**Bromesberrow St. Mary’s Art and Design Curriculum**

At Bromesberrow St. Mary’s school our approach to Art is to ensure that we have a clear coverage plan in place to enable all children to experience the breadth of the National Curriculum in Art and Design. Our teachers have the ability to link to the topics we undertake within our classes; threading the artistic skills and techniques in throughout our learning to make key connections and excite our children to be creators, designers and inventors.

**Early Years**

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| Early Years Foundation Stage Objectives. | * Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings. * They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |

**Key stage 1**

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| National Curriculum Objectives | 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. |

**Key Stage 2**

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| National Curriculum Objectives | Pupils should be taught:   * o 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. * 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. |

**Class One (Preschool, Reception and Y1).**

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| **Preschool**  Offer opportunities to explore scale. | **Skills** | **Vocabulary** |
| * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. * Explore colour and colour mixing. E.g what colour do we make when we mix red and yellow? * Show different emotions in their drawings – happiness, sadness, fear etc. * Find what helps them to stick different materials together (glue, masking tape etc.) | Shapes, mix, draw, paint, colour, lines, materials (e.g paper etc), feel, happy, sad, scared, face features (eye, nose etc.), stick, |

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| **Reception**  Reception are provided with opportunities to explore and use different equipment, resources and textiles throughout their adult led learning and play. | **Skills** | | **Vocabulary** |
| **Drawing** | * Experiment with a range of drawing tools and name them (pencils, felt tips pens, chalk, handwriting pens, charcoal, wax crayons, pastels, and pencil crayons). * Draw from observation, imagination and memory. * Draw on different scales (Small/Large). * Draw different kinds of objects e.g. cars, flowers. Talking about the shapes they see with adult support. * Draw up right (easel) and flat (table/floor). * Draw on/in different surfaces (in sand/ on playground with chalk). * Showing increased control to colour within the lines. * Hold the equipment they are using correctly. | Draw, shapes, thick, thin, line, colour, fill, bold, self-portrait, |
| **Painting** | * Explore different types of paint (ready mixed, powder, water colour etc.). * Use a range of applicators with adult guidance. * Children given the opportunity to use different consistencies or textures of paints. * Paint on small and large scales. * Paint upright (easel) and flat (floor or table). * Be given the opportunity to paint on different sized, shapes and coloured paper. * Name and recognise colours. * Start to experiment mixing different colours together (red, yellow, blue) * Paint objects, places from observation and imagination and be able to talk their paintings through with an adult beginning to show some likeness to what they wanted to paint. | sweep, dab, brushstrokes, colours, thick, thin (runny), large, small |
| **Printing** | * Explore printing with objects they find (sponge, vegetables, building blocks, hands, corks etc.). * Print patterns in a sequence with adult support. * Print on different surfaces (paper/ fabric). * Use stencils to create patterns. * Copy an original print with adult support. | Printing, sequence, patterns, stamping, rolling, pressing, |
| **Textiles** | * With support, sort threads and fabrics; talking about colours and textures. * Identify and talk about textiles in the environment, with adult support. * Make pictures using different fabrics and textures. * Weave with wool and recycled material. * Create simple collages using different papers and materials. * Collect different natural materials to create a temporary collage. | Texture (how does it feel?), thread, fabric, soft, hard, rough, smooth, shiny, weave, materials, fabric, over, under, collage, squares, gaps, cut, place, arrange. |
| **Clay** | * Be shown how to use clay safely. * Draw into clay using different tools. * Compare clay to other modelling materials such as playdough. * Press objects into clay and talk about what has happened. * Roll clay over different textures and discuss what they see. * Describe how the clay feels. * Make different objects out of clay and talk about them. | Model, tools, cool, hard, sticky, shapes, carving, |
| **Sculpture** | * Us a range of junk, found and natural materials to make models. * Use natural objects to create patterns on the ground. * With adult support, talk about properties of materials and name tools. * Use glue, masking tape and other fastening when making models. * Be able to talk about what the plan to make. * With adult support, talk about sculpture in the environment, what could it be made out of? * Use straws, pipe cleaners etc. to create structures and objects. * Explore how they can change the shape of different materials to support their ideas e.g rolling, scrunching, folding etc. | Sculpture, 3D/2D, model, pattern, twisting, rolling, folding, join, bend. |
| **ICT** | * Use a paint programme on the computer to create a picture from observations, memory or imagination. Explore the tools and talk about the different effects they make. * Use a digital camera to capture things of interest. | Colours, lines, shapes, zoom. |
|  | **Suggested artists/ knowledge** | Clarice Cliff – clay/ pottery.  Andy Goldsworthy, Anthony Gormley, Jean Arp – sculptures.  Jackson Pollock, Paul Klee, Kandinsky – colour.  Claude Monet - landscape painting.  Joan Miro – collage.  **Artwork from other cultures to consider:** Chinese Block Prints. |  |

