



## Art: EYFS

Ourselves	Celebrations	Traditional Tales	Local Area/Arctic/Jungle	Plants and Growing	Seaside Minibeasts
Jackson Pollock, Wassily Kandinsky, Mackenzie Thorpe					
<b>Skills Progression: Objectives to be covered over the course of the year</b>					
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used;					
<b>Skills Progression</b>		<b>Skills Progression</b>		<b>Skills Progression</b>	
<p><b>Drawing:</b> Hold pencil correctly Understand how drawing/colouring differs with pressure applied Increase pencil control – draw straight, swirly, curved lines</p> <p><b>Painting:</b> Experiment with primary colours Experiment with colour mixing and talk about what happens when we mix different colours Experiment with different brushes – What happens? Which brush is best for which effect?</p> <p><b>Sculpture:</b> Create models using junk modelling materials Investigate different ways of joining – What works best and why? Be able to discuss models talking about features and begin to explain reasons for choices Play-dough moulding, rolling, squashing, joining Salt dough – create a thumb pot</p>					
<b>Core End Points</b>					
<p><b>DRAWING:</b> Can you tell me about what you have drawn? How did you create the different lines and shapes in your picture?</p> <p><b>SCULPTURE:</b> How did you create your model? Why did you choose those materials? How did you join the materials together?</p> <p><b>PAINTING:</b></p>					

How did you make these colours?  
 Why did you choose to use that paintbrush? What would have happened if you used a bigger/ smaller brush?  
 What do you like about your painting?

**Artist Study:**

What can you tell me about ....?  
 What did you like about their work? Dislike?  
 What style of art did they do?  
 Which media did they use to create their artwork?

**Vocabulary**

**DRAWING:** Thin Thick Light Dark Strong Soft Hard

**PAINTING** Light Dark Bright, Dull Colourful

**SCULPTURE** Join, Stick, Glue, Roll, Mould, Squash

**Art: Year 1**

**ART CORE QUESTION: What effect does the piece of art have on the audience?**

Traditional Tales	Space	Paddington	Hot and Cold Places	Castles	Seaside
		Lincoln Lightfoot- Landmarks	Alma Thomas- hot & cold colours		

**Skills Progression: Objectives to be covered over the course of the year**

**Drawing:**

-Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk

**Line.**

-Name, match and draw lines/marks from observations (bold, thin, wavy, straight, broken, zig-zag etc)

-Invent new lines

-Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.

**Texture:**

-Draw on different surfaces with a range of media.

-Investigate textures by describing, naming, rubbing, copying (smooth, rough, crinkly, bumpy, shiny, soft, hard etc)

**Shape:**

-Record from observation and draw shapes from observations (oval, long, curvy etc)

-Invent new shapes

## Sculpture:

- Use a range of materials creatively to design and make products
- Manipulate malleable materials for a purpose, e.g. clay owl, natural sculpture)
- Understand different techniques for using clay and clay tools including rolling and kneading
- Understand the safety and basic care of materials and tools
- Experiment with the properties of paint
- Create a range of textural effects

### Form:

- Experiment with constructing and joining recycled, natural and manmade materials **Texture:**  
Change the surface of a malleable material e.g. build a textured tile

## Painting:

- Use a variety of tools and techniques including different brush sizes and types.
- Experiment with tools and techniques e.g. layering, mixing media, scrapping through
- Work on different scales

### Colour :

- Identify primary colours by name.
- Mix primary shades and tones.
- Mix and Match colours to artefacts and objects **Texture:**
- Create textured paint by adding sand etc

