

"At St Michael's, we believe that the children should be given the opportunity to show their creativity through the art curriculum, producing work that explores their ideas and shows their experiences. As artists, children at St Michael's school will learn build upon the techniques year by year, as well as learn about other artists, and compare and analyse their own work."

	Reception	Year 1	Year 2	Year 3	Year 4
Drawing	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<p>To experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk.</p> <p>To control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses.</p> <p>To name, match and draw lines/marks from observations.</p> <p>To investigate textures by describing, naming, rubbing, copying.</p>	<p>To invent new lines and create patterns and textures.</p> <p>To draw on different surfaces with a range of media.</p> <p>To observe and draw shapes from observations.</p> <p>To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p>	<p>To begin to show an awareness of objects having a third dimension, for example to use shading to show light and shadow effects.</p> <p>To use sketchbooks to collect and record visual information from different sources.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>	<p>To draw for a sustained period of time at an appropriate level.</p> <p>To experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>To experiment with ways in which surface detail can be added to drawings.</p> <p>To experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in simple way.</p>
Painting	Safely use and refine a variety of artistic effects to express their ideas and feelings. Share their creations, explaining the process they have used;	<p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>To identify primary colours by name.</p> <p>To mix and match colours to artefacts and objects and to find collections of colours.</p> <p>To investigate colour by mixing primary colour shades.</p> <p>To work on different scales.</p>	<p>To experiment with tools and techniques e.g. layering, mixing media, scraping through layers.</p> <p>To name different types of paint and their properties.</p> <p>To mix colours and know which primary colours make secondary colours ,</p> <p>To investigate making as many tones of one colour as possible (using white).</p> <p>To investigate how to darken colours without using black.</p>	<p>To work on a range of scales e.g. thin brush on small picture etc.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colours, shades and tones with increased confidence.</p> <p>To introduce different types of brush techniques- apply colour using dotting, scratching, splashing.</p> <p>To experiment with different</p>	<p>To be able to identify and use primary secondary, complementary and contrasting colours.</p> <p>To create different effects and textures with paint according to what they need for the task.</p> <p>To use more specific colour language</p> <p>To mix and use tints and shades and observe changes in colour.</p> <p>To choose suitable equipment for</p>

				effects and textures inc. blocking in colour, washes, thickened paint creating textural effects	the task.
Sculpture		<p>To experiment with constructing and joining natural materials .</p> <p>To make simple joins when constructing.</p> <p>To understand the safety and basic care of materials and tools.</p> <p>To change the surface of a malleable material e.g. build a textured tile.</p> <p>To recognise natural and man-made forms.</p> <p>To replicate patterns and textures in a 3-D form.</p>	<p>To manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>To use simple 2- D shapes to create a 3- D form</p> <p>To explore sculpture with a range of malleable media</p> <p>To manipulate malleable materials for a purpose, e.g. make a pinch pot, roll coils and slabs using a modelling media.</p>	<p>To plan, design and make models from observation or imagination.</p> <p>To shape, form, model and construct using both malleable materials.</p> <p>To join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>To create surface patterns and textures in a malleable material.</p>	<p>To use colour to reflect mood.</p> <p>To shape, form, model and construct using both malleable and rigid materials.</p> <p>To plan and develop ideas, using different joining techniques and methods of construction.</p> <p>To use modroc to create a simple 3D object.</p> <p>To discuss their own work and work of other sculptors.</p>

In addition to this, throughout the school, children will be using sketchbooks to design and experiment in, annotating their work and linking it to famous artists, craft makers , architects and designers.