, firm, sculptures |

**By the end of Year 3, our children will;**

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| **Knowledge** |
| **Drawing, colour, texture,****Form, printing, pattern** | Know the proportions to draw a face accuratelyKnow pencils can be used in a variety of waysUnderstand that colours can be mixed Know different brushes are used for different purposesKnow a variety of techniques to apply colourKnow about artists, architects and designers, such as Sir Christopher WrenKnow how to weave using a variety of materialKnow the effectiveness of different adhesivesKnow that work must look aesthetically pleasingKnow there are different types of printingKnow that different types of printing can create different textures/patterns which can be symmetrical or asymmetrical |
| **Skills**  |
| **Drawing, colour, texture,****Form, printing, pattern** | Experiment with the potential of various pencilsClosely observe and draw a range of living and non-living thingsInitial sketches as a preparation for paintingAccurate drawings of people – particularly facesColour mixIntroduce different types of brushesUse a variety of techniques- apply colour using dotting, scratching, splashing Weaving to create a sceneShape, form, model and construct a range of materials |
| **Vocabulary** |
| As previous years, plus: observation, proportions, colour mixing, dotting, scratching, splashing, symmetry, architect |

**By the end of Year 5, our children will;**

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| **Knowledge** |
| **Drawing, colour, texture,****Form, printing, pattern** | Know the effect of light on objects from different directionsUnderstand shade, tint and tone Know how images can be manipulated using a graphic packageKnow about the artist Understand shape, formUnderstand properties of mediaDiscuss and evaluate the work of other sculptors Know different methods of printingHave an understanding of pattern building on previous knowledge Learn about a range of artists, sculptors and designers |
| **Skills**  |
| **Drawing, colour, texture,****Form, printing, pattern** | Produce increasingly accurate drawings of objectsExplore the use of texture in colourUse colour for different purposesSelect and use materialsPlan and develop ideasModel and join Draw familiar objects with the correct proportionsExperiment with creating mood, feeling and movementPrint on fabricsDevelop skills in the use of clay sculpture |
| **Vocabulary** |
| As previous years, plus: concept, tint, tone, purpose, manipulate, digital image, embellish, media, combining, abstract, purpose, sculptor, sculpture |

**By the end of Year 6, our children will;**

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| **Knowledge** |
| **Drawing, colour, texture,****Form, printing, pattern** | Understand the concept of perspectiveRefine knowledge of the effect of light on objects from different directions and know the effect on peopleUnderstand hue, tint, tone, shades and moodKnow about artists and sculptors, comparing and evaluating their workDevelop understanding of the properties of mediaKnow different methods of printing.Have an understanding of pattern building on previous knowledge  |
| **Skills**  |
| **Drawing, colour, texture,****Form, printing, pattern** | Compare the texture of different surfaces Produce increasingly accurate drawings of people including using perspectiveUse colour to express feelings Be able to import an image into a graphics packageCreate layered images from original ideasRefine the skill of embellishing Refine skills of modelling and joining using appropriate media Work collaboratively on a larger scaleImprove plans and develop ideas based on experiences from previous years Discuss and evaluate own work to suggest further improvements Discuss and evaluate own workCreate pattern for purposes |
| **Vocabulary** |
| As previous years, plus: perspective, mood, expressing feelings, layered image, layering, refine, collaboratively, further improvements, combining, abstract, purpose |