



## Pinfold Primary Art Skills and Curriculum Coverage (KLIPS)

2019/2020	Home Sweet Home		Go With the Flow		Save the Planet
	Autumn/Harvest Painting	Printing (link Victorians)	Vikings (trip to Weaver Museum)	Rivers (Trip to Borwick)	Olympics/recycling- this term was COVID 19 Wave painting moved to 2021
Y 3 and 4	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>▶ Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>▶ Create different effects and textures with paint according to what they need for the task.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>▪ Mix colours and know which primary colours make secondary colours.</li> <li>▪ Use more specific colour language.</li> <li>▶ Mix and use tints and shades.</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>▶ Create repeating patterns.</li> <li>▶ Print with two colour overlays.</li> <li>▶ Create printing blocks using a relief or impressed method.</li> </ul> <p><b>Using Digital Media</b></p> <ul style="list-style-type: none"> <li>▪ Record and collect visual information using digital cameras</li> <li>▶</li> </ul>	<p><b>Clay and sculpture</b></p> <ul style="list-style-type: none"> <li>▪ Plan, design and make models from observation or imagination.</li> <li>▪ We will draw real animal skulls and resin human skulls</li> <li>▪ Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>▪ Create surface patterns and textures in a malleable material.</li> <li>▪ In the weaver museum make small Viking character chess pieces, the craft was used for Vikings to play chess on their boats on the long journeys</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>▪ Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>▪ Work on a range of scales e.g. thin brush on small picture etc.</li> <li>▪ Create different effects and textures with paint according to what they need for the task.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>▪ Mix colours and know which primary colours make secondary colours.</li> <li>▪ Use more specific colour language.</li> </ul> <p>Mix and use tints and shades. <b>(repeated because of need)</b></p>	<p><b>Collage and Wave painting</b></p> <ul style="list-style-type: none"> <li>▶ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>▶ Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>
Drawing 3 and 4	<p><b>Form and Shape</b></p> <p><b>Drawing fruit and sunflowers</b></p> <ul style="list-style-type: none"> <li>▪ Experiment with different grades of pencil and other</li> </ul>	<p><b>Lines and Marks</b></p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc</p>	<p>Begin to show an awareness of objects having a third dimension.</p> <p><b>Texture</b></p>	<p><b>Lines and Marks</b></p> <ul style="list-style-type: none"> <li>▪ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> </ul>	<p><b>Lines and Marks</b></p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc- torn paper</p>



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	<p>implements to draw different forms and shapes.</p> <ul style="list-style-type: none"> <li>Draw for a sustained period of time at an appropriate level.</li> </ul>		<ul style="list-style-type: none"> <li>Create textures with a wide range of drawing implements.</li> <li>Apply a simple use of pattern and texture in a drawing.</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements to achieve variations in tone.</li> <li>Apply tone in a drawing in a simple way.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other</li> </ul>	
<b>Y 5 and Y6</b>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Develop a painting from a drawing.</li> <li>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Mix and match colours to create atmosphere and light effects.</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Create prints with three overlays.</li> <li>Work into prints with a range of media e.g. pens, colour pens and paints.</li> <li>Create printing blocks by simplifying an initial journal idea.</li> <li>Use relief or impressed method.</li> </ul>	<p><b>3D</b></p> <ul style="list-style-type: none"> <li>Shape, form, model and construct from observation or imagination.</li> <li>Use recycled, natural and man-made materials to create sculptures.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> <li>Develop skills in using clay including slips, etc.</li> <li>Produce intricate patterns and textures in a malleable media.</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Develop a painting from a drawing.</li> <li>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Mix and match colours to create atmosphere and light effects.</li> </ul> <p>Be able to identify and work with complementary and contrasting colours.</p>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Add collage to a painted, printed or drawn background.</li> <li>Use a range of media to create collages.</li> <li>Use different techniques, colours and textures etc. when designing and making pieces of work.</li> <li>Use collage as a means of extending work from initial ideas.</li> </ul>