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| **Year 1** | **Skills** | | **Vocabulary** |
| **Drawing** | * Find and draw different types of lines and varying thickness (wavy, thick, zig zag, thin etc.). * Use dots and lines and with an adult, talk about how this creates a pattern and texture. * Be given opportunities to focus in on a particular area to then discuss and draw. * Continue to use different materials to draw (pastels, chalk, felt tips etc.). * Draw as an individual or as part of a large group drawing. * Make drawings a starting point for other areas of art such as textiles, mask making, sculptures etc. * Draw faces – putting features in the correct place. * Using their drawings, communicate something about themselves (eye colour, hair colour etc.). * With support, create moods in their drawings (bright colours – happy). | Draw, shapes, thick, thin, line, colour, fill, bold, self-portrait, wavy, zig zag, features, portrait, mood, happy, sad, pattern, texture, line drawing, detail, size space. |
| **Painting** | * Experiment with a range of applicators (brushes, sponges, rollers, combs, pads, cotton buds etc.). * Mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green). * Develop vocabulary to discuss colour (light/dark) (hot/cold) (happy/sad). * Paint a picture of something they can see. Discussing the different parts with an adult. * With support, communicate something about themselves and their mood when painting. | sweep, dab, brushstrokes, colours, thick, thin (runny), large, small, primary colours, secondary colours, light/dark, hot/cold, happy/sad, mood, |
| **Printing** | * Have a more developed understanding of what printing is. * Print onto paper and textiles. * Design own blocks with card to print desired patterns. * Print with sponge rollers. * Develop printing with found objects and using stencils to create more complex patterns. * Make monoprints (drawing into printing ink with different tools and making a print). | Printing, sequence, patterns, stamping, rolling, pressing, monoprints, ink. |
| **Textiles** | * With adult support, weave into netting and use weaving boards. * Start to complete simple stiches into fabric pictures and designs, with support. * Use fabric paints and crayons – noticing how they work differently. * Decorate textiles using glue, paint or stitching to add detail. * Before creating, draw their design. | Texture (how does it feel?), thread, fabric, soft, hard, rough, smooth, shiny, weave, materials, fabric, over, under, design, detail, decorate, ink. |
| **Collage** | * Create different textures by ripping, cutting and gluing. * Mix materials to add detail. * Gather and sort materials that they will need. With adult support, think of different ways they can sort to help them. | Collage, squares, gaps, place, cut, arrange, and place. |
| **Clay** | * Cut desired shapes from clay (make mobile or to decorate tile). * Use patterns to decorate clay (diva lamp). * Draw a design first then transfer design onto a tile. * Understand some health and safety around clay (washing hands, keeping off the floor). * Join different parts of clay together. | Model, tools, cool, hard, sticky, shapes, carving, cut, pattern, decoration, design, wet, roll. |
| **Sculpture** | * Make models using different materials (card, paper, masking tape) and think of ways to decorate them e.g. tissue paper. * Create sculptures by slotting card together. * Create statue models, thinking of ways for them to stand freely. | Sculpture, 3D/2D, model, pattern, twisting, rolling, folding, join, bend, decorate, shapes, sculptor, statue. |
| **ICT** | * Use a digital camera to take pictures of interest from different angles (high/low). * Use paint software such as 2paint to create pictures and patterns. * With adult support, learn how to save and then be able to come back to a piece of work and add to it. * With adult support, learn how to print their creations. | Colours, lines, shapes, zoom, angles, |
|  | **Suggested artists/ knowledge** | Clarice Cliff, Emmanuel Cooper. – clay/ pottery.  Eva Rothschild, Jill Townsley, Andy Goldsworthy, Michelle Reader– sculptures.  Jackson Pollock, Paul Klee, Robert Delaunay, Piet Mondrain – colour.  Vincent Van Gogh – painter.  Claude Monet - landscape painting.  Joan Miro – collage.  **Artwork from other cultures to consider:** Chinese Block Prints. | * Describe what they can see and what they like in an artist’s work. * Ask sensible questions about a piece of art. * Describe what is the same and different between some well-known artists. |

