

Roundhill Primary School: RPS Specialist Formal framework ART

Art

Learning profile B1

CONTINUOUS WORK on developing TRANSFERABLE SKILLS

Drawing (*mark making / representation*) i.e. fingers, pencil, paint, wax, chalk, charcoal, ink, pen, brushes, IT / inc. the **Elements of Art - Line and Space**

Responding to materials, sources and other artists' work relating to area of study / own choice / observation / controlling materials and methods

Recording and Annotating ideas using an appropriate method of communication i.e. signing / PECS/ making choices / representation / taking photos / using a scribe / writing / IT inc. word processing

- Touch different materials
- Begin to use a variety of tools – finger
- Begin to use a variety of tools
- Investigate different lines
- Use drawing / painting / printing to tell a story from retelling
- Make accurate drawing) of people and objects that include main visible parts
- Work from observation
- Explore different textures and experiment with mark making to illustrate these
- Observe and draw landscapes with some proportion and a sky
- Draw / paint / print objects in both the natural and man-made world
- Cut shapes using scissors
- Express my ideas in my work

Elements of Art - Colour pigment (paint, inks, pastels, dyes) tools (brushes, sponges) method (splashing, layering, printing, dotting) surfaces & use

- Know the primary colours and can select / name them
- Experiment with mixing colours
- Select / name 3 tools that can apply colour - (sponges, brushes, fingers, found items)
- Apply colour onto a range of textures – newspaper, coloured paper, plain paper
- Know the secondary colours and can select / name them
- Mix the primary colours to make new colours
- Collect 10 things of the same colour group – different sorts of green, blue, purple etc.

Elements of Art - Texture (represented, collage, printing, weaving, threads, fibres, fabrics, surfaces, wood, clay, mixed media...)

- Explore different textures
- Manipulate different materials
- Make simple collages using paper
- Tear materials (where appropriate)

Roundhill Primary School: RPS Specialist Formal framework ART

- List something that is made with textiles (and other named materials)
- Take a print from object: leaf, hand, onion, feet, junk, bark, modelling clay
- Glue items down
- Make a simple weaving using a range of materials (paper / natural / textiles)
- Attempt relief printing - string, card, etc.
- Add objects to the weaving - buttons, twigs, dried flowers / found objects

Elements of Art - Form (3D experience, rigid and malleable materials - paper / card clay / textiles / wood)

- Use simple objects to construct
- Shape and model from observation
- Talk about how a model looks and feels
- Shape and model from imagination
- Carve into media using tools
- Use both hands and tools to build (where appropriate)
- Use materials to make known objects for a purpose, i.e. puppet
- Pinch and roll coils and slabs using a modelling media
- Make simple joins by manipulating modelling material or pasting carefully
- Discuss the weight of an object

Elements of Art - Pattern (represented, painted, printed, dyed, rubbed, imprinted, embossed....)

- Imitate simple repeating patterns using concrete objects
- Explore simple symmetry – folding painted butterflies
- Show an awareness of patterns around me – pattern hunt
- Use found objects and painting materials to create (spot and stripe) patterns
- Create own simple repeating patterns using concrete objects
- Observe patterns in the natural and manmade world
- Make irregular painting patterns based on real life – i.e. Printing the skin of a tiger/zebra/cheetah
- Discuss patterns around me – natural / man-made / pattern hunt.
- Attempt to create repeating patterns on paper using drawing or printing of own design

Roundhill Primary School: RPS Specialist Formal framework ART

Learning profile B2

CONTINUOUS WORK on developing TRANSFERABLE SKILLS

Drawing (mark making / representation) i.e. fingers, pencil, paint, wax, chalk, charcoal, ink, pen, brushes, IT / inc. the Elements of Art - Line and Space Responding to materials, sources and other artists' work relating to area of study / own choice / observation / controlling materials and methods

Recording and Annotating ideas using an appropriate method of communication i.e. signing / PECS/ making choices / representation / taking photos / using a scribe / writing / IT inc. word processing

- Record my experiences and experiences through simple (drawings) using my fingers, a stick or chalk
- Look at work by other artists / source material relevant to area of study
- Make a quick record by sketching
- Identify natural and man-made forms
- Record my feelings through simple drawings using a pencil, coloured pencils or pastels
- Review a sketch and make improvements
- Attempt to replicate simple details from other artists' work / source material - area of study
- Communicate simply on the use of light and dark in a piece of work
- Communicate simply on the use of shadow in a piece of work
- Experiment with work on a variety of scales

Elements of Art - Colour pigment (paint, inks, pastels, dyes.) tools (brushes, sponges) method (splashing, layering, printing, dotting) surfaces & use

- Begin to describe colours using objects – “sunshine yellow”
- Make tones of one colour using primary colours and white
- Mix colours to match those of the natural world
- Darken colours without using black

Elements of Art - Texture (represented, collage, printing, weaving, threads, fibres, fabrics, surfaces, wood, clay, mixed media...)