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	<ul style="list-style-type: none"> <li>Be able to identify and work with complementary and contrasting colours.</li> </ul>				
<b>Drawing Y 5 and 6</b>	<p><b>Lines, Marks, Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work.</li> </ul>			<p><b>Lines, Marks, Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> <li>Explore colour mixing and blending techniques with coloured pencils.</li> </ul>	<p><b>Lines, Marks, Tone, Form and Texture</b></p> <p>Start to develop their own style using tonal contrast and mixed media.</p>
<b>Y 5 and 6</b>	<ul style="list-style-type: none"> <li>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.</li> <li>Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter.</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate a range of starting points for their work, and choose which idea to develop further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas.</li> <li>Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.</li> </ul> <p>Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</p>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Add collage to a painted, printed or drawn background.</li> <li>Use a range of media to create collages.</li> <li>Use different techniques, colours and textures etc. when designing and making pieces of work.</li> <li>Use collage as a means of extending work from initial ideas.</li> </ul>	
<p>These skills will be taught throughout each lesson over the whole term and every year.</p>					



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Exploring and Developing Ideas	Evaluating and Developing Work
<ul style="list-style-type: none"> <li>▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>▪ Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>▪ Adapt their work according to their views and describe how they might develop it further.               <ul style="list-style-type: none"> <li>▶ Annotate work in a journal.</li> </ul> </li> </ul>

2020/2021	History of Britain		Out of Africa		Going for Gold	
	Sketching (animal, pets)	DT structures-see DT	Art: Collage, recycled art	DT: Textiles Egyptian hieroglyphics	3D clay pots	Wave art
Y 3 and 4	<b>Lines and Marks</b> <ul style="list-style-type: none"> <li>▶ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>▶ Use a graphics package to create images and effects with; <b>lines</b> by controlling the brush tool with increased precision.</li> </ul>		<b>Collage</b> <ul style="list-style-type: none"> <li>▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>▪ Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>	<b>Textiles</b> <ul style="list-style-type: none"> <li>▶ Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>▶ Match the tool to the material.</li> <li>▶ Develop skills in stitching, cutting and joining.</li> <li>▶ Experiment with paste resist.</li> </ul>	<b>3D</b> <ul style="list-style-type: none"> <li>▶ Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>▶ Create surface patterns and textures in a malleable material.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>▶ Work on a range of scales e.g. thin brush on small picture etc.</li> <li>▶ Create different effects and textures with paint according to what they need for the task.</li> </ul>
Years 5 and 6	<b>Drawing</b> <ul style="list-style-type: none"> <li>▶ Work from a variety of sources including observation, photographs and digital images.</li> <li>▶ Work in a sustained and independent way to create a detailed drawing.</li> <li>▶ Develop close observation skills using a variety of view finders.</li> </ul>		<b>Collage</b> <ul style="list-style-type: none"> <li>▶ Use collage as a means of extending work from initial ideas.</li> <li>▶</li> </ul>	<b>Textiles</b> <ul style="list-style-type: none"> <li>▶ Experiment with batik techniques.</li> <li>▶ Create imaginative work from a variety of sources e.g.</li> </ul>	<b>Lines, Marks, Tone, Form and Texture</b> <ul style="list-style-type: none"> <li>▶ Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>▶ Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> </ul>