## Practical Knowledge: How children will develop art skills across a topic

Traditional Tales	Space	Paddington	Hot and Cold Places	Castles	Seaside
<p><b>DRAWING:</b> <b>Season: observing and drawing a tree throughout the year.</b></p> <ul style="list-style-type: none"> <li>• Develop pencil control to create a recognisable shape from observation.</li> <li>• Discuss the texture of the tree, look at the bark, the leaves, discuss the lines that can be seen are they straight, wavy etc.</li> <li>• Create rubbings</li> <li>• In sketch-books experiment with</li> </ul>	<p><b>DRAWING:</b> <b>Season: observing and drawing a tree throughout the year.</b></p> <ul style="list-style-type: none"> <li>• Develop pencil control to create a recognisable shape from observation.</li> <li>• Discuss the texture of the tree, look at the bark, the leaves, discuss the lines that can be seen are they straight, wavy etc.</li> <li>• Create rubbings</li> </ul>	<p><b>SCULPTURE:</b></p> <ul style="list-style-type: none"> <li>• Junk modelling – use knowledge from Reception to create a model of a landmark.</li> <li>• Investigate methods for joining and methods for structures.</li> <li>• Design and plan in sketchbooks</li> <li>• Discuss shapes and how to create</li> </ul>	<p><b>PAINTING:</b></p> <ul style="list-style-type: none"> <li>• Investigate properties of poster paint</li> <li>• Investigate primary colour wheel – discuss colours and what they represent to us and why e.g. red (hot) and emotions.</li> <li>• Mix primary shades to create other colours</li> </ul>	<p><b>WEAVING (DT topic):</b></p> <ul style="list-style-type: none"> <li>• Paper weaving – shields <ul style="list-style-type: none"> <li>• Weave with different structures</li> <li>• Natural weaving using sticks, leaves, grass</li> <li>• Ribbons, wool</li> </ul> </li> <li>• Review primary colours and use for shields. Begin to explain choices – why have you chosen those colours? Discuss complimentary colours?</li> </ul>	<p><b>DRAWING:</b> <b>Season: observing and drawing a tree throughout the year.</b></p> <ul style="list-style-type: none"> <li>• Develop pencil control to create a recognisable shape from observation.</li> <li>• Discuss the texture of the tree, look at the bark, the leaves, discuss the lines that can be seen are they straight, wavy etc.</li> <li>• Create rubbings <ul style="list-style-type: none"> <li>• In sketch-books experiment</li> </ul> </li> </ul>

<p><i>creating lines/textures seen in chosen media</i></p> <ul style="list-style-type: none"> <li>• <i>Activity repeated across the year. Use different media each time to compare and contrast:</i> <ol style="list-style-type: none"> <li>1. <i>Pencil and coloured pencil</i></li> <li>2. <i>Crayon</i></li> <li>3. <i>Felt Pen</i></li> <li>4. <i>Chalk</i></li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>In sketch-books experiment with creating lines/textures seen in chosen media</i></li> <li>• <i>Activity repeated across the year. Use different media each time to compare and contrast:</i> <ol style="list-style-type: none"> <li>1. <i>Pencil and coloured pencil</i></li> <li>2. <i>Crayon</i></li> <li>3. <i>Felt Pen</i></li> <li>4. <i>Chalk</i></li> </ol> </li> </ul>				<p><i>with creating lines/textures seen in chosen media</i></p> <ul style="list-style-type: none"> <li>• <i>Activity repeated across the year. Use different media each time to compare and contrast:</i> <ol style="list-style-type: none"> <li>1. <i>Pencil and coloured pencil</i></li> <li>2. <i>Crayon</i></li> <li>3. <i>Felt Pen</i></li> <li>4. <i>Chalk</i></li> </ol> </li> </ul>
--	--	--	--	--	---

**Core End Points**

**Drawing:**  
How can you create different textures when you are drawing?  
What are some of the media you have used when you have drawn a picture?  
How did you use that media? What did you have to do to create that effect?

**Sculpture:**  
How can you join the materials together for sculpture?  
Can you tell me about the materials you chose for your sculpture?

**Painting:**  
What have you learnt about mixing colours?  
Why have you chosen those colours? Can you tell me about complimentary colours?

**Artist Study:**  
What can you tell me about ....?  
What did you like about their work? Dislike?  
What style of art did they do?

Which media did they use to create their artwork?

