



Kaleidoscope Art Curriculum

Learning Organiser for Year 1/2

Drawing

National Curriculum Summary

Key Subject Concepts

Key stage 1

Pupils should be taught:






- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Prior Knowledge/Experience

Check that children understand:

- Exploring mark making – wax crayons, oil pastels, charcoal, graphite, coloured pencils, chalk pastels, chalk, felt tip pens, drawing pencils, pens. (EYFS)
- Line - A line is a path made by an object moving across a surface. (EYFS)
- Observational drawing - Drawing objects from different viewpoints. (EYFS)

Definition

Landscape	An artwork showing an area of land.
Pattern	A pattern is a design in which shapes, lines, colours or forms are repeated. Patterns can be regular or irregular.
Line	A line is a path made by an object moving across a surface.
Shape	Shape is an area enclosed by a line.
Zigzag	
Wavy	
Curved	
Thick	
Thin	
Texture	Texture is the surface quality of an object. eg. a surface may feel rough or smooth.
Hard and soft pencils	Harder pencils make lighter marks. Softer pencils make darker marks.
Shadow	An area of darkness.
Light	An area that is lit or of a colour tinted with white.
Dark	An area in shadow or shade.
Ink	A coloured liquid for writing, drawing or printing.
Form	A 3D object that occupies space or appears to.

Space	Space is the area between or around objects in an image.
Charcoal	Charred sticks of wood used for drawing.
Key Skills	
Year 1 Children can use a variety of drawings tools to: Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs) Children can use soft and hard pencils to create different types of line and shape including zigzag, wavy, curved, thick and thin.	
Year 2 Children experiment with tools and surfaces as a way of recording experiences and feelings. Children discuss use of shadows and light and dark in their work. Children can use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.	



Kaleidoscope Art Curriculum

Learning Organiser for Year 1/2
Painting

National Curriculum Summary
Key Subject Concepts

Key stage 1






- Pupils should be taught:
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Prior Knowledge/Experience

Check that children understand:

- Mixing colours(EYFS)
- The colour wheel (EYFS)
- The effects of using various paint brushes (thick, thin, long and short). (EYFS)
- How to clean painting equipment. (EYFS)
- Adding texture to paint. (EYFS)

Definition

The primary colours.	These are red, yellow and blue.
 Paintbrush	Long-handled tool with bristles used to apply paint.
 Sponge	A soft, light, absorbent material usually used for washing.
 Stamper	A raised image on a surface that can be printed with when paint/ink is used.
 Spatula	A hand tool with a thin flexible head for mixing or spreading.
 Comb	A flat piece of plastic or metal with a row of thin teeth, usually used for making hair neat.

Natural objects eg. leaves	An object not made by humans. eg. leaves
Tone	The lightness or darkness of a colour.
Wash	Paint or ink that has water added and is then brushed on to a surface.
The secondary colours	These are green, purple and orange. These colours are made by mixing primary colours together.
Tint	A tint of a colour is mixed by adding white.

Key Skills

Year 1

Children can identify and use paints in the primary colours.

Children can name all the colours

Children can mix colours and find collections of colour

Children can apply colour with a range of tools.

Year 2

Children make as many tints of one colour as possible (using white) and darken colours without using black

Use colour on a large scale

Children can identify and mix secondary colours.



Kaleidoscope Art Curriculum

Learning Organiser for Year 1/2

Paper and fabric/texture

National Curriculum Summary

Key Subject Concepts

Key stage 1

- Pupils should be taught:
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Prior Knowledge/Experience

Check that children understand:

- Weaving up and over on cardboard. (EYFS)
- How to use loom bands and wool. (EYFS)
- How to make rubbings. (EYFS)
- How to sew. (EYFS)
- How to use a camera. (EYFS)

Definition

Collage	An artwork made of paper, picture, fabric or other materials that have been glued to a flat surface.
Rubbing	The artist places a piece of paper over an uneven surface, then marks the paper with a drawing tool such as a pastel or pencil.
Weaving	The crossing in and out of materials, usually yarn, and usually at right angles.
Weight	How heavy an object is.
Texture	Texture is the surface quality of an object. eg. a surface may feel rough or smooth.
Media	A type of art material e.g. watercolour, charcoal, pastels.
Medium	(Media is the plural of this art word) A type of art material, e.g. watercolour, charcoal, pastels. 'Watercolour is a popular painting medium'.
Frottage	Frottage is the technique of taking a rubbing from a textured surface to create an artwork or parts of an artwork.
Types of paper	
Tissue paper	A thin, soft and absorbent paper, it spreads its colours when water is used on it.
Sugar paper	A slightly rough paper made from wood pulp.
Crepe paper	A thin paper with a wrinkled texture surface.