- Overlap to create effects (i.e. scales / patterns)
- Use different materials to make a collaged image
- Make rubbings showing a range of textures
- Draw using simple running stitches
- Mark attach simple shapes to fabric using running stitches (applique)
- Explore simple back stitches

Elements of Art - Form (3D experience, rigid and malleable materials - paper / card clay / textiles / wood)

- Express shape and form from direct observation
- Explore a range of decorative techniques – applied / painted
- Replicate patterns in a 3d form

Roundhill Primary School: RPS Specialist Formal framework ART

- Construct simple forms from found materials

Elements of Art - Pattern (represented, painted, printed, dyed, rubbed, imprinted, embossed) experiment with arranging objects to make patterns

- Observe regular and irregular patterns
- Extend a repeating pattern
- Create symmetry
- Use 2 contrasting colours to make a pattern
- Experiment with folding objects to make patterns

Learning profile B3

CONTINUOUS WORK on developing TRANSFERABLE SKILLS

Drawing (mark making / representation) i.e. fingers, pencil, paint, wax, chalk, charcoal, ink, pen, brushes, IT / inc. the Elements of Art - Line and Space

Responding to materials, sources and other artists' work relating to area of study / own choice / observation / controlling materials and methods

Recording and Annotating ideas using an appropriate method of communication i.e. signing / PECS/ making choices / representation / taking photos / using a scribe / writing / IT inc. word processing

- Use a variety of (drawing) materials to show a variety of lines
- Observe objects in the natural world and man-made closely
- Observe objects in the world closely
- Plan basic ideas (in a sketchbook) and make simple choices about media
- Use language appropriate to my skill
- Begin to recognise some different types of art - materials used
- Use a variety of (drawing) materials to show a variety of texture and tone
- Make initial sketches and plans as a preparation for a range of work
- Discuss the work of other artists / source materials
- Work safely, organise working area and clear away
- Begin to recognise some different types of art - methods used
- Make more complex connections between my work and my environment
- Recognise positive and negative shapes i.e. the outline of the object and the shapes created around it
- Make more accurate (drawings) of objects, people and faces looking closely at their features and detail
- Take part in a simple discussion about aesthetics
- Record simple notes (annotation) about my ideas (with support as appropriate)
- Attempt to replicate the work of other artists / source materials in more detail

Roundhill Primary School: RPS Specialist Formal framework ART

Elements of Art - Colour pigment (paint, inks, pastels, dyes) tools (brushes, sponges) method (splashing, layering, printing, dotting) surfaces & use

- Apply colour mixing
- Use different types of brushes for specific purposes
- Apply colour to replicate work / source observed
- Explore ways of colouring different surfaces (inc. printing)
- Make colour wheels to show primary and secondary colours
- Use different types of brushes for specific purposes
- Explore applying colour in response to my observations
- Explore colour mixing through deliberately overlapping colour
- Show control over coloured areas, so tone and shading are evident

Elements of Art - Texture (represented, collage, printing, weaving, threads, fibres, fabrics, surfaces, wood, clay, mixed media)

- Explore manipulating materials to create texture (scrunching / folding / attaching / twisting)
- Use materials to create a picture in weaving - swamp, seascape
- Use relief printing processes
- Use smaller eyed needles and finer threads, smaller pieces of materials
- Show awareness of the nature of materials (fragile, tough, durable)
- Further develop mark making to record texture (on paper / in clay / on fabric)
- Manipulate materials to create a chosen / specific texture
- Use impressed printing processes

Elements of Art - Form (3D experience, rigid and malleable materials - paper / card clay / textiles / wood)

- Shape, form, model and construct from observation with increasing confidence
- Begin to have some thought towards the size of my model
- Shape, form, model and construct from imagination with increasing confidence
- Have a basic understanding of different adhesives
- Begin to understand the importance of a suitable armature / support

Elements of Art - Pattern (represented, painted, printed, dyed, rubbed, imprinted, embossed....)

