



Everybody Excelling, Every Day, No Excuses!

Creative Arts Learning Journey Randal Cremer Primary School

OVERGROUND

Year 5

OVERGROUND

Year 6

OVERGROUND

Year 4

Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Identify and draw effect of light. Scale and proportion. Accurate drawings of whole people including proportion and placement. Work on a variety of scales. Computer generated drawings

Colour (painting, ink, dye, textiles, pencils, crayon, pastels) colour mixing and matching; tint, tone, shade. Observe colours. Use suitable equipment for the task, colour to reflect mood

Texture (textiles, clay, sand, plaster, stone) Use a wider variety of stitches. Observation and design of textural art. Experimenting with creating mood, feeling, movement.

Compare different fabrics

Form 3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Plan and develop.

Experience surface patterns/textures. Discuss own work and work of other sculptors.

Analyse and interpret natural and manmade forms of construction.

Printing Use sketchbook for recording textures/patterns. Interpret environmental and manmade patterns. Modify and adapt print.

Pattern Explore environmental and manmade patterns. Tessellation

Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Effect of light on objects and people from different directions. Interpret the texture of a surface.

Produce increasingly accurate drawings of people. Perspective

Colour (painting, ink, dye, textiles, pencils, crayon, pastels) hue, tint, tone, shades and moods. Explore the use of texture in colour. Colour for purpose

Texture (textiles, clay, sand, plaster, stone) use stories, music, poems as stimuli Select and use materials Embellish work. Fabric making. Artists using textiles.

Form 3D work, clay, dough, boxes, wire, paper sculpture, mod roc) plan and develop ideas. Shape, form, model and join. Observation or imagination. Properties of media

Discuss and evaluate own work and that of other sculptor

Printing—Combining prints Design prints Make connections. Discuss and evaluate own work and that of others

Pattern—Create own abstract pattern to reflect personal experiences and expression

Create pattern for purposes

Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective

Colour (painting, ink, dye, textiles, pencils, crayon, pastels) hue, tint, tone, shades and mood. Explore the use of texture in colour. Colour for purposes. Colour to express feelings

Texture (textiles, clay, sand, plaster, stone) Develops experience in embellishing. Applies knowledge of different techniques to express feelings. Work collaboratively on a larger scale.

Form 3D work, clay, dough, boxes, wire, paper sculpture, mod roc) plan and develop ideas. Shape, form, model and join. Observation or imagination. Properties of media

Discuss and evaluate own work and that of other sculptor

Printing Builds up drawings and images of whole or parts of items using various techniques. Screen printing. Explore printing techniques used by various artists

Pattern— Create own abstract pattern to reflect personal experiences and expression

Create pattern for purposes

OVERGROUND

Year 3

Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Experiment with various pencils Close observation Draw positive and negative shapes initial sketches as a preparation for painting accurate drawings of people – particularly faces

Colour (painting, ink, dye, textiles, pencils, crayon, pastels) colour mixing Make colour wheels Introduce different types of brushes. Apply colour using dotting, scratching, splashing

Texture (textiles, clay, sand, plaster, stone) Use smaller eyed needles and finer threads. Weaving. Tie dying, batik

Form 3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Shape, form, model and construct (malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction aesthetics

Printing found materials, fruit/veg, wood blocks, press print, lino, string) relief and impressed printing, recording textures/patterns, monoprinting, colour mixing, overlapping colour prints

Pattern (paint, pencil, textiles, clay, printing) pattern in the environment, Design Using ICT. Make patterns on a range of surfaces. Symmetry

Creative Arts Journey from EYFS to Year 6

Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) experiment with tools and surfaces. Draw a way of recording experiences and feelings, Discuss use of shadows, use of light and dark. Sketch to make quick record

Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Begin to describe colours. Make as many tones of one colour as possible (using white). Darken colours without using black. Use colour on a large scale.

Texture (textiles, clay, sand, plaster, stone) overlapping and overlaying to create effects. Use large eyed needles – running stitches Simple appliqué work. Start to explore other simple stitches. Collage

Form 3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Awareness of natural and man-made forms, Expression of personal experiences and ideas. Shape and form from direct observation (malleable and rigid materials), decorative techniques. Replicate patterns and textures in a 3-D form work and that of other sculptors

Printing Print with a growing range of objects. Identify the different forms printing takes

Pattern Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning natural and manmade patterns Discuss regular and irregular

OVERGROUND

Year 2

Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Extend variety of tools. Explore different textures Observe and draw landscapes Observe patterns . Observe anatomy (faces, limbs)

Colour (painting, ink, dye, textiles, pencils, crayon, pastels) name all the colours, mix colours, find collections of colour. Apply colour with a range of tools

Texture (textiles, clay, sand, plaster, stone) weaving, collage. Sort according to specific qualities. How textiles create things

Form 3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Construct Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media. Make simple joins

Printing found materials, fruit/veg, wood blocks, press print, lino, string) Create patterns Develop impressed images Relief printing

Pattern (paint, pencil, textiles, clay, printing) Awareness and discussion of patterns repeating patterns symmetry

OVERGROUND

Year 1

OVERGROUND

EYFS

Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Begin to use a variety of drawing tools Use drawings to tell a story. Investigate different lines and different textures

Encourage accurate drawings of people .

Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Name, experiment with and use primary colours. Mixing (not formal) Learn names of different tools and use to make coloured marks on paper.

Texture (textiles, clay, sand, plaster, stone) Handling, manipulating and enjoying using materials . Simple collages and weaving

Form 3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Handling, feeling, enjoying and manipulating materials .Constructing Building and destroying .Shape and model

Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Rubbings. Print with variety of objects and block colours

Pattern (paint, pencil, textiles, clay, printing) Repeating patterns, irregular painting patterns,