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	<ul style="list-style-type: none"> <li>▶ Use a journal to collect and develop ideas.</li> <li>▶ Identify artists who have worked in a similar way to their own work.</li> <li><b>Exploring and developing ideas</b></li> <li>▶ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>▶ Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>▶ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li><b>Evaluating and developing work</b></li> <li>▶ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>▶ Adapt their work according to their views and describe how they might develop it further.</li> <li>▶ Annotate work in a journal.</li> <li><b>Drawing</b></li> <li>▪ Start to develop their own style using tonal contrast and mixed media.</li> </ul>		<ul style="list-style-type: none"> <li>▶ observational drawing, themes, poetry, music.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Develop skills in using clay including slabs, coils, slips, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> </ul>
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2021/2022	All Roads lead to Rome		Survival	Out of this world	
	Michelangelo/Sistine Chapel	Technical drawing: Leonardo da Vinci	Textiles - 3D	Painting	3D and collage
Y3 and Y4	<ul style="list-style-type: none"> <li>▶ Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>▶ Work on a range of scales e.g. thin brush on small picture etc.</li> <li>▶ Create different effects and textures</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a graphics package to create images and effects with; <b>lines</b> by controlling the brush tool with increased precision.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Develop skills in stitching, cutting and joining.</li> <li>▶ Plan, design and make models from observation or imagination.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>▶ Work on a range of scales e.g. thin brush on small picture etc.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use papier mache to create a simple 3D object.</li> <li>▶ Plan, design and make models from observation or imagination.</li> </ul>



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	<p>with paint according to what they need for the task.</p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>▶ Mix colours and know which primary colours make secondary colours.</li> <li>▶ Use more specific colour language.</li> <li>▶ Mix and use tints and shades.</li> </ul>			<ul style="list-style-type: none"> <li>▶ Create different effects and textures with paint according to what they need for the task.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>▶ Mix colours and know which primary colours make secondary colours.</li> <li>▶ Use more specific colour language.</li> <li>▶ Mix and use tints and shades.</li> </ul>		
<p><b>Y5 and Y6</b></p>	<ul style="list-style-type: none"> <li>▶ Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> </ul>	<p><b>Perspective and Composition</b></p> <ul style="list-style-type: none"> <li>▶ Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>▶ Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>▶ Show an awareness of how paintings are created i.e. Composition.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use fabrics to create 3D structures.</li> <li>▶ Use different grades of threads and needles.</li> </ul>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>▶ Mix and match colours to create atmosphere and light effects.</li> <li>▶ Be able to identify and work with complementary and contrasting colours.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Present recorded visual images using software e.g. Photostory, Powerpoint</li> <li>▶ Use a graphics package to create and manipulate new images.</li> </ul>	



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2022/2023	The Great Plague		The Art of Food		Rock and Roll	
	collage	digital media	Printing and textiles Mayans		Cave painting	
▶ Y3 and 4	<ul style="list-style-type: none"> <li>▶ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>▶ Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Change the type of brush to an appropriate style.</li> <li>▶ Create <b>shapes</b> by making selections to cut, duplicate and repeat.</li> <li>▶ Experiment with <b>colours and textures</b> by using effects and simple filters to manipulate and create images for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Print with two colour overlays.</li> </ul>		<ul style="list-style-type: none"> <li>▶ Create different effects and textures with paint according to what they need for the task</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>▶ Work on a range of scales e.g. thin brush on small picture etc.</li> </ul>	
Y5 and 6	<ul style="list-style-type: none"> <li>▶ Add collage to a painted, printed or drawn background.</li> <li>▶ Use a range of media to create collages.</li> <li>▶ Use different techniques, colours and textures etc. when designing and making pieces of work.</li> </ul>		<ul style="list-style-type: none"> <li>▶ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</li> <li>▶ Create prints with three overlays.</li> <li>▶ Work into prints with a range of media e.g. pens, colour pens and paints.</li> </ul>		<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>▶ Mix and match colours to create atmosphere and light effects.</li> <li>▶ Be able to identify and work with complementary and contrasting colours.</li> </ul> <p><b>Lines, Marks, Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>▶ Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> </ul>	



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	<ul style="list-style-type: none"><li>▶ Use collage as a means of extending work from initial ideas.</li></ul>				<b>Drawing</b> <ul style="list-style-type: none"><li>▶ Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li><li>▶ Explore colour mixing and blending techniques with coloured pencils.</li><li>▶ Use different techniques for different purposes i.e. shading, hatching within their own work.</li></ul>	
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