**Vocabulary**

<b><u>DRAWING</u></b> Thick Thin Light Dark Shading Tone Broad Narrow Fine Pattern Line Shape Detail Nature Texture	<b><u>DRAWING</u></b> Thick Thin Light Dark Shading Tone Broad Narrow Fine Pattern Line Shape Detail Nature Texture	<b><u>SCULPTURE</u></b> Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Curve Form Texture	<b><u>PAINTING</u></b> Blend Bright Primary Secondary Warm Cold Vibrant Deep	<b><u>WEAVING</u></b> Primary Secondary weave structure complimentary colours	<b><u>DRAWING</u></b> Thick Thin Light Dark Shading Tone Broad Narrow Fine Pattern Line Shape Detail Nature Texture
--	--	---	--	--	--

**Art: Year 2**

<b>Pirates</b>	<b>Great Fire of London</b>	<b>Where I live</b>	<b>Africa</b>	<b>All Creatures Great and Small</b>	<b>Superheroes</b>
	George Seurat- pointillism	Margaret Mee- botanical drawings		Lee Sangsoo -metal sculptures)	

**Progression: Objectives to be covered over the course of the year**

**Drawing:**  
 -Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk  
 -Control the types of marks made with the range of media.

**Line:**  
 Name, match and draw lines/marks from observations (bold, thin, wavy, straight, broken, zig-zag etc)  
 -Invent new lines  
 - Discuss use of shadows  
 - Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes, different grades of pencil  
 -Observe and draw shapes from observations.  
 -Draw shapes in between objects.  
 - Invent new shapes

**Texture:**  
 -Investigate textures by describing, naming, rubbing, copying (smooth, rough, crinkly, bumpy, shiny, soft, hard etc)

**Sculpture:**  
 -Plan, design and make models from observation or imagination  
 -Join materials adequately and construct a simple base for extending and modelling other shapes

**Painting:**  
 -Use a variety of tools and techniques including different brush sizes and types.  
 - Experiment with tools and techniques e.g. layering, mixing media, scraping through  
 - Work on different scales

**Colour :**

- Identify primary colours by name.

-Mix primary shades and tones.

-Mix and Match colours to artefacts and objects **Texture:**

-Create textured paint by adding sand etc

**Practical Knowledge: How children will develop art skills across a topic**

<b>Pirates</b>	<b>Great Fire of London</b>	<b>Where I live</b>	<b>Africa</b>	<b>All Creatures Great and Small</b>	<b>Superheroes</b>
<p><b>DRAWING:</b></p> <ul style="list-style-type: none"> <li>• Look at photo's and drawing of pirate ships</li> <li>• Use of 2b pencils for drawing</li> <li>• Practise drawing light/dark lines</li> <li>• Draw a pirate ship using pictures for reference</li> </ul> <p><b>SCULPTURE:</b></p> <ul style="list-style-type: none"> <li>• Design and make pirate ships using junk modelling resources</li> <li>• Create a labelled plan of what they intend to make</li> <li>• Make choices over resources e.g. glue or cellotape</li> <li>• Choose appropriate materials</li> </ul>	<p><b>PAINTING:</b></p> <ul style="list-style-type: none"> <li>• Investigate with different media and tools to decide which is best e.g. cotton buds, paint brush, poster paint, felt tip pens, oil pastels</li> <li>• Create seasons painting using pointillism technique</li> <li>• describe the differences and similarities between different practices and disciplines and making links to their own work.</li> <li>• Primary colour mixing with Poster Paints</li> </ul>	<p><b>PAINTING: (water colours)</b></p> <ul style="list-style-type: none"> <li>• Study -LOST WORDS WILDLIFE PAINTINGS</li> <li>• Look at the work of Margaret Mee.</li> <li>• In the style of Margaret Mee observe and draw shapes from observations- flowers.</li> <li>• Investigate primary colour mixing with water colours, discuss difference in tone to poster paint (Autumn 2)</li> </ul>	<p><b>TEXTURE</b></p> <ul style="list-style-type: none"> <li>• Experiment using hot and cold colours with collage materials.</li> <li>• Choose which colours to be better to use for their final artwork</li> <li>• Create their own African landscape animal artwork, use materials to make a collage of a sunset</li> <li>• Observe and draw outlines of African animals from observation</li> </ul>	<p><b>SCULPTURE</b></p> <ul style="list-style-type: none"> <li>• Animal sculpture – use pipe cleaners to create a sculpture of an African animal.</li> <li>• use sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Explore ways to shape and join pipe cleaners e.g. bending, folding, twisting, rolling</li> <li>• describe the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p><b>DRAWING</b></p> <p>Superhero – oil pastel</p> <ul style="list-style-type: none"> <li>• Practise drawing facial features e.g. eyes, nose, mouth exploring using light, dark lines</li> <li>• Explore how to add shadow to a drawing</li> <li>• Use 2b pencil to sketch a self-portrait of self as a superhero.</li> <li>• Select appropriate colours of oil pastel to create a bold superhero self portrait.</li> </ul>

**Core End Points****Drawing:**

How can you create different lines when drawing?

