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|  |  | RED | Key Stage One | Key Stage Two |
|  |  | FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
| mastering techniques | PAINT | Use thick and thin brushes. | • Mix primary colours to make secondary.• Add white to colours to make tints and black to colours to make tones.• Create colour wheels. | • Mix colours effectively.• Use watercolour paint to produce washes for backgrounds then add detail• Use a number of brush techniques using thick and thin brushes to produce shapes, textures,patterns and lines..• Experiment with creating mood with colour. |
| COLLAGE | Use a combination of materials that are cut, torn and glued. | • Sort and arrange materials• Mix materials to create texture. | • Use coiling, overlapping, tessellation, mosaic and montage. |
| DRAWING | Enclose a space using lines, and use these shapes to represent objects. | • Show different tones by using coloured pencils.• Draw lines of different sizes and thickness.• Show pattern and texture by adding dots and lines. | • Sketch lightly (no need to use a rubber to correct mistakes).• Use shading to show light and shadow.• Use different hardnesses of pencils to show line, tone and texture.• Use hatching and cross hatching to show tone and texture. |
| PRINT | Use objects to create prints (e.g. fruit, vegetables or sponges). | • Use repeating or overlapping shapes.• Press, roll, rub and stamp to make prints.• Make printing blocks (e.g. from coiled string glued to a block).• Make precise repeating patterns• Use layers of two or more colours.• Mimic and replicate print and patterns from the environment (e.g. wallpapers). |  |
| SCULPTURE | Roll, cut, mould and carve with malleable materials such as clay and play-dough. |  | • Use rolled up paper, straws, paper, card and clay.• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).• Include lines and texture that conveys feelings, expression or movement.• Add materials to provide interesting detail. |
| skills | FOOD | Assemble ingredients. | • Cut, peel or grate ingredients safely and hygienically.• Measure or weigh using measuring cups or electronic scales.• Cook ingredients. | •Prepare ingredients hygienically using appropriate utensils•Follow a recipe. |
| MATERIAL TEXTILES | • Cut materials safely using scissors. • Colour and decorate textiles using a number of techniques (such as adding sequins or printing). | • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).• Use weaving to create a pattern.• Join materials using glue and/or a stitch. | • Cut materials accurately and safely by selecting appropriate tools.• Select appropriate joining techniques.• Create weavings.• Use basic cross stitch and back stitch.• Quilt, pad and gather fabric. |
| MECHANICS |  | Create products using levers, wheels and winding mechanisms. |  |
| TAKE INSPIRATION | Represent own ideas, thoughts and feelings. | •Use some of the ideas of artists studied to create pieces.•Describe the work of notable artists, artisans and designers. | • Replicate some of the techniques used by notable artists, artisans and designers.• Create original pieces that are influenced by studies of others. |
| DEVELOP IDEAS | Explore different methods and materials as ideas develop. | •Respond to ideas and starting points.•Explore ideas and collect visual information. | • Comment on artworks using visual language.• Adapt and refine ideas as they progress. |
| EVALUATE AND IMPORVE | Explore how products have been created. | • Explore objects and designs to identify likes and dislikes of the designs.• Suggest improvements to existing designs.• Design products that have a clear purpose and an intended user.• Make products, refining the design as work progresses. | • Improve upon existing designs, giving reasons for choices• Disassemble products to understand how they work• Refine work and techniques as work progresses, continually evaluating the product design. |

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