

Reffley Art Curriculum

Contents

Order	Details	Page
1	Overview	1
2	Intent, Implementation and Impact	2
3	Overview of what is taught	3
4	Progression of Skills – Generic Skills (All Year Groups)	4 – 5
5	Progression of Skills – Subject Specific Skills – Year 1	6 – 7
6	Progression of Skills – Subject Specific Skills – Year 2	7 – 9
7	Progression of Skills – Subject Specific Skills – Year 3	9 – 11
8	Progression of Skills – Subject Specific Skills – Year 4	11 – 13
9	Progression of Skills – Subject Specific Skills – Year 5	13 – 15
10	Progression of Skills – Subject Specific Skills – Year 6	15 – 17

Overview

At Reffley Academy, children have a limited understanding of:

- Art throughout time – history of art
- Different art movements.
- A range of artists and architects beyond the most commonly seen, e.g. Van Gogh, Picasso, Monet.
- Famous buildings, sculpture and architecture, and their significance.
- Evaluation and improving on first attempts.

Therefore, the art curriculum, at Reffley Academy, has been planned as follows:

- Children are introduced to the history of art and architecture through the use of a timeline of art movements.
- Art is taught through art movements linked to a range of artists.
- A range of artists and architects have been selected to study within each art movement, to give children a breadth of knowledge of famous artists and their work.
- Focus artwork, linked to a specific artist, has been carefully selected to ensure a wide range of coverage of well-known pieces of art within the art community.
- Children are taught to review, evaluate and improve their work, through use of sketchbooks which show exploration of design, artistic processes and annotation (in KS2).

Intent, Implementation and Impact

Intent	Implementation	Impact
<p>The intention of the Art & Design curriculum is to ensure all children:</p> <ul style="list-style-type: none"> • Are provided with opportunities to develop their skills using a wide range of materials and media. Children will learn the skills of drawing, colour (painting), print making, textiles, sculpture and digital media. • Are given the opportunity and freedom to explore and evaluate their creative ideas. • Will be exposed to a wide range work from different artists and designers, past and present, and will develop their knowledge of different styles and key vocabulary. • Will become reflective learners and evaluate their art work and designs, thinking about how they can make changes and improvements. • Are encouraged to take risks and experiment with techniques and skills, and reflect on why some ideas are successful or not. 	<p>Implementation:</p> <ul style="list-style-type: none"> • Art lessons are taught on a half-termly basis, in blocks, in order for the children to focus on a particular skill/artist. • Lessons are well-planned, using the Progression Skills documents, to ensure that full coverage of skills is covered. Medium Term Plans for each unit of work are produced, which breaks down the unit into steps. These steps show the learning objectives that are to be achieved and the success criteria that are needed to be met. • Each child from Year 3 to Year 6 must have a sketch book. This sketch book will stay with the child until Year 6 and must not be sent home before the child leaves the school. If a sketch book is full, an additional sketchbook should be used and attached to the existing sketchbook. Year 1 and 2 may use a sketchbook if they wish but it is not a requirement. • Any design work or artwork that is not recorded within sketchbooks should be recorded in the whole class Art book to show coverage of skills and learning objectives. This can be recorded as photographs and notes from the children and adults. • Teacher assessment for Art and Design should take place and be recorded at the end each block of art taught, for every child. This is written as a list of children who are working towards expected, those that are at expected and those who are at greater depth. 	<p>Know more</p> <ul style="list-style-type: none"> • Children are taught age-related content and skills and this is ensured through using the progression skills documents and skills coverage documents. • Children are taught about a range of significant artists, designers and architects linked to art movements throughout different periods of time, both past and present. • Children are introduced to a wide range of artists/designers through the use half-termly, whole-school projects (Artist of the Half Term). <p>Do more</p> <ul style="list-style-type: none"> • Children use the work of famous artists as stimuli for their own work and designs. • Children will be explicitly taught a wide range of art techniques and given the opportunities to explore them. • Children are encouraged, and expected, to apply the skills/techniques they have learnt when producing their own artwork. • Children are inspired to create their own artwork as part of the half-termly, whole-school projects. <p>Remember more</p> <ul style="list-style-type: none"> • Children build upon skills from Reception to Year 6, by following the progression skills. • Children will be taught through skills, which are revisited each year through their time at Reffley. Therefore, the children will have a deepened knowledge that will help them to continue to make connections across all their learning. • Children will use a timeline of art movements, artists and key work, which they can refer to as an aid memoire. • Children will use knowledge organisers, which contain key vocabulary and information linked to specific artists and art movements.

