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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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