How did you use light and dark lines in your work?

How have you shadow in your work?

**Sculpture:**

Which methods did you use to create your animal sculpture?  
 How did you join the materials needed for your sculpture?  
 Why did you choose these materials and colours for your sculpture?

**Painting:**

What differences did you notice when mixing watercolour paints to when you mixed poster paints? Which did you prefer?  
 Which tools did you use to create your artwork?

**Artist Study:**

What can you tell me about ....?  
 What did you like about their work? Dislike?  
 What style of art did they do?  
 Which media did they use to create their artwork?

**Vocabulary**

<p><b><u>DRAWING</u></b>          Thick Thin Soft Broad          Narrow Fine Pattern Line          Shape Detail Nature          Comparison Still life</p> <p><b><u>SCULPTURE</u></b>          Sculpture Structure          Assemble Construct          Model Fold Bend Attach          Statue Metal Curve          Texture</p>	<p><b><u>PAINTING</u></b>          Blend Bright Primary Secondary Warm Cold Vibrant          Deep Tone Shading Pointillism Colour wash</p>	<p><b><u>COLLAGE</u></b>          Cutting Shapes Sticking          Texture Rough Soft          Crunch Smooth Hard          Delicate Overlap Bumpy</p>	<p><b><u>SCULPTURE</u></b>          Sculpture Structure          Assemble Construct          Model Fold Bend Attach          Statue Metal Curve          Texture</p>	<p><b><u>DRAWING</u></b>          Thick Thin Soft Broad Narrow Fine          Pattern Line Shape Detail Nature          Comparison Still life Smudge Blend</p>
--	--	---	--	---

**Art: Year 3**

<p><b>Who Lived in Britain? Stone Age to Iron Age</b></p>	<p><b>Why were the Romans so powerful?</b></p>	<p><b>What makes the Earth angry?</b></p>
<p>Gaudi- architecture</p>		<p>Hokusai- 36 views of mount fiji</p>
<p><b>Progression: Objectives to be covered over the course of the year</b></p>		

**Drawing**

- To use sketchbooks to record their observations and use them to review and revisit.
- Develop control and use of materials to make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, oil pastels, pens etc.
- Experiment with different grades of pencil and other implements to create lines and marks.

**Form and Shape:**

- Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Begin to show an awareness of objects having a third dimension.

**Tone:**

- Experiment with different grades of pencil and other implements to achieve variations in tone.
- Apply tone in a drawing in a simple way.

**Texture:**

- Apply a simple use of pattern and texture in a drawing.
- Begin to investigate proportion/emotion/ expression

**Sculpture**

- To use sketchbooks to record their observations and use them to review and revisit.
- Plan, design and make models from observation or imagination
- Join clay adequately and construct a simple base for extending and modelling other shape -Create surface patterns and textures in a malleable material
- Use papier mache to create a simple 3D object.

**Painting:**

- To use sketchbooks to record their observations and use them to review and revisit.
- Work on a range of scales e.g. thin brush on small picture etc

**Colour:**

- Mix colours and know which primary colours make secondary colours
- Mix and use tints and shades
- Use more specific colour language

**Texture:**

- Create different effects and textures with paint according to what they need for the task.
- Experiment with different effects and textures inc. blocking in colour, washes, layering, brush size, thickened paint creating textural effects