**Class 2 (Years 2 and 3).**

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| **Year 2** | **Skills** | | **Vocabulary** |
| **Drawing** | * Draw objects from observation, memory and imagination with increased accuracy (landscape drawings, cityscape, and buildings). * Begin to make drawings that focus on patterns or texture. * Make drawings that show how something changes over time, with adult support. * Draw with wax crayons, using different pressures and discuss effect. * Draw with charcoal and pastels. Practice blending and smudging, noticing what happens to the colours. * Use ball point pen to make fine marks – be given opportunities to doodle using this. * Explore different types of line (vertical, horizontal, diagonal and curved). | Draw, shapes, thick, width, thin, line, colour, fill, bold, self-portrait, wavy, zig zag, features, portrait, mood, happy, sad, pattern, texture, line drawing, detail, size, space, blending, smudging, fine marks, detail, landscape, cityscape, buildings, pastels, charcoal, vertical, horizontal, diagonal, curved |
| **Painting** | * Mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green) with increased independency. * With support, mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours. * Add white and black to alter shade and tints. * Experiment with different brushes (including brushstrokes) and painting tools. * Look at the work of other artists to inspire their own work (Monet). | sweep, dab, brushstrokes, colours, thick, thin (runny), large, small, primary colours, secondary colours, light/dark, hot/cold, happy/sad, mood, tones, shade, tint, |
| **Printing** | * Continue to develop mono printing by mixing colours. * Create prints by pressing, rolling, rubbing and stamping (children chose carefully depending on their desired outcome). * Re-create a print like a designer/artist. * Children explore relief printing and with support make their own to be able to print. | Printing, sequence, patterns, stamping, rolling, pressing, monoprints, mixing, rubbing, printmaking, relief printing, woodcut, ink |
| **Textiles** | * Show pattern through weaving (paper bag weaving). * Use a dyeing technique to alter a textiles colour and pattern. * Use natural dyes such as beetroot, berries etc. * Decorate textiles with glue or stitching, to add colour and detail. * Begin to add shape to work through cutting and layering. * Join fabric using glue. * Begin to sew fabrics together with a simple running stitch. * Know the safety when using hot glue and needles. | Texture (how does it feel?), thread, fabric, soft, hard, rough, smooth, shiny, weave, materials, fabric, over, under, design, detail, decorate, ink. Shape, running stitch, needle. |
| **Collage** | * Use a combination of materials that they have cut, torn. * Arrange materials in a sensible way to support their collage creation. * Mix materials to add texture. * Create a mosaic using paper/card. * Use different materials to highlight important features in the artwork. | Collage, squares, gaps, place, cut, arrange, and place, texture, mosaic, features. |
| **Clay** | * Design and create a clay pot (pinch pot). Thinking about carving and using the correct tools for a desired effect. * Begin to add line and shape to their work. * Start exploring how to blend two clay pieces together (E.g. adding little legs (stand) to the pinch pot) – making both pieces of clay wet or scoring the pieces of clay they want to join). | Model, tools, cool, hard, sticky, shapes, carving, cut, pattern, decoration, design, pinch, wet, roll, scoring, grooves. |
| **Sculpture** | * Talk about sculpture within a group – what material is it made of? What is it for? Etc. * Make junk models and know how to make them stronger e.g. stuffing tubes with newspaper. * Use a variety of natural and manufactured materials for sculpting e.g. clay, straw and card. * Use a variety of techniques to change material (rolling, cutting, pinching etc.) * Use a variety of shapes, including lines and textures. | Sculpture, 3D/2D, model, pattern, twisting, rolling, cutting, pinching folding, join, bend, decorate, shapes, sculptor, statue, natural, manufactured, strengthen, textures, lines, land art, carving, pyramid, abstract. |
| **ICT** | * Use the internet to research artists. * Take photos displaying different moods. * Use 2paint to create and then edit a digital picture. | Colours, lines, shapes, zoom, angles, moods, 2paint |
|  | **Suggested artists/ knowledge** | Clarice Cliff, Emmanuel Cooper. – clay/ pottery.  Eva Rothschild, Jill Townsley, Andy Goldsworthy, Michelle Reader– sculptures.  Jackson Pollock, Paul Klee, Robert Delaunay, Piet Mondrain – colour.  Vincent Van Gogh – painter.  Claude Monet - landscape painting.  Joan Miro – collage.  Patricia Grieves – textiles.  **Artwork from other cultures to consider:** Chinese Block Prints, aboriginal. | * Describe what they can see and what they like in an artist’s work. * Ask sensible questions about a piece of art. * Describe what is the same and different between some well-known artists. |

