












Checklist of Art Skills for the End of Foundation

					
<p>Select the right tool for the task.</p> <p>Explore with coloured pencils.</p> <p>Use colours for correct purpose.</p>	<p>Recognise pattern in their surroundings</p> <p>To identify repetitive/non repetitive patterns. To identify motifs.</p> <p>To make a simple repeated pattern</p>	<p>Draw lines and shape in a space.</p> <p>To make a range of lines with the same medium eg. <i>hatching, cross-hatching, swirls, spirals</i> etc</p>	<p>To recognise and talk about dark and light places in the classroom.</p> <p>To link dark and light with feelings/experience/memory</p>	<p>To explore with sand and brick/block play on small and large scale.</p> <p>To weave in and out.</p>	<p>To feel a variety of surfaces and describe how they feel.</p> <p>To compare and contrast textures and surfaces.</p>
<p>Experiment with paint.</p> <p>Mix thick paint (textured) Mix thin paint (watercolour)</p> <p>Explore colour mixing.</p> <p>Experiment with shades by adding white paint.</p>	<p>Print with body parts.</p> <p>Print with different shapes, sponges, combs, spreaders,</p> <p>Thread using laces.</p>	<p>To recognise and name 2D shapes.</p> <p>Use IPads to draw lines with fingers.</p>	<p>To experiment making dark marks with a range of media</p> <p>To experiment making light marks with a range of media</p>	<p>To experiment with malleable materials e.g. <i>plasticine, dough, clay, mod roc, pipe cleaners, straws, papier-mâché pulp</i></p> <p>Represent objects using these materials.</p> <p>Use clay for a purpose.</p>	<p>Use collage materials independently.</p> <p>Collage on a small and large scale.</p> <p>Use materials for different textures.</p>
<p>Use thick brush to create a variety of brush strokes. Use thin brush to create a variety of brush strokes.</p>	<p>Print onto paper using string and natural materials.</p>	<p>To sort big and little shapes</p>	<p>To sort or select materials into a tonal scale e.g. from black to grey to white etc</p>	<p>To join simple found forms together</p>	<p>To select and sort different surfaces and related vocabulary</p>

Express simple opinions about art work.

Checklist of Art Skills for the End of Y1









Y1 children need to explain why they have used the headings below in the way they have. Be expressive and give opinions.

			TONE/ STUDY OF WELL KNOWN ARTISTS		
<p>MIXING</p> <p>Recognise & name primary colours. <i>Red, blue, yellow.</i></p> <p>Recognise & name secondary colours <i>purple, green, orange.</i></p>	<p>Using simple shape to make a simple pattern on a border (by hand or ICT) greyscale</p> <p>Repeating patterns</p>	<p>Observe 2D shapes in the classroom/immediate environment to use in own work.</p>	<p>To record the effects of light and dark on simple objects and how it makes children feel.</p>	<p>Skills of a casting method.</p> <p>Modrock</p> <p>Jelly and mould</p> <p>Clay etc</p>	<p>To make rubbings of objects/surfaces and how it changes original form.</p>
<p>Collect and sort media, <i>paper, fabric</i></p> <p><i>Understand different mediums.</i></p>	<p>To recognise patterns in nature</p> <p>Make weavings.</p> <p>Fabrics and threads.</p>	<p>To make lines from a variety of materials e.g. <i>pencil, charcoal, chalk, pastel, paint</i></p> <p>To compare results and choose most effective.</p>	<p>To identify the effects of tonal range to reflect what we see/how we feel/hear</p>	<p>To choose appropriate “found” forms to represent an idea or respond to a stimulus</p> <p>Use their own judgement</p>	<p>Skill of collage</p> <p>To select and sort a variety of materials as a collage and link to real life objects</p>
<p>Mixing ‘natural’ colours e.g. <i>skin tones</i></p> <p><i>Cold/Warm colours etc.</i></p>	<p>Press print.</p> <p>On fabric or paper.</p>	<p>Understand how line and shape can impact silhouettes.</p>	<p>Link tonal range to devising a composition to follow.</p> <p>Study an artist and technique. Create own representations.</p>	<p>To recognise the differences between 2D and 3D forms expressively.</p>	<p>To make a simple collage using textured materials to represent things seen and imagined.</p> <p>Cut and use a variety of material.</p>

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Art Skills for the end of Year 2.

Y2 need to express opinions of own work and that of others.

					
Mix colours for different shades.	Use two objects and print on a grid system	To link movement with lines e.g. <i>slow, fast, jerky</i> <i>Bold/angled and curved lines.</i>	Study an artist/ craft maker or designer.	To make solid 2D forms in clay and join them together to make more complex forms.	To use clay to make impressions/textures
Mix tertiary colours.	To make own printing block	To record a variety of shapes and categorise Use iPads and fill tool.	Spot techniques certain artists favour.	To use a more complex casting method, regular and irregular forms	To apply texture to clay surfaces with a variety of tools/every day objects e.g. <i>lego brick, orange, finger, pine cones etc</i>
Blending and washing	Fabric using threads.	To create own shape using a range of lines, tools and media	Describe similarities and differences between practices and disciplines.	3D models from a range of materials.	To explore a variety of media possibilities for representing texture
Explain why an artist has used certain colours to create moods and emotions.	Weaving to add depth.	To use positive shapes-to shade and use lines to create a form To use  negative shapes-to shade and use lines to create a space 	Make links from other artists to own work. Take influence from known artists.	Identify perspective. Use perspective for own interpretations of artists work.	Sort and arrange collage materials for a purpose.

Express simple opinions about art work.