**Practical Knowledge: How children will develop art skills across a topic**

Who Lived in Britain? Stone Age to Iron Age	Who Lived in Britain? Stone Age to Iron Age	Why were the Romans so powerful?	What makes the Earth angry?
<b>DRAWING/PAINTING:</b> <ul style="list-style-type: none"> <li>• <i>In sketch books experiment creating a</i></li> </ul>	<b>SCULPTURE:</b> <ul style="list-style-type: none"> <li>• In sketch books draw</li> </ul>	<b>DRAWING:</b> <ul style="list-style-type: none"> <li>• <i>Create observational drawings with their choice of graded pencils- Roman Shields.</i></li> </ul>	<b>DRAWING/PAINTING:</b> <ul style="list-style-type: none"> <li>• Sketch volcano with their choice of pencil</li> <li>• <i>Explore colour mixing with poster paints to create lighter/darker tones</i></li> </ul>



<p>wash using watercolours, experiment with brush sizes.</p> <ul style="list-style-type: none"> <li>• Use knowledge of colour mixing to choose appropriate background colour</li> <li>• Mount watercolour paper on board</li> <li>• In sketch books explore drawing lines of different thickness and with varying pressure with charcoal</li> <li>• Discuss the effect that charcoal creates.</li> </ul> <p><b>PRINT TEXTURE AND PATTERN:</b></p> <ul style="list-style-type: none"> <li>• Investigate making marks using different materials to create patterns e.g. string, leaves, ribbons, bead strings etc to create patterns</li> <li>• Use mud, paint, food colouring etc.</li> </ul>	<p>what they want their Stone Age house to look like</p> <ul style="list-style-type: none"> <li>• Use clay to create body of house.</li> <li>• Create hollow shell that is correctly moulded and is able to stand</li> <li>• Understand how to join sections together using slip</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and discuss different pencil leads and effects created</li> <li>• Understand how to use pencils to create light and shade</li> </ul> <p><b>PRINT, TEXTURE AND PATTERN:</b></p> <ul style="list-style-type: none"> <li>• Arrange the ceramic tiles in the pattern they hope to create using their plan. Think carefully about how to create patterns within their mosaic with colours and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate how to portray speed and temperature through art using splatter art with a viewer.</li> </ul> <p><b>SCULPTURE:</b></p> <ul style="list-style-type: none"> <li>• Use paper mache to create a model of a volcano.</li> <li>• Use poster paints to decorate and add detail and texture to their model</li> </ul>
--	---	--	--

**Core End Points**

**Drawing:**  
 How can you create different lines when drawing?  
 What can you tell me about the different grades of pencils that you used?  
 How can you create light and shade with pencils?  
 How have you used charcoal in your work?

**Sculpture:**

Which methods did you use to create volcano model?  
 How can you join clay together?  
 Which methods can you use to shape and mould clay?

**Painting:**

How can you create lighter and darker tones with paint?  
 How did you create your water colour backwash? Why did you choose to use a... brush?  
 How can we show speed and temperature with paint?

**Artist Study:**

What can you tell me about ....?  
 What did you like about their work? Dislike?  
 What style of art did they do?  
 Which media did they use to create their artwork?

**Vocabulary**

<p><b><u>DRAWING</u></b>          Frame Position          Boundary Line Symbol          Practical Impractical          Change Improve</p>	<p><b><u>SCULPTURE</u></b>          Viewpoint Detail          Decoration Natural          Form Texture Two-dimensional          Three-dimensional</p>	<p><b><u>SCULPTURE</u></b>          Mosaic, tile, collage, tessera</p>	<p><b><u>PAINTING</u></b>          Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise Watery Intense Strong Opaque Translucent Wash Tint Shade</p>
---	---	--	--

**Art: Year 4**

<b>Anglo Saxons and Vikings</b>	<b>Mountains</b>	<b>Ancient Egyptians</b>
	Monet	Magdalene Odundo- African Potter

**Progression: Objectives to be covered over the course of the year**

**Drawing:**

- To use sketchbooks to record their observations and use them to review and revisit.
- Develop control and use of materials to make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, oil pastels, pens etc.
- Experiment with different grades of pencil and other implements to create lines and marks.

**Form and Shape:**

- Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Begin to show an awareness of objects having a third dimension.

**Tone:**

- Experiment with different grades of pencil and other implements to achieve variations in tone.
- Apply tone in a drawing in a simple way.