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| **Year 3** | **Skills** | | **Vocabulary** |
| **Drawing** | * Draw objects from observation, memory and imagination with increased accuracy. * Make drawings that focus on patterns or texture. * Make drawings that show how something changes over time. * Link tone to light and dark in their drawings and explore how this adds effect. * Experiment with different hardness of pencils and use them to scribble and shade. * Be introduced to different types of shading (cross hatch, contour hatching, hatching, random hatching, stippling and ink wash). * Use shading to create tone (light and shadow effects). * Start to show facial expressions in drawings. * Use different pressures to create hard and soft lines. * Use different materials to draw. * Begin to show more awareness of space when drawing. * Develop skill of tracing to transfer images. | Draw, shapes, thick, width, thin, line, colour, fill, bold, self-portrait, wavy, zig zag, features, portrait, mood, happy, sad, pattern, texture, line drawing, detail, size, space, blending, smudging, fine marks, detail, landscape, cityscape, buildings, pastels, charcoal, vertical, horizontal, diagonal, curved, tone, shade, hatching, contour hatching, cross hatch, random hatching, stippling, ink wash, facial expressions, pressures, hard, soft, shadow, outline, tracing. |
| **Painting** | * Use varied brush techniques to create shapes, textures, patterns and lines. * Mix primary colours with increased independence and accuracy to create; secondary colours, tint, shade. * Create different textures and effects with paint, with some adult support. * Select an appropriate brush type, size and style depending on the task. * Be introduced to the colour wheel; looking for primary and secondary colours. * Begin to explore what a wash is to create a background. * Explore links between colours and feelings – going being happy/sad. * Use artists’ work as a starting point and create artwork in the style of different artists. * Use correct language of colour when mixing (tint, primary, shade). * Work as an individual and being to have more opportunities to work in a group. * Be introduced to abstract artists and what abstract art is. | sweep, dab, brushstrokes, colours, thick, thin (runny), large, small, primary colours, secondary colours, light/dark, hot/cold, happy/sad, mood, tones, shade, tint, colour wheel, brush type, wash, emotion, abstract, mix, background, |
| **Printing** | * Make and use card blocks to print in two colours. * Use more than one colour to layer in a print with support (cardboard or polystyrene). * Make textured blocks and print (sponge rollers). * Print onto paper and fabric. * Use observations to replicate patterns with increased precision. | Printing, sequence, patterns, stamping, rolling, pressing, monoprints, mixing, rubbing, printmaking, relief printing, woodcut, layer, block printing, ink, shape, colour, texture. |
| **Textiles** | * Select appropriate materials and give reason to why they have chosen them. * Use a variety of techniques to create effects with fabric (printing, dyeing, weaving, stitching etc). * Begin to develop skills in stitching – running stitch, overstitch, and back stitch. * Begin to develop skills to sew buttons and sequins to fabric to then be used for a design. * Explore patterns from different cultures and times to inspire their creations. * Use different materials for decoration – explaining why they have made the choices they have. | Texture, thread, fabric, soft, hard, rough, smooth, shiny, weave, materials, fabric, over, under, design, detail, decorate, ink. Shape, running stitch, over stitch, back stitch, sewing, textiles. |
| **Collage** | * Select colours and materials to create effect and give reasons for their choices. * Start to reflect on the work they have done and go back to it with more precision. * Begin to learn and practise a variety of collage techniques (overlapping, mosaic). * Children cut accurately. * Children begin to overlap materials to experiment with final looks. * Experiment using different colours and shades of colours for better effect. | Collage, squares, gaps, place, cut, arrange, and place, texture, mosaic, features, overlapping, shade, overlapping, experiment. |
| **Clay** | * Look at the changes in clay as it dries and is fired. * Independently explore other artists to be a starting point to their own creations. * Continue to build upon the schools to be able to join pieces of clay together to more a more complicated design (e.g. box) and how edging can be made. * Combine different shapes together to add detail. | Cross-hatch, Model, tools, cool, hard, sticky, shapes, carving, cut, pattern, decoration, design, pinch, wet, roll, scoring, grooves, edging, |
| **Sculpture** | * With support; cut, make and combine shapes to create something recognisable. * Add materials to a sculpture to create detail. * Work with different sized materials to create a sculpture. * Use nets, cubes, cuboids etc. to use in models. * Begin to understand what geometric is and look at artists work on geometric sculptures. | Sculpture, 3D/2D, model, pattern, twisting, rolling, cutting, pinching folding, join, bend, decorate, shapes, sculptor, statue, natural, manufactured, strengthen, textures, lines, geometric, nets, cube, cuboids |
| **ICT** | * Take photos in a range of different angles. * With support from an adult, use these photos to edit and manipulate. | Colours, lines, shapes, zoom, angles, moods, 2paint, edit |
|  | **Suggested artists/ knowledge** | Clarice Cliff, Emmanuel Cooper. – clay/ pottery.  Eva Rothschild, Jill Townsley, Andy Goldsworthy, Michelle Reader– sculptures.  Jackson Pollock, Paul Klee, Robert Delaunay, Piet Mondrai, Ruth Daniels. – colour.  Vincent Van Gogh – painter.  Claude Monet - landscape painting.  Joan Miro – collage.  Brent Hallard – abstract art.  Leonardo De Vinci and Michelangelo – drawing.  Patricia Grieves – textiles.  **Artwork from other cultures and periods of time to consider:** Chinese Block Prints, aboriginal, silk paintings, Great Fire of London, Roman Mosaics. | * Describe what they can see and what they like in an artist’s work. * Ask sensible questions about a piece of art. * Describe what the similarities and differences between some well-known artists. * Explore artwork from different cultures and time periods. * Start to think about how the artist may have been thinking and feeling when creating their art. |