- Design my own motif(s) to repeat
- Explore making patterns on a range of surfaces (paper, chalk on playground)
- Search for pattern around us in the world (pictures)
- Use the environment and other sources to make own patterns (rubbing)
- Create own patterns using ICT
- Use symmetry to create patterns

Roundhill Primary School: RPS Specialist Formal framework ART

- Explore patterns from a range of times and cultures

Learning profile B4

CONTINUOUS WORK on developing TRANSFERABLE SKILLS

Drawing (mark making / representation) i.e. with fingers, pencil, paint, wax, chalk, ink, pen, brushes, IT / inc. the Elements of Art - Line and Space

Responding to materials, sources and other artists' work relating to area of study / own choice / observation / controlling materials and methods

Recording and Annotating ideas using an appropriate method of communication i.e. signing / PECS/ making choices / representation / taking photos / using a scribe / writing / IT inc. word processing

- Identify the effect of light (shadows) on a surface
- Identify the effect of light (shadows) on objects
- Identify the effect of light (shadows) on people
- Recognise scale and proportion
- Make more accurate (drawings) of whole people and objects, building on my work on placement of relevant features
- Draw from direction
- Experiment with creating mood
- Recreate a scene observed, showing some awareness of space
- Draw the effect of light (shadows) on a surface - shading / hatching / blending
- Make more accurate (drawings) of whole people, building on my work on facial features building on my work on shape
- Experiment with creating movement
- Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)
- Experiment with the effect of composition (foreground / background / position)
- Experiment with creating areas of interest
- Research and record a range of ideas, and make informed choices from these
- Recognise different types of art - style / culture
- Discuss the nature of effects and modify and adapt work as it progresses

Elements of Art - Colour pigment (paint, inks, pastels, dyes) tools (brushes, sponges) method (splashing, layering, printing, dotting) surfaces & use

- Work with contrasting colour against a variety of backgrounds
- Observe colours on hands and faces - mix flesh colours
- Recognise / describe techniques used for applying colour
- Experiment with particular qualities of tone, shades and hue
- Mix and match colours to those in a work of art
- Advise and question suitable equipment for the task e.g. Size of paintbrush or paper needed
- Use a range of methods for applying colour such as washes / layering / wet and dry
- Make the colours shown on a commercial colour chart / source material



Roundhill Primary School: RPS Specialist Formal framework ART

- Observe and experiment with ways of applying colour used by other artists
- Explore the use of adding other materials to pigment (sawdust, glue, shavings, sand, oil)

Elements of Art - Texture (represented, collage, printing, weaving, threads, fibres, fabrics, surfaces, wood, clay, mixed media)

- Use a wider variety of stitches to 'draw' with and develop pattern and texture – zig zag stitch
- Start to place more emphasis on observation of textural art
- Look at fabrics / artefacts from other countries and discuss
- Discuss how a texture has been created
- Explore images and recreate texture through deliberate selection of materials (wallpaper, string, polystyrene)
- Use a wider variety of stitches to 'draw' with and develop pattern and texture – seeding

Elements of Art - Form (3D experience, rigid and malleable materials - paper / card clay / textiles / wood)

- Consider space
- Analyse natural and manmade forms of construction
- Work safely with common 3d materials

Elements of Art - Pattern (represented, painted, printed, dyed, rubbed, imprinted, embossed)

- Consider use of pattern for different purposes (wallpaper / clothing / architecture)
- Explore tessellation
- Look at other artists' creation of simple pattern and discuss effect
- Explore symbolic use of pattern (logos / motifs / costumes)
- Explore patterns using geometry / shape / line / grids
- Look at other artists' creation of more intricate pattern and discuss effect
- Explore variation in pattern (positive / negative / colour schemes / size)

Learning profile B5

CONTINUOUS WORK on developing TRANSFERABLE SKILLS

Drawing (mark making / representation) i.e. fingers, pencil, paint, wax, chalk, charcoal, ink, pen, brushes, IT / inc. the Elements of Art - Line and Space

Responding to materials, sources and other artists' work relating to area of study / own choice / observation / controlling materials and methods

Recording and Annotating ideas using an appropriate method of communication i.e. signing / PECS/ making choices / representation / taking photos / using a scribe / writing / IT inc. word processing

- Explore the concepts of space and perspective with support
- Produce increasingly accurate representations of people and objects
- Interpret and select poetry and music as a stimulus

Roundhill Primary School: RPS Specialist Formal framework ART

- Use rubbers to lighten areas of tone
- Produce increasingly detailed preparatory plans and sketches for my work
- Understand the concepts of space and perspective
- Select and interpret a variety of stimuli / source material
- Materials processes and techniques to create a specific outcome, with limited support
- Evaluate the work of others and record my thoughts
- Work on art collaboratively with limited support
- Communicate and annotate my selection of materials, processes and techniques used to create a specific outcome, with limited support
- Make changes to my work from my evaluations and record my reasons
- Produce more complex research
- Be confident when working figuratively / abstractly
- Select and control a range of materials and methods to express my ideas