**Texture:**

-Apply a simple use of pattern and texture in a drawing.

-Begin to investigate proportion/emotion/ expression

**Sculpture:**

-To use sketchbooks to record their observations and use them to review and revisit.

- Plan, design and make models from observation or imagination

- Join clay adequately and construct a simple base for extending and modelling other shape

- Create surface patterns and textures in a malleable material

- Develop skills in using clay inc. slabs, coils, slips, etc

**Painting:**

-To use sketchbooks to record their observations and use them to review and revisit.

-Work on a range of scales e.g. thin brush on small picture etc

**Colour:**

-Mix colours and know which primary colours make secondary colours

-Mix and use tints and shades

-Use more specific colour language

**Texture:**

-Create different effects and textures with paint according to what they need for the task.

- Experiment with different effects and textures inc. blocking in colour, washes, layering, brush size, thickened paint creating textural effects

**Practical Knowledge: How children will develop art skills across a topic**

Anglo Saxons and Vikings	Mountains	Ancient Egyptians
<p><b>PRINT, TEXTURE AND PATTERN:</b></p> <ul style="list-style-type: none"> <li>• Sketch designs based on Anglo-Saxon and Viking patterns</li> <li>• Choose a design based on its simplicity and effectiveness when printed.</li> <li>• Use foam board to create a printing block, practise printing with their block onto paper using different coloured paints.</li> <li>• Print chosen design into their sketch book.</li> </ul>	<p><b>DRAWING:</b></p> <p><b>PAINTING:</b></p> <ul style="list-style-type: none"> <li>• <i>In sketch book create observational drawings of real-life flowers, refer back to knowledge of pencil grades from year 3.</i></li> <li>• <i>Select from a range of graded pencils, and explain their choices</i></li> <li>• <i>Investigate the use of coloured pencil to create shading and 3d effect – transfer skills of light and dark from Y3</i></li> <li>• <i>In sketch books practise painting flowers, looking at Monets work for inspiration, using knowledge of colour mixing and tones.</i></li> <li>• <i>Paint a mountain landscape with watercolour paints, include some of the flowers ad detail that they have been practising. Use wash, colour mixing and add detail in style of Monet on watercolour paper mounted onto boards</i></li> </ul>	<p><b>SCULPTURE:</b></p> <p><i>Design a canopic jar</i></p> <ul style="list-style-type: none"> <li>• Sketch a design for a canopic jar in sketch books, include details that will be added to the surface of the canopic jar.</li> <li>• <i>Use the coil pot technique with scratch and slip to attach pieces of clay together.</i></li> <li>• Explore how pattern and texture can be added to the surface of the clay with different tools.</li> </ul>

<b>Core End Points</b>		
<p><b>Drawing:</b> How can you create a 3D effect within your drawings? Why have you chosen to use these to create your artwork using these tools?</p> <p><b>Sculpture:</b> Which methods did you use to join the clay? How can you add pattern and texture to clay? Which methods can you use to shape and mould clay?</p> <p><b>Painting:</b> How can you create different tints and shades with paint? How can you detail to a painting?</p> <p><b>Artist Study:</b> What can you tell me about ....? What did you like about their work? Dislike? What style of art did they do? Which media did they use to create their artwork?</p>		
<b>Vocabulary</b>		
<p><b><u>PRINTING</u></b> Linear Block Manipulate Repeat Continuous Imprint Impression Mould Mono-print Surface Absorb Stencil Negative image Positive image, carve, etching</p>	<p><b><u>DRAWING</u></b> Plan Distance Direction Position Form Texture Tone Weight Pressure</p> <p><b><u>PAINTING</u></b> Representational Natural Swirling Stippled Transparent Opaque Foreground Background Middle ground Horizon</p>	<p><b><u>SCULPTURE</u></b> Form Shape Texture Composition Profile Proportion Decoration Ornate Symbolic Coiling</p>

### Art: Year 5

<b>Mayans: North America</b>	<b>Rivers and Water Cycle</b>	<b>Ancient Greece</b>
		Peter Thorpe (SPACE) Sokratis Evgenidis- (santorini magic) perspective

## Progression: Objectives to be covered over the course of the year

### Drawing:

- To use sketchbooks to record their observations and use them to review and revisit
- Work from a variety of sources including observation, photographs and visual images
- Work in a sustained and independent way to create a detailed drawing
- Develop close observation skills using a variety of viewfinders

### Lines, Marks, Tone, Form & Texture:

- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Experiment with wet media to make different marks, lines, patterns, textures and shapes.
- Explore colour mixing and blending techniques with coloured pencils.
- Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style using tonal contrast and mixed media.
- Begin to use simple perspective in their work using a single focal point and horizon.
- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.