**Class 3 (year 4, 5 and 6).**

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| **Year 4** | **Skills** | | **Vocabulary** |
| **Drawing** | * Draw objects from observation, memory and imagination with accuracy. * Make drawings that focus on patterns or texture. * Begin to add scale and depth to their drawings. * Link tone to light and dark in their drawings and explore how this adds effect. * Experiment with different hardness of pencils and use them to scribble and shade. Begin to select hardness of pencil to aid their drawings. * Use different types of shading (cross hatch, contour hatching, hatching, random hatching, stippling and ink wash) more freely. * Use shading to create tone (light and shadow effects). * Being to show facial expressions in drawings and body language. * Use different pressures to create hard and soft lines. * Use different materials to draw. * Begin to show more awareness of space when drawing. * Begin to show reflections in drawings. * Explain why they have chosen specific materials to draw with. | Draw, shapes, thick, width, thin, line, colour, fill, bold, self-portrait, wavy, zig zag, features, portrait, mood, happy, sad, pattern, texture, line drawing, detail, size, space, blending, smudging, fine marks, detail, landscape, cityscape, buildings, pastels, charcoal, vertical, horizontal, diagonal, curved, tone, shade, hatching, contour hatching, cross hatch, random hatching, stippling, ink wash, facial expressions, pressures, hard, soft, shadow, outline, scale, depth, body language, reflections. |
| **Painting** | * Begin to work in monochrome (shades of one colour). * Look at and make paintings with background, foreground and middle ground. * Begin to explore and use perspective. * Create moods in their paintings. * Use shading in their paintings to try and create feelings. * Mix and match colours for a purpose (e.g. skin colours). * Mix different thicknesses of paint to create depth. | sweep, dab, brushstrokes, colours, thick, thin (runny), large, small, primary colours, secondary colours, light/dark, warmth/cold, happy/sad, mood, tones, shade, tint, colour wheel, brush type, wash, emotion, abstract, mix, background, monochrome, foreground, middle ground, perspective, blend, tone. |
| **Printing** | * Make and use card blocks to print in four colours with an accurate design. * Use more than one colour to layer in a print with support (cardboard or polystyrene). * Print onto different materials. * Use observations to replicate patterns with increased precision. | Printing, sequence, patterns, stamping, rolling, pressing, monoprints, mixing, rubbing, printmaking, relief printing, woodcut, layer, block printing, ink, shape, colour, texture, design. |
| **Textiles** | * Add to prints with stitching, drawings etc. * Continue to develop their skills in sewing to add detail (blanket stitch, cross stitch). * Create tie dye pieces mixing two dyes together. | Texture, thread, fabric, soft, hard, rough, smooth, shiny, weave, materials, fabric, over, under, design, designers, detail, decorate, ink. Shape, running stitch, over stitch, back stitch, sewing, textiles, blanket stitch, cross titch. |
| **Collage** | * Use ceramic mosaic to create a piece of artwork. * Being to understand why some art is tactile and how to achieve this. * Continue to use and develop different collage techniques (overlapping, mosaic, montage, and tessellation). * Create artwork with increased precision. | Collage, squares, gaps, place, cut, arrange, and place, texture, mosaic, features, overlapping, shade, experiment, ceramic, tactile, montage, tessellation. |
| **Clay** | * Make a simple slab pot. * Begin to sculpt clay into other shapes. * Become increasing confident with joining techniques. | Cross-hatch, Model, tools, cool, hard, sticky, shapes, carving, cut, pattern, decoration, design, pinch, wet, roll, scoring, grooves, edging, joining, |
| **Sculpture** | * Research the work of different sculptors. * Can make a structure using a range of materials. * Build up from a flat surface. * Confidently; cut, make and combine shapes to create recognisable forms. * Add materials to the sculpture to create detail. | Sculpture, 3D/2D, model, pattern, twisting, rolling, cutting, pinching folding, join, bend, decorate, shapes, sculptor, statue, natural, manufactured, strengthen, textures, lines, geometric, nets, cube, cuboids, architect |
| **ICT** | * Take photos in a range of different angles. Use these photos to create montage art. * With support from an adult, use these photos to edit and manipulate. | Colours, lines, shapes, zoom, angles, moods, 2paint, edit |
|  | **Suggested**  **Artists/ knowledge** | Clarice Cliff, Emmanuel Cooper. – clay/ pottery.  Anish Kapoor sculptures.  Sonia Boyce – drawing/ photography.  Vincent Van Gogh, Paula Rego, Thomas Gainsborough – painter.  Picasso – Cubism  Thomas Cole - landscape painting.  Joan Miro – collage.  Coco Chanel – textiles  Howard Hodgkin – abstract art.  **Artwork from other cultures and periods of time to consider:** Chinese Block Prints, aboriginal, silk paintings, fresco painting. | * Can discuss and describe well known artists work. * Describe what the similarities and differences between some well-known artists. * Explore artwork from different cultures and time periods. * Start to think about how the artist may have been thinking and feeling when creating their art. |