Wrapping paper	Heavier and decorated paper used for covering parcels.
Wall paper	Wallpaper is used to cover the walls of buildings, it is usually printed with decorative patterns.

Key Skills

Year 1

Use textural materials, including paper and fabric, to create a simple collage and weaving.

Year 2

Children use the rubbing technique, frottage, to create a range of effects on different papers.

Children can create a range of textures using the properties of different types of paper.



Kaleidoscope Art Curriculum

Learning Organiser for Year 1/2
Malleable Materials

National Curriculum Summary
Key Subject Concepts

Key stage 1

- Pupils should be taught:
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Prior Knowledge/Experience

Check that children understand:

- How to use small tools for malleable materials such as, rolling pins, knives, wire. (EYFS)
- How to use clay, take care of clay and use clay tools. (EYFS)
- How to join using slip: clay glue, score and mould. (EYFS)
- How to enhance the clay area with animals, sticks, big and small balls. (EYFS)

Definition

Malleable materials	Malleable are materials, such as clay, plasticine or salt dough, which are easy to shape.
Clay	Clay is a kind of earth. It is soft when wet and hard when dry. There are different types of clay such as earthenware, stoneware and porcelain.
Plasticine	A soft coloured material used for making models.
Salt dough	A modelling material, made of flour, salt, and water.
Texture	Texture is the surface quality of an object. eg. a surface may feel rough or smooth.
Pattern	A pattern is a design in which shapes, lines, colours or forms are repeated. Patterns can be regular or irregular.
Imprint	A mark or outline made by pressing something on to a softer surface.
Squeezing	Pressing something firmly from all sides.
Pinching	Gripping something tightly between your finger and thumb.
Modelling	Making something out of a material.
Smoothing	Give something a flat, regular surface or appearance.
Coils	A rope-like length of clay that is used to make a coil pot or sculpture.
Slab	A slab of something is a thick, flat piece of it.
Construct	To build or make something.
Carve	Cutting into something or cutting it out.

Key Skills

Year 1

Children use materials to construct and carve known objects for a purpose

Children make simple joins as well as being able to pinch and roll coils and slabs using a modelling media.

Children can manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.

Year 2

Children can press objects into a malleable material to make textures, patterns and imprints.

Children to create/ replicate patterns and textures in a 3-d form from direct observation using decorative techniques.



Kaleidoscope Art Curriculum

Learning Organiser for Year 1/2

Printing

National Curriculum Summary

Key Subject Concepts

Key stage 1

- Pupils should be taught:
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Prior Knowledge/Experience

Check that children understand:

- A range of printing materials and how to print effectively. (EYFS)

Definition

Print	A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.
Block print	A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.
Carve	Cutting into something or cutting it out.
Engraved	A design cut into the surface.
Transfer	Move from one place to another.
Symmetry	One half is the mirror image of the other half.
Arrange	Put things in a particular place.
Overlap	Place items so they partly cover each other.
Repeat	Do again or more than once.
Regular	Happening repeatedly in a fixed pattern.
Irregular	Not regular, not in a set pattern.
Roller	A tool used to ink the surface of a printing tile/block.
Ink	A coloured liquid for writing, drawing or printing.
Relief print	A type of printing where a printing block has ink applied to its surface and not its lower areas, and a print is taken from the inked surface.

Key Skills

Year 1 objectives

Children can make simple prints and patterns using a range of liquids including ink and paint. Children explore patterns and symmetry by developing impressed images. (Relief print)

Year 2 objectives

Children can print with a growing range of objects and identify the different forms printing takes

Children use their sketchbooks to experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.

Children can use the properties of various materials, such as clay or polystyrene, to develop a block print.



Kaleidoscope Art Curriculum

Learning Organiser for Year 3/4
Drawing

National Curriculum Summary
Key Subject Concepts

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of

- materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Prior Knowledge/Experience

Check that children understand:

- How to use a variety of drawings tools. (Y1/2)
- How to use soft and hard pencils to create different types of line and shape including zigzag, wavy, curved, thick and thin. (Y1/2)
- How to use shadows and light and dark in their work. (Y1/2)
- How to use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. (Y1/2)

Definition

Hatching	Drawing straight lines in the same direction to fill in an area
Cross-hatching	Layering lines of hatching in different directions
Scumbling	Uses swirling lines to create texture and shading.
Stippling	Making a drawing out of lots of tiny dots.
Shading	Using drawing marks to make an area darker.
Tone	How light or dark something is.
Positive and negative shapes	Positive shapes are the shapes of actual objects. Negative shapes are the areas between these objects.
Scale	The size of an object compared to another.
Proportion	The different sizes of the individual parts that make up one object.