### Sculpture:

- Shape, form, model and construct from observation or imagination.
- Produce intricate patterns and textures in a malleable media
- Develop skills in using clay inc. slabs, coils, slips, etc
- Use recycled, natural and man- made materials to create sculptures

### Painting:

- To use sketchbooks to record their observations and use them to review and revisit.
- Develop a painting from a drawing
- Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music

### Colour:

- Mix and match colours to create atmosphere and light effects (e.g Flesh colour portraits)
- Be able to identify primary secondary, complementary and contrasting colours
  - Work with complementary colours

## Practical Knowledge: How children will develop art skills across a topic

Mayans: North America		Rivers and Water Cycle		Ancient Greece	
	<b>TEXTILES:</b> <ul style="list-style-type: none"> <li>• Explore different stitches including running stitch and back stitch.</li> <li>• Sketch a design for a Mayan headdress, think</li> </ul>	<b>DRAWING – line and tone (mark making, texture, dif surfaces):</b> <ul style="list-style-type: none"> <li>• Using a choice of graded pencils create observational sketches of river animals.</li> </ul>	<b>SCULPTURE: (shape and form – not clay)</b> <ul style="list-style-type: none"> <li>• In groups plan a 3D model to show a river system</li> <li>• Create a sculpture using mod-roc to represent a river system. Layer up</li> </ul>	<b>PAINTING: (colour wheel): linked to printing</b> <ul style="list-style-type: none"> <li>• Investigate how perspective can be created.</li> <li>• Sketch a landscape from imagination (from a story/ poem/</li> </ul>	<b>PRINTING (2-part 2 colour prints): 1960s pop art inspired prints (link to 1960s space race)</b> <ul style="list-style-type: none"> <li>• sketch some possible designs to use for prints, experiment with shape, size, pattern.</li> <li>• create 2 different printing blocks using foam board</li> </ul>

	<p><i>about which stitches will be used where.</i></p> <ul style="list-style-type: none"> <li>• <i>Create a Mayan Headdress using the stitches taught, children will be able to knot on and knot off themselves</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Consider line thickness and shading to create a 3D effect.</i></li> <li>• <i>Use a viewfinders to focus in on part of an animal and explore the use of cross-hatching, stippling to create texture.</i></li> </ul> <p><b>SCULPTURE: _shape and form (clay):</b></p> <ul style="list-style-type: none"> <li>• <i>Explore 2 ways to create a sculpture with clay. (start with a tile which we add bits onto, or 2 hollow shapes joined together with slip)</i></li> <li>• <i>Choose a method to create their final sculpture.</i></li> <li>• <i>Create a clay river animal using their observational skills.</i></li> <li>• <i>Add texture to their river animals using a variety of tools.</i></li> </ul>	<p><i>materials to create hills and mountains.</i></p> <ul style="list-style-type: none"> <li>• <i>Use poster paints to add details to their models.</i></li> </ul>	<p><i>piece of music) then develop with paint, include foreground, middle ground and background within painting.</i></p> <ul style="list-style-type: none"> <li>• <i>Use and apply knowledge of colour wheel and colour mixing</i></li> <li>• <i>Look at complimentary colours</i></li> <li>• <i>Investigate which colour should come first in a print (light or dark)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>explore printing with the printing blocks on top of each other. Talk about complimentary colours.</i></li> <li>• <i>Print onto paper</i></li> </ul>
--	--	--	---	---	---

**Core End Points**

**Drawing:**

How can you create a 3D effect within your drawings?

How can you show texture in your drawing?

How can you create perspective?