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| **Year 5** | **Skills** | | **Vocabulary** |
| **Drawing** | * Add scale and depth to their drawings. * Experiment with different hardness of pencils and use them to scribble and shade. Independently, select hardness of pencil to aid their drawings. * Use different types of shading (cross hatch, contour hatching, hatching, random hatching, stippling and ink wash) with increased confidence. * Show facial expressions in drawings and body language. * Use different pressures to create hard and soft lines. * Show more awareness of space when drawing. * Show reflections in drawings. * Use new media such as a pen and ink. * Make a collection of drawings around a theme (sketch book). * Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber. * Prepare a drawing surface to create a wax crayon image (e.g. colour a solid area, apply a top layer of black paint mixed with washing up liquid, drawing by scraping into the surface). * With support, organise line, tone, shape and colour to represent figures and forms in movement. * Depict perspective with increasing confidence. * Select the most appropriate tools with increased independency. | Draw, shapes, thick, width, thin, line, colour, fill, bold, self-portrait, wavy, zig zag, features, portrait, mood, happy, sad, pattern, texture, line drawing, detail, size, space, blending, smudging, fine marks, detail, landscape, cityscape, buildings, pastels, charcoal, vertical, horizontal, diagonal, curved, tone, shade, hatching, contour hatching, cross hatch, random hatching, stippling, ink wash, facial expressions, pressures, hard, soft, shadow, outline, scale, depth, body language, reflections, distance, foreground, figures, forms, movement, perspective |
| **Painting** | * Work in monochrome (shades of one colour) with increased confidence. * Use perspective. * Create moods in their paintings. * Explore what a mural is and think about why artists do them. * Explore graffiti – researching examples. * Use layers of paint to add detail to background colours. * Create mixed media pieces of work. * With increased confidence, create different skin tones. * Express their own emotions accurately through their paintings. * Create a colour pallet – demonstrate mixing techniques. * Use a range of paints (water colour, acrylic, oil paints) to create visually interesting pieces. * Being to learn about impressionism, explaining how to achieve that style of painting and name some artists - Claude Monet, Pierre-Auguste Renoir. | sweep, dab, brushstrokes, colours, thick, thin (runny), large, small, primary colours, secondary colours, light/dark, warmth/cold, happy/sad, mood, tones, shade, tint, colour wheel, brush type, wash, emotion, abstract, mix, background, monochrome, foreground, middle ground, perspective, blend, tone, mural , graffiti, media, impressionism, impressionist. |
| **Printing** | * Print using a number of colours. * Create a print that meets a given criteria. * Print onto different materials with increased confidence and awareness of pressure needed. * With support, design and create printing blocks. * Use and explain the different printing techniques (mono, block and relief printing). * Create and arrange accurate patterns, with some adult support. * Explore the printing technique -Hapa Zome. | Printing, sequence, patterns, stamping, rolling, pressing, monoprints, mixing, rubbing, printmaking, relief printing, woodcut, layer, block printing, ink, shape, colour, texture, design, Hapa Zome, |
| **Textiles** | * Add to prints with stitching, drawings etc. * Continue to develop their skills in sewing to add detail (blanket stitch, cross stitch, French knot) and start to move towards embroidery sewing for detail and imagery (chain stitch, star, lazy daisy). * Experiment with a range of media, layering and overlapping, in order to create texture, effect and colour. * Work knew knowledge back into work and mix media. * Explore the history of Batik art and have the opportunity to create their own being inspired by what they have seen. | Texture, thread, fabric, soft, hard, rough, smooth, shiny, weave, materials, fabric, over, under, design, detail, decorate, ink. Shape, running stitch, over stitch, back stitch, sewing, textiles, blanket stitch, cross stitch, French knot, embroidery, layering, overlapping, batik art |
| **Collage** | * Understand and explain why some art is tactile and how to achieve this. * Continue to use and develop different collage techniques (overlapping, mosaic, montage, and tessellation). * Add collage to printed or painted background. * Plan and design a collage. | Collage, squares, gaps, place, cut, arrange, and place, texture, mosaic, features, overlapping, shade, experiment, ceramic, tactile, montage, tessellation, plan, design |
| **Clay** | * Be confident with joining techniques. * Look at the work of other artists to generate ideas. * Add colour to tiles using paint and PVA mixed together. * Begin to sculpt clay into other shapes. | Cross-hatch, Model, tools, cool, hard, sticky, shapes, carving, cut, pattern, decoration, design, pinch, wet, roll, scoring, grooves, edging, joining, sculpt |
| **Sculpture** | * Use materials other than clay to build a 3D sculpture. * Plan and design a sculpture. * Use tools and materials to; carve, add shape, add texture and pattern. * Develop cutting and joining skills, e.g. using wire, coils, slabs and slips. * Create miniature structures and place them in front of an image for changing perspectives. | Sculpture, 3D/2D, model, pattern, twisting, rolling, cutting, pinching folding, join, bend, decorate, shapes, sculptor, statue, natural, manufactured, strengthen, textures, lines, geometric, nets, cube, cuboids, architect, plan, design, carve, cutting, joining. |
| **ICT** | * Use 2 Paint A Picture to apply knowledge of shading, texture, building etc to make a digital piece of art. * Take photos using a camera and edit them online – adding text and effects. | Colours, lines, shapes, zoom, angles, moods, 2paint, edit |
|  | **Key artists/ knowledge.** | Clarice Cliff, Emmanuel Cooper. – clay/ pottery.  Anish Kapoor sculptures.  Sonia Boyce – drawing/ photography.  Vincent Van Gogh, Paula Rego, Thomas Gainsborough – painter.  Picasso – Cubism  Thomas Cole - landscape painting.  Joan Miro – collage.  Coco Chanel – textiles  Howard Hodgkin – abstract art.  Georges Seurat and Paul Signac – pointillism  Claude Monet – impressionism  **Artwork from other cultures and periods of time to consider:** Chinese Block Prints, aboriginal, silk paintings, fresco painting, Mayan civilisation. | * Use research and knowledge on different artist styles to experiment in their own work. * Learn about the work of others by looking at books, the internet and galleries. * Use observational skills to replicate artists work. * Can explore the impact of well-known artists’ work on the society at the time. |