Key Skills

Year 3

Children can add tone to a drawing by using linear and cross-hatching, scumbling and stippling.

Children experiment with the potential of various pencils to produce close observation drawings that:

- draw both the positive and negative shapes;
- Identify and draw the effect of light.

Year 4

Children to use the properties of pen, ink and charcoal to create a range of effects in drawing:

To show scale and proportion in accurate drawings of whole people.

Children will work on a variety of scales and begin to produce computer generated drawings.



Kaleidoscope Art Curriculum

Learning Organiser for Year 3/4

Painting

National Curriculum Summary

Key Subject Concepts

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Prior Knowledge/Experience

Check that children understand:

- The primary and secondary colours
- How to mix secondary colours.
- How to make tints.
- Types of brushes.

Vocabulary

Symmetry - One half is the mirror image of the other half.

Tint - A tint of a colour is mixed by adding white.

Tone - The lightness or darkness of a colour.



Definition

Complementary colours	These are contrasting colours and include red and green, blue and orange, and yellow and purple (violet).
Warm colours	Warm colours include orange, yellow and red.
Cool colours	Cool colours include blue, green and magenta.
Dotting	Painting by dabbing the brush instead of brushing.
Scratching	Rubbing/scraping the paint away – sometimes the wrong end of paintbrush is used for this technique.
Splashing	Paint is splattered or flicked on to the surface.
Scale	The size of an object compared to another.
Proportion	The different sizes of the individual parts that make up one object.
Shade	A shade is made when black is added to the colour.

Key Skills

Year 3

Children can identify, mix and use contrasting coloured paints and make colour wheels
 Children are introduced to different types of brushes and techniques- applying colour and pattern to different surfaces using dotting, scratching, splashing and symmetry.

Children respond to patterns in the environment using ICT
Produce accurate drawings of people – particularly faces.

Year 4

Children can identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.



Kaleidoscope Art Curriculum

Learning Organiser for Year 3/4

Paper and Fabric/texture

National Curriculum Summary

Key Subject Concepts

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Prior Knowledge/Experience

Check that children understand:

- How to use textural materials, including paper and fabric, to create a simple collage and weaving. (Y1/2)

Vocabulary

Weaving - The crossing in and out of materials, usually yarn, and usually at right angles.

Man-made - Not natural, made by humans.

Definition

Warp	These are the lengthwise yarns/materials on a loom/frame.
Weft	These are yarns/materials woven horizontally over and under the warp yarns.
Loom weaving	A loom is a frame that holds the warp yarns, the weft yarns are then passed under and over the warp yarns.
Natural	Not made by humans.
Woven pictures	Images that have been made by weaving materials together.
Woven patterns	Usually repeated images that have been created through weaving yarns/materials together.

Key Skills

Children can weave natural or man-made materials on cardboard looms, making woven pictures or patterns.



Kaleidoscope Art Curriculum

Learning Organiser for Year 3/4

Malleable Materials

National Curriculum Summary

Key Subject Concepts

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Prior Knowledge/Experience

Check that children understand:

- How to use materials to construct and carve known objects for a purpose. (Y1/2)
- How to make simple joins as well as being able to pinch and roll coils and slabs using a modelling media. (Y1/2)
- How to manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. (Y1/2)
- How to press objects into a malleable material to make textures, patterns and imprints. (Y1/2)
- How to create/ replicate patterns and textures in a 3-d form from direct observation using decorative techniques. (Y1/2)

Definition

Sculpting	A process where materials are worked into three-dimensional art objects.
Modroc	Plaster bandage that is used for modelling, casting and crafting.
Rigid materials	Materials such as cardboard, wood or plastic, they are more difficult to change into a new shape and may need to be cut.
Carving	Cutting away at a material.
Slip	Small bits of dry clay mixed with water to create a thick, creamy mixture to join clay together.
Scoring	Scratching marks on the surface of the clay in order to join two pieces.
Adhesive	A substance used to join two surfaces together.

Key Skills

Year 3

Children can create a 3-D form using malleable or rigid materials, or a combination of materials.

Children show an understanding of different adhesives and methods of construction.

Year 4

Children can plan, develop and use clay (or other malleable material) to create a detailed or experimental 3-D form.



