



ART & DESIGN SKILLS (MARK MAKING)



Phase1	Nursery	Reception	Year 1
Skills	<ul style="list-style-type: none"> <li>Start to make marks intentionally.</li> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Control the types of marks made with the range of media.</li> <li>Draw on different surfaces with a range of media.</li> <li>Start to record simple media explorations in a sketch book.</li> <li>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling and blending to create light/ dark lines.</li> <li>Investigate textures by describing, naming and copying.</li> <li>Mix secondary colours and begin to predict the outcome.</li> <li>Explore lightening and darkening paint without the use of black or white.</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</li> <li>Use one-handed tools and equipment</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> </ul>		<ul style="list-style-type: none"> <li>-Recognise that ideas can be expressed in artwork</li> <li>-Experiment with an open mind (<i>E.G. Enthusiastically try out all materials presented to them.</i>)</li> <li>-Name the tools and the formal elements that they use (<i>E.G. colours, shapes, tones etc</i>)</li> <li>-Look at and talk about own work and that of other artists.</li> </ul> <p>Use artists work as an influence in their own work – not copying (<i>E.G. Using the colour pallet, size, tone, textures, media, artist intentions etc</i>)</p> <p><u>Suggested Artists:</u> Roy Lichtenstein, Andy Goldsworthy</p>

Phase2	Year 2	Year 3
Skills	<ul style="list-style-type: none"> <li>• -Control the types of marks made with the range of media.</li> <li>• -Use a sketchbook to plan and develop simple ideas.</li> <li>• -Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> <li>• -Describe, match and draw lines/marks from observations</li> <li>• -Explore lightening and darkening paint without the use of black or white.</li> <li>• -Begin to predict colour shades and tones with paint.</li> </ul>	<ul style="list-style-type: none"> <li>• -Create intricate patterns/ marks with a variety of media.</li> <li>• -Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>• -Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</li> <li>• -Begin to show an awareness of objects having a third dimension and distances (perspective) using a single focal point.</li> <li>• -With paint, mix colour shades and tones with increasing confidence.</li> <li>• -Experiment with texture and paint (E.G. Use thick paint, colour washes, dabbing)</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• -Explore the work of a range of artists, craft makers and designers, describing the differences and similarities.</li> <li>• -Discuss own work and others work, expressing thoughts and feelings.</li> </ul> <p>Use artists work as an influence in their own work – not copying (E.G. Using the colour pallet, size, tone, textures, media, artist intentions etc)</p> <p><u>Suggested Artists:</u> L.S Lowry, Antoni Gaudi</p>	<ul style="list-style-type: none"> <li>• -Explore the work of a range of artists, craft makers and designers, describing the differences and similarities.</li> <li>• -Reflect upon their own work in order to improve it (E.G. I don't/like because... )</li> </ul> <p>Use artists work as an influence in their own work – not copying (E.G. Using the colour pallet, size, tone, textures, media, artist intentions etc)</p> <p><u>Suggested Artists:</u> Keith Haring</p>

Phase3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> <li>• -Draw for a sustained period of time at an appropriate level.</li> <li>• -Further develop drawing a range of tones and lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit.</li> <li>• -Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</li> <li>• -Develop drawings featuring the third dimension and perspective using a single focal point.</li> <li>• -With paint, mix colour shades and tones with increasing confidence.</li> <li>• -Experiment with texture and paint (E.G. Use thick paint, colour washes, dabbing)</li> </ul>	<ul style="list-style-type: none"> <li>• -Work in a sustained and independent way to create a detailed drawing.</li> <li>• -Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• -Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</li> <li>• -Have opportunities to develop further 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 drawings.</li> <li>• -Mix colour shades and tones with confidence, understanding which works well in their work and why.</li> </ul>	<ul style="list-style-type: none"> <li>• -Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>• -Use different techniques for different purposes i.e. shading or hatching within their own work, understanding which works well in their work and why.</li> <li>• -Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</li> <li>• -Adapt their work according to their views and describe how they might develop it further.</li> <li>• -Mix colour shades and tones with confidence, understanding which works well in their work and why.</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• -Explore the work of a range of artists, craft makers and designers, describing the differences and similarities.</li> <li>• -Regularly reflect upon their own work and use comparisons with the work of others (peers and artists) in order to</li> </ul>	<ul style="list-style-type: none"> <li>• -Describe and reflect upon the processes they are using and how they hope to achieve high quality outcomes.</li> <li>• -Research and discuss the ideas and approaches of various artists (E.G.</li> </ul>	<ul style="list-style-type: none"> <li>• -Describe and reflect upon the processes they are using and how they hope to achieve high quality outcomes.</li> <li>• -Research and discuss the ideas and approaches of various artists (E.G.</li> </ul>

	<p>improve.</p> <p>Use artists work as an influence in their own work – not copying (E.G. Using the colour pallet, size, tone, textures, media, artist intentions etc)</p> <p><u>Suggested Artists:</u> Edvard Munch</p>	<p><i>artists intentions/ cultural implications etc)</i></p> <p>Use artists work as an influence in their own work – not copying (E.G. Using the colour pallet, size, tone, textures, media, artist intentions etc)</p> <p><u>Suggested Artists:</u> Salvador Dali, Banksy</p>	<p><i>artists intentions/ cultural implications etc)</i></p> <p>Use artists work as an influence in their own work – not copying (E.G. Using the colour pallet, size, tone, textures, media, artist intentions etc)</p> <p><u>Suggested Artists:</u> Mark Rothko, Shaun Tan</p>
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**National Curriculum Aims:**

- Produce creative, individual work, exploring their ideas and recording experiences
- Evaluate and analyse creative works using the language of art

**National Curriculum Subject Content Key Stage 1:**

- Develop the use of mark making tools to create different drawing techniques
- Discuss the work of artists and note differences and similarities between artworks and cultural pieces

**National Curriculum Subject Content Key Stage 2**

- Become proficient in using a range of drawing techniques, understand and explain why they have used a technique
- Use a range of materials and techniques to share ideas, experiences and imagination
- Discuss the work of artists in history and present day
- Explain how artists they have influences on their own artworks

**Early Years**

- Develop artistic and cultural awareness
- Explore and play with a wide range of media and materials
- Communicate and develop self-expression through the Arts