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| **Year 6** | **Skills** | | **Vocabulary** |
| **Drawing** | * Use different types of shading (cross hatch, contour hatching, hatching, random hatching, stippling and ink wash) with confidence. * Show facial expressions in drawings and body language. * Show awareness of space when drawing. * Make a collection of drawings around a theme (sketch book). * Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber. * Depict perspective with confidence. * Select the most appropriate tools with independently. * Sketches communicate emotions and a sense of self within accuracy and imagination. * Explain why they combined different tools to create their drawing. * Explain why they have chosen specific drawing techniques. | Draw, shapes, thick, width, thin, line, colour, fill, bold, self-portrait, wavy, zig zag, features, portrait, mood, happy, sad, pattern, texture, line drawing, detail, size, space, blending, smudging, fine marks, detail, landscape, cityscape, buildings, pastels, charcoal, vertical, horizontal, diagonal, curved, tone, shade, hatching, contour hatching, cross hatch, random hatching, stippling, ink wash, facial expressions, pressures, hard, soft, shadow, outline, scale, depth, body language, reflections, distance, foreground, figures, forms, movement, perspective. |
| **Painting** | * Work in monochrome (shades of one colour) with confidence. * Confidently, create different skin tones. * Explain and establish their own style. * Use a wide range of techniques in their work. * Explain why they have chosen specific painting techniques. * Can add texture into paint by adding PVA, sawdust, sand etc. * Use brushes in different ways with thickened paint. * Create mixed media work. | sweep, dab, brushstrokes, colours, thick, thin (runny), large, small, primary colours, secondary colours, light/dark, warmth/cold, happy/sad, mood, tones, shade, tint, colour wheel, brush type, wash, emotion, abstract, mix, background, monochrome, foreground, middle ground, perspective, blend, tone, mural , graffiti, media, impressionism, impressionist. |
| **Printing** | * Print onto different materials with confidence and awareness of pressure needed. * Design and create printing blocks. * Create and arrange accurate patterns, independently. * Children can overprint using different colours. * Look carefully at the methods that they use and make decisions about the effectiveness of their printing method. * Print for a specific purpose such as Christmas cards, wrapping paper etc. | Printing, sequence, patterns, stamping, rolling, pressing, monoprints, mixing, rubbing, printmaking, relief printing, woodcut, layer, block printing, ink, shape, colour, texture, design, Hapa Zome. |
| **Textiles** | * Refine their skills in sewing to add detail (blanket stitch, cross stitch, French knot) and start to move towards embroidery sewing for detail and imagery (chain stitch, star, lazy daisy). * Experiment with a range of media by overlapping and layering in order to create texture, effect and colour. * Add decoration to create effect. | Texture, thread, fabric, soft, hard, rough, smooth, shiny, weave, materials, fabric, over, under, design, detail, decorate, ink. Shape, running stitch, over stitch, back stitch, sewing, textiles, blanket stitch, cross stitch, French knot, embroidery, layering, overlapping, batik art. |
| **Collage** | * Continue to use and develop different collage techniques (overlapping, mosaic, montage, and tessellation). * Justify the materials they have chosen Combine pattern tone and shape into their collage. * Plan, design and make a collage to a given criteria. | Collage, squares, gaps, place, cut, arrange, and place, texture, mosaic, features, overlapping, shade, experiment, ceramic, tactile, montage, tessellation, plan, design, fix. |
| **Clay** | * Look at the work of other artists to generate ideas. * Research, design and make to a brief e.g. make a fruit bowl. | Cross-hatch, Model, tools, cool, hard, sticky, shapes, carving, cut, pattern, decoration, design, pinch, wet, roll, scoring, grooves, edging, joining, sculpt |
| **Sculpture** | * Use wood and card scraps to make panels. * Create models on a range of scales Create work which is open to interpretation by the audience. * Include visual and tactile elements to their work. * Refine cutting and joining skills, e.g. using wire, coils, slabs and slips. | Sculpture, 3D/2D, model, pattern, twisting, rolling, cutting, pinching folding, join, bend, decorate, shapes, sculptor, statue, natural, manufactured, strengthen, textures, lines, geometric, nets, cube, cuboids, architect, plan, design, carve, cutting, joining. |
| **ICT** | * Use 2 Paint A Picture to apply knowledge of shading, texture, building etc to make a digital piece of art. * Explore digital art and how it is achieved. | Colours, lines, shapes, zoom, angles, moods, 2paint, edit. |
|  | **Suggested artists/ knowledge.** | Clarice Cliff, Emmanuel Cooper. – Clay/ pottery.  Anish Kapoor, Cornelia Parker, Benin civilisation. - Sculptures.  Sonia Boyce – drawing/ photography.  Vincent Van Gogh, Paula Rego, Thomas Gainsborough, Georgia O’ Keeffe – painter.  Picasso – Cubism  Thomas Cole - landscape painting.  Joan Miro – collage.  Coco Chanel – textiles  Andy Warhol – Pop Art.  Paul Hipkiss, David Hockney– printmakers.  Howard Hodgkin – abstract art.  Henri Matisse – Fauvism  **Artwork from other cultures and periods of time to consider:** Chinese Block Prints, aboriginal, silk paintings, fresco painting, WW2 propaganda art. | * Use research and knowledge on different artist styles to experiment in their own work. * Learn about the work of others by looking at books, the internet and galleries. * Use observational skills to replicate artists work. * Can explore the impact of well-known artists’ work on the society at the time. |