Kaleidoscope Art Curriculum

Learning Organiser for Year 3/4

Printing

National Curriculum Summary

Key Subject Concepts

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Prior Knowledge/Experience

Check that children understand:

- Colour mixing – primary and secondary colours. (Y1/2 and painting Y3/4)

Vocabulary

Roller - A tool used to ink the surface of a printing file/block.

Ink - A coloured liquid for writing, drawing or printing.

Print - A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.

Definition

Mono-printing	A type of printmaking where the image can only be made once.
Engraving	The art of cutting something into the surface of wood, stone, or metal.
Etching	A type of print method where a printing plate has had parts of its surface cut into.
Screen printing	A process where ink is forced/pushed through a mesh screen onto a surface.
Tessellation	The process of covering a surface with a number of geometric shapes that fit together almost like a jigsaw puzzle, never overlapping and leaving no spaces between them.
Masking	A process where an object (masking) is applied to a painting surface to block paint or printing ink from penetrating.

Key Skills

Year 3

Children can make a two-colour print showing an understanding of relief and impressed printing and mono-printing.

Children use colour mixing through overlapping colour prints.

Year 4

Children use sketchbook for recording textures/patterns using a variety of medium aimed to interpret environmental and manmade patterns and tessellation

Children can combine a variety of printmaking techniques and materials to create a print on a theme.

Children can modify and adapt print using constructive feedback and reflection on experiments with materials and techniques.



Kaleidoscope Art Curriculum

Learning Organiser for Year 5/6

Drawing

National Curriculum Summary

Key Subject Concepts

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Prior Knowledge/Experience

Check that children understand:

- How to add tone to a drawing by using linear and cross-hatching, scumbling and stippling. (Y3/4)
- How to identify and draw the effect of light. (Y3/4)
- Scale and proportion in accurate drawings of whole people. (Y3/4)

Vocabulary

Light - An area that is lit or of a colour tinted with white.

Shade - A shade is made when black is added to the colour. It is also the area in shadow. (Y3/4)

Tone - The relative lightness and darkness of a colour. (Y1/2, Y3/4)

Tints - A tint of a colour is mixed by adding white. (Y1/2, Y3/4)

Definition

Ink wash	Is a mixture of ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made.
Tonal perspective	Looking at the patches of light and shade as oppose to outlines/edges of a drawing.
Hue	Means both a colour and a tint or shade of a colour.
Pastels	Sticks of coloured pigment for drawing/shading.
Mood	The atmosphere in a drawing/painting, or the feeling expressed.
Contour lines	An outline that shows the edges of a form or shape.
One-point perspective	This has one vanishing point on the horizon line.

Two-point perspective	This has two vanishing points on the horizon line
Three-point perspective	This has two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above

Key Skills

Year 5

Children can use pen and ink (ink wash) to add perspective, light and shade to a composition or model.

Children show their understanding of hues, tint, tone, shades and mood through exploring the use of texture in colour (ink, pencil crayons, pastels) for a variety of purposes

Children can produce increasingly accurate drawings of people and explore the concept of perspective

Year 6

Children to use line, tone or shape to draw observational detail or perspective and build up drawings and images of whole or parts of items using various techniques – shading, cross-hatching and contour lines.



Kaleidoscope Art Curriculum

Learning Organiser for Year 5/6

Painting

National Curriculum Summary

Key Subject Concepts

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Prior Knowledge/Experience

Check that children understand:

A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. (Y1/2, revisited Y3/4)

Definition

Abstract pattern	An artwork that uses colours, marks and other visual elements.
Hue	Means both a colour and a tint or shade of a colour.
Observational	Drawing/Painting what you see, not what you think you see.

How different artistic movements use colour in a distinctive way

Expressionist artists	Use intense, non-naturalistic colours.
Impressionist artists	Use complementary colours.
Fauvist artists	Use flat areas or patches of colour.
Naturalist artists	Use realistic colours.

Key Skills

Year 5

Children can mix and use tints and shades of colours using a range of different materials, including paint.

Children create their own abstract pattern to reflect personal experiences and expression. Children can create pattern for artistic purposes.

Year 6

Children can use colour palettes and characteristics of an artistic movement or artist in artwork.

Create own abstract pattern to reflect personal experiences and expression of feelings and mood.



Kaleidoscope Art Curriculum

Learning Organiser for Year 5/6

Paper and Fabric/texture

National Curriculum Summary

Key Subject Concepts

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Prior Knowledge/Experience

Check that children understand:





- How to use the rubbing technique, frottage, to create a range of effects on different papers. (Y1/2)
- The properties of different types of paper. (Y1/2)





Vocabulary

Collage - An artwork made of paper, picture, fabric or other materials that have been glued to a flat surface.

