



St James' Church of England Primary School Key Learning in Art & Design – Year 5 & Year 6



| Exploring and Developing Ideas | | Evaluating and Developing Work | | | |
|--|--|---|---|---|--|
| <ul style="list-style-type: none"> ▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | | <ul style="list-style-type: none"> ▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ▪ Adapt their work according to their views and describe how they might develop it further. ▪ Annotate work in a journal. | | | |
| Drawing | | | | | |
| <ul style="list-style-type: none"> ▪ Work from a variety of sources including observation, photographs and digital images. ▪ Work in a sustained and independent way to create a detailed drawing. ▪ Develop close observation skills using a variety of view finders. ▪ Use a journal to collect and develop ideas. ▪ Identify artists who have worked in a similar way to their own work. | | <p style="text-align: center;">Lines, Marks, Tone, Form and Texture</p> <ul style="list-style-type: none"> ▪ Use dry media to make different marks, lines, patterns and shapes within a drawing. ▪ Experiment with wet media to make different marks, lines, patterns, textures and shapes. ▪ Explore colour mixing and blending techniques with coloured pencils. ▪ Use different techniques for different purposes i.e. shading, hatching within their own work. ▪ Start to develop their own style using tonal contrast and mixed media. | | <p style="text-align: center;">Perspective and Composition</p> <ul style="list-style-type: none"> ▪ Begin to use simple perspective in their work using a single focal point and horizon. ▪ Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. ▪ Show an awareness of how paintings are created i.e. Composition. | |
| Digital Media | Painting | Printing | Textiles | 3-D | Collage |
| <ul style="list-style-type: none"> ▪ Record, collect and store visual information using digital cameras etc. ▪ Present recorded visual images using software e.g. Photostory, Powerpoint. | <ul style="list-style-type: none"> ▪ Develop a painting from a drawing. ▪ Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. ▪ Create imaginative work from a variety of | <ul style="list-style-type: none"> ▪ Create printing blocks by simplifying an initial journal idea. ▪ Use relief or impressed method. ▪ Create prints with three overlays. | <ul style="list-style-type: none"> ▪ Use fabrics to create 3D structures. ▪ Use different grades of threads and needles. ▪ Experiment with batik techniques. | <ul style="list-style-type: none"> ▪ Shape, form, model and construct from observation or imagination. ▪ Use recycled, natural and man-made materials to create sculptures. | <ul style="list-style-type: none"> ▪ Add collage to a painted, printed or drawn background. ▪ Use a range of media to create collages. ▪ Use different techniques, colours and textures etc. when designing and |

- Use a graphics package to create and manipulate new images.

- Be able to Import an image (scanned, retrieved, taken) into a graphics package.

- Understand that a digital image is created by layering.

- Create layered images from original ideas.

sources e.g. observational drawing, themes, poetry, music.

Colour

- Mix and match colours to create atmosphere and light effects.

- Be able to identify and work with complementary and contrasting colours.

- Work into prints with a range of media e.g. pens, colour pens and paints.

- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

- Plan a sculpture through drawing and other preparatory work.

- Develop skills in using clay including slabs, coils, slips, etc.

- Produce intricate patterns and textures in a malleable media.

making pieces of work.

- Use collage as a means of extending work from initial ideas.

Advised curriculum coverage maximum three media per year