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| Sketchbooks | |
| **Year group** | **Objectives** |
| Reception | * Children use their sketchbook as a doodle/mark making book. |
| Year 1 | * Children can use their class sketchbook to show the progression of their work. * Children can use their sketch book to show initial ideas, thoughts and feelings about a piece of art work |
| Year 2 | * Children can use their year groups sketch book to demonstrate their ideas through photos in their books. * Use annotation in their books to show how their ideas have progressed. * Children should keep notes in their sketch book about what changes they have or would make to their work. |
| Year 3 | * Children can use their sketch book to express likes and dislikes about a subject. * Can use annotations to write an explanation of their sketch Use sketchbooks to record initial ideas and observations. * Suggest improvements to their work that is in the sketch book. |
| Year 4 | * Children can use their sketch book to express personal feelings about various subjects. * They can outline likes and dislikes of a piece of artwork. * Sketch books are used to adapt and improve their original ideas. * The sketch book should have notes about the purpose of the work. |
| Year 5 | * Use their sketchbook to show how ideas have developed and improved. * Use annotations in the sketch book to show what further changes they would make. * Use their sketch book to show how children have compared and discussed ideas with others. * Children should make reference to methods and skills used in art work they have created or artwork of others. * Sketch books should contain research on artists. |
| Year 6 | * The sketch book should have detailed notes about items and pieces of work. * Children should make explicit reference to methods and skills used in art work they have created or artwork of others. * Sketch books should contain research on artists and links to how this has impacted upon the work created. * Children can use their sketch book to reflect on their work (and other children’s work) and its meaning and purpose. |