Adhesive/glue - A substance used to join two surfaces together.

Definition

Casting	A liquid material is pour into a mould to shape it, it then sets/cool and solidifies.
Decoupage	Decorating by applying cut outs and then coating with varnish/glue.
Origami	Paper folding to create both 2D and 3D designs.
Marbling	The art of printing multi-coloured swirled or stone-like patterns on paper or fabric.
 Pins	Metal pointed objects used to hold fabrics together.
 Buttons	A button is a fastener that joins two pieces of fabric together by slipping through a loop or by sliding through a buttonhole.
 Press studs	A small piece of metal or plastic used to fasten clothes with two usually round parts, one of which is pushed into the other.
 Velcro	Velcro is a two-part fastening consisting of "hook" and "loop" tapes.

Types of Stitches	
Running 	A sewing stitch made by passing the needle in and out repeatedly with short, even stitches.
Back stitch 	A type of sewing stitch where the stitch goes backwards on the top side of the fabric and doubles forward on the bottom, coming out farther in front, then repeats.
Blanket stitch 	A stitch used to reinforce the edge of thick materials.
Cross stitch 	Cross-stitch is a form of sewing in which X-shaped stitches are used to form a picture.
Key Skills	
Year 5 Children to make and use paper to explore traditional crafting techniques. Children produce a creative collage response to stimuli e.g. stories music, poems Children select and use materials to embellish work and use different ways to join materials e.g. glue, pins, buttons, press studs, Velcro, stitches. Year 6 objectives Children can combine the qualities of different materials including paper, fabric and print techniques to create textural effects.	



Kaleidoscope Art Curriculum

Learning Organiser for Year 5/6

Malleable Materials

National Curriculum Summary

Key Subject Concepts

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Prior Knowledge/Experience

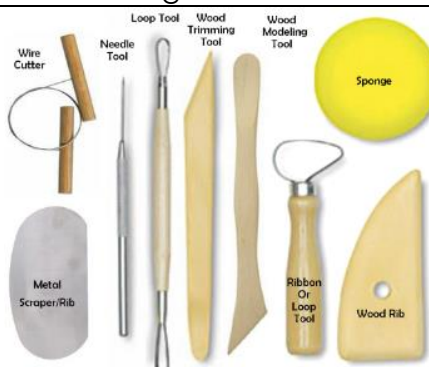
Check that children understand:

- How to use materials to construct and carve clay. (Y1/2)
- How to manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. (Y1/2)
- How to create a 3-D form using malleable materials, or a combination of materials. (Y3/4)
- Adhesives and methods of construction. (Y3/4)

Definition

Relief sculpture	This projects from a flat surface, such as stone.
High relief sculpture	This type of sculpture clearly projects out of the surface and can resemble a freestanding sculpture.
Low relief sculpture or bas-relief sculptures	These do not project far out of the surface and are visibly attached to the background.
A 3-D form	This is a sculpture made by carving, modelling, casting or constructing.

Clay tools



Key Skills

Year 5 objectives

Children can create a relief form using a range of tools, techniques and materials.

Year 6 objectives

Children can create a 3-D form (plan and develop ideas to then shape, form, model and join) using malleable materials in the style of a significant artist, architect or designer.



Kaleidoscope Art Curriculum

Learning Organiser for Year 5/6

Printing

National Curriculum Summary

Key Subject Concepts

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Prior Knowledge/Experience

Check that children understand:

- How to combine a variety of printmaking techniques and materials. (Y3/4)
- How to use colour mixing through overlapping prints. (Y3/4)

Vocabulary

Mono-printing - A type of printmaking where the image can only be made once. (Y3/4)

Engraving - The art of cutting something into the surface of wood, stone, or metal. (Y3/4)

Etching - A type of print method where a printing plate has had parts of its surface cut into. (Y3/4)

Screen printing - A process where ink is forced/pushed through a mesh screen onto a surface. (Y3/4)

Definition

Printmakers	Artists that create artwork by transferring paint, ink or other art materials from one surface to another.
Relief printing	Relief printing is when you carve into a printing block that you then use to press onto paper and make a print. The lines or shapes you carve into the printing block will not have ink on them, so will not show up on your paper.
Collograph	A collograph is a collage of materials of various textures glued on to a printing plate, often a thin wood or cardboard. The plate is inked and then printed.

Key Skills

Year 5 objectives

Children can add text or printed materials to a photographic background.

Children can design and combine their prints to make connections within their own work and the work of other artists.

Year 6 objectives

Children can use their sketchbooks to explore printing techniques used by various artists (screen printing, collograph, relief, engraving).