Elements of Art - Colour pigment (paint, inks, pastels, dyes) tools (brushes, sponges) method (splashing, layering, printing, dotting) surfaces & use

- Consider colour for purposes
- Explore the consistency of pigment - very wet and thin or thick and heavy - (add PVA to the paint / water to ink and pastels)
- Identify suitable equipment and methods for a particular purpose
- Explore the use of adding other materials to pigment (sawdust, glue, shavings, sand, oil)
- Explore the use of pigment on different surfaces
- Consider artists' use of colour and application of it

Elements of Art - Texture (represented, collage, printing, weaving, threads, fibres, fabrics, surfaces, wood, clay, mixed media)

- Consider methods of making fabric / paper / making a surface
- Create my own materials for specific purposes (dyeing fabric/ colouring paper / adding materials to paint)
- Use a variety of 2D and 3D techniques to explore and record texture
- Add layers to work, using a variety of techniques, including drawing, painting and printing on top of textural work

Elements of Art - Form (3D experience, rigid and malleable materials - paper / card clay / textiles / wood)

- Shape and form with confidence
- Produce more intricate surface patterns
- Join with confidence
- Create a suitable base / armature
- Experiment with surface treatments (polish / paint / stain...)

Roundhill Primary School: RPS Specialist Formal framework ART

Elements of Art - Pattern (represented, painted, printed, dyed, rubbed, imprinted, embossed)

- Organise my own patterns
- Use complex shapes to create patterns
- Analyse how a simple pattern was made
- Recognise patterns from a range of times and cultures
- Reflect expression and mood in patterns (different styles / settings / uses...)
- Analyse how a more complex pattern was made
- Consider suitability of pattern for different methods (and vice versa)

Learning profile B6

CONTINUOUS WORK on developing TRANSFERABLE SKILLS

Drawing (mark making / representation) i.e. fingers, pencil, paint, wax, chalk, charcoal, ink, pen, brushes, IT / inc. the Elements of Art - Line and Space

Responding to materials, sources and other artists' work relating to area of study / own choice / observation / controlling materials and methods

Recording and Annotating ideas using an appropriate method of communication i.e. signing / PECS/ making choices / representation / taking photos / using a scribe / writing / IT inc. word processing

- Choose an appropriate scale for my work
- Work on art collaboratively without support analyse a piece of work using a range of appropriate vocabulary
- Independently research techniques and processes
- Control materials and techniques
- Work directly from observation with confidence
- Make imaginative use of the knowledge I have acquired to express my own ideas
- Use materials to show a wide variety of tone, art styles and movements
- Independently select materials, processes and techniques to create a specific outcome
- Consider the properties of media being used
- Work directly from imagination with confidence
- Discuss own work / that of others / source material and make more detailed comparisons
- Use a variety of techniques to show the effect of light on objects and people
- Independently communicate and annotate my selection of materials, processes and techniques used to create a specific outcome
- Explore in depth techniques / processes etc. Used by a particular artist / movement.

Elements of Art - Colour pigment (paint, inks, pastels, dyes) tools (brushes, sponges) method (splashing, layering, printing, dotting) surfaces & use

- Independently combine my Transferable Skills with my knowledge of colour to produce an initial personal response
- Independently combine my Transferable Skills with my knowledge of Colour to produce a more complex personal response
- Independently combine my Transferable Skills with my knowledge of Colour to produce a sustained personal response



Roundhill Primary School: RPS Specialist Formal framework ART

Elements of Art - Texture (represented, collage, weaving, printing, threads, fibres, fabrics, surfaces, wood, clay, mixed media)

- Independently combine my Transferable Skills with my knowledge of Texture to produce an initial personal response
- Independently combine my Transferable Skills with my knowledge of Texture to produce a more complex personal response
- Independently combine my Transferable Skills with my knowledge of Texture to produce a sustained personal response

Elements of Art - Form (3D experience, rigid and malleable materials - paper / card clay / textiles / wood)

- Independently combine my Transferable Skills with my knowledge of Form to produce an initial personal response
- Independently combine my Transferable Skills with my knowledge of Form to produce a more complex personal response
- Independently combine my Transferable Skills with my knowledge of Form to produce a sustained personal response

Elements of Art - Pattern (represented, painted, printed, dyed, rubbed, imprinted, embossed)

- Independently combine my Transferable Skills with my knowledge of Pattern to produce an initial personal response
- Independently combine my Transferable Skills with my knowledge of Pattern to produce a more complex personal response
- Independently combine my Transferable Skills with my knowledge of Pattern to produce a sustained personal response