**Sculpture:**

How did you create your sculpture? Why did you choose this method?

How can you create pattern and texture in clay?

How did you create shape and texture with paper mache?

**Painting:**

What are complimentary colours? How do you find complimentary colours?

When would you use complimentary and contrasting colours?

How can you create a 2 part print?

**Artist Study:**

What can you tell me about ....?

What did you like about their work? Dislike?

What style of art did they make?

Which media did they use to create their artwork?

**Vocabulary**

**TEXTILES**

Sew, stitch, thread, knot on, knot off, embellishment

**DRAWING**

Viewpoint Distance Direction Angle Perspective  
Modify Bird's eye view Alter Interior Exterior Natural  
form Vista Panorama Image Subject Portrait  
Expression Personality Foreground Middle ground  
Background

**SCULPTURE**

Realistic Proportion Surface texture Balance Scale  
Composition Structure Construct Flexible Pliable  
Hollow Solid Surface Slip Attachment Relief

**PAINTING**

Traditional Representational Imaginary Modern Abstract Perspective  
Stippled Splattered Dabbed Dotted Stroked Textured Flat Layered  
Opaque Translucent Intense, complimentary, contrasting

**PRINTING**

Monotype Relief Printing plate Inking up Water-based Oil-based  
Overlap Etching Engraving Indentation Pressure Calligraphy

**Art: Year 6**

**World War 1  
World War 2**

**Victorians**

**South America**

**Progression: Objectives to be covered over the course of the year**

**Practical Knowledge: How children will develop art skills across a topic**

World War 1 World War 2	Victorians	South America	
<p><b>DRAWING/PAINTING:</b>  <b>WW1 remembrance scene - Proportion and perspective – water colour and shading.</b>  <b>CHALLENGE:</b></p> <ul style="list-style-type: none"> <li>Using what they have learned in art, create one piece of artwork through drawing and shading in sketch books.</li> <li>Children can choose from a range of graded pencils.</li> <li>Review how to create a 3D effect- practise shading techniques, ways to add texture e.g. cross hatching.                             <ul style="list-style-type: none"> <li>Review how to create perspective (background, middle ground, foreground)</li> </ul> </li> <li>Using what they have learned in art, create one art piece deciding on media etc. and explaining choice.</li> <li>Children can choose to create their artwork with charcoal, oil pastels, chalk pastels, poster paint, water colour paint</li> </ul>	<p><b>PAINTING/PRINTING:</b></p> <ul style="list-style-type: none"> <li>Sketch a design in the style of William Morris thinking about how it would work as a print</li> <li>Review knowledge of printing</li> <li>Create print in lino using three colours- review complimentary colours</li> <li>Print onto fabric</li> </ul>	<p><b>TEXTURE/TONE:</b>  <b>COLLAGE</b></p> <ul style="list-style-type: none"> <li>Practice different collage techniques</li> <li>Practice making patterns with different equipment</li> <li>Design and create own collage Amazon bird</li> <li>Show different textures and tones.</li> <li>Create their own street art on large pieces of wood include collaging techniques that they have been practising.</li> </ul>	<p><b>SCULPTURE:</b></p> <ul style="list-style-type: none"> <li>Sketch objects that the children think represent themselves. E.g. initials, pets, hobbies, age etc.</li> <li>Review technique to join, mould and add texture to clay slabs</li> <li>Use clay to create a tile that represents yourself</li> <li>Use techniques learned to make it 3D</li> </ul>
<b>Core End Points</b>			
<b>Vocabulary</b>			



**DRAWING**

Action Balance Direction Dynamic Imbalance  
Movement Poised Transition Viewpoint

**PAINTING**

Still life Traditional Modern Abstract Imaginary  
Natural Made Inanimate Composition Arrangement  
Complimentary Tonal Shading

**PRINTING**

Aesthetic Pattern Motif Victorian Rotation Reflection  
Symmetrical Repetition

**COLLAGE**

Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard,  
Delicate Overlap Bumpy Uneven Positive Negative

**SCULPTURE**

Line Shape Pose Position Gesture Repetition Sequence Dynamic  
Flowing Motion Rhythm Proportion Balance