Overview of what is taught

EYFS	Early Learning Goal description (summative assessment)	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Key notes for coverage and progression in Reception	All of the above used to design Free Flow Continuous Provision and to inform interactions and interventions in Free Flow Continuous Provision In particular, we use: paint, pens, pencils, paper, cardboard, chalks, outside concrete, messy play, experiment, look at famous artist's work, the workshop, sculpt, observe and record, mix paint and examine colour, different techniques (splodge, dab, spray) Children learn how to select materials and processes with purpose and intent. They know what they need to complete a project. Children learn to communicate, express and represent themselves in a wide variety of ways.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1	Digital Media Concha Garcia Zaera <i>Landscapes using Microsoft Paint</i>	Drawing Wassily Kandinsky <i>Drawing shapes in different media</i>	Colour Vincent Van Gogh <i>Painting flowers – Still life</i>	Print Making Found Object Printing <i>Printing using found objects</i>	Textiles Rodney McCoubrey <i>Recycled trash art collage</i>	Sculpture Andy Goldsworthy <i>Natural sculptures</i>
Year 2	Sculpture Michelle Reader <i>Recycled materials sculpture</i>	Digital Media Andy Warhol <i>Pop Art – Microsoft Paint</i>	Drawing Frida Kahlo <i>Portraits/Self-portraits</i>	Colour Paul Klee <i>Watercolour paintings</i>	Print Making Yayoi Kusama <i>Block Printing – Patterns and Psychedelic colours</i>	Textiles Nancy Crow <i>Joining fabric (sewing with running stitch)</i>
Year 3	Textiles Susan Rhodes-Simpson <i>Batik – use of glue – ink resist patterns</i>	Sculpture Alberto Giacometti <i>Tin foil sculptures (with clay or papier-mâché)</i>	Digital Media Rene Magritte <i>Using digital media to place objects in unusual places.</i>	Drawing Paul Cezanne <i>Awareness of 3D – still life</i>	Colour Pablo Picasso <i>Colour and Mood</i>	Print Making Frances Gearhart <i>Block Printing Mono Printing</i>
Year 4	Print Making Owen Jones <i>Relief Printing – repeated patterns</i>	Textiles Katzuhito Takadoi <i>Embroidery with nature</i>	Sculpture Clarice Cliff <i>Ceramics – making clay pots, plates</i>	Digital Media Cassius Marcellus Coolidge & William Wegman <i>Anthropomorphism</i>	Drawing Thomas Gainsborough <i>Landscape drawing</i>	Colour Georgia O’Keeffe <i>Large flowers - colourful</i>
Year 5	Colour Claude Monet <i>Landscapes – atmosphere</i>	Print Making William Morris <i>Soft-cut lino printing</i>	Textiles Lucy Poskitt <i>Weaving</i>	Sculpture Barbara Hepworth <i>Sculptures using geometry</i>	Digital Media Robert Rauschenberg <i>Collage – layering images</i>	Drawing Leonardo da Vinci <i>Light and Dark Portraits</i>

Year 6	Drawing LS Lowry <i>Perspective Drawing</i>	Colour Georges Seurat <i>Pointillism</i>	Print Making Shepard Fairey <i>Screen Printing</i>	Textiles Sir Peter Blake <i>Collage in mixed media.</i>	Sculpture Louise Bourgeois <i>Installation Art</i>	Digital Media Richard Hamilton <i>Digital manipulation of images</i>
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Progression of Skills – Generic Skills

	Generic Skills
EYFS	<ul style="list-style-type: none"> • Selects and uses materials to work on processes that interest them. • Through their explorations finds out and makes decisions about how media and materials can be combined and changed. • Talks about ideas and processes which have led them to make music, designs, images or products. • Can talk about features of their own and others work, recognising the differences between them and the strengths of others.
Year 1	<ul style="list-style-type: none"> • Record and explore ideas from first hand observations. • Ask and answer questions about starting points for their work. • Develop their ideas by trying things out, changing their minds. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work. • Look and talk about own work and that of others and the techniques they had used. • Identify what they might change in their current work to develop their future work. • Use appropriate language to describe colour media, equipment and textures.
Year 2	<ul style="list-style-type: none"> • Record and explore ideas from first hand observations. • Ask and answer questions about starting points for their work. • Develop their ideas by trying things out, changing their minds. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work. • Discuss own work and others work, expressing thoughts and feelings. • Identify changes they might make or how their work could be developed further.
Year 3	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work.

	<ul style="list-style-type: none"> ● Explore a range of artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, making links to their own work. ● Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, using knowledge and understanding of artists and techniques. ● Adapt their work according to their views and describe how they might develop it further. ● Use a sketchbook to record media explorations and experimentations, as well as planning and collecting source material for future works. Begin to annotate work in a sketchbook.
Year 4	<ul style="list-style-type: none"> ● Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ● Question and make thoughtful observations about starting points and select ideas to use in their work. ● Further explore a range of artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, making links to their own work. ● Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ● Adapt their work according to their views and describe how they might develop it further. ● Use a sketchbook to collect and record media explorations and experimentations, as well as planning and collecting source material for future works. Continue to annotate work in a sketchbook.
Year 5 & 6	<ul style="list-style-type: none"> ● Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ● Question and make thoughtful observations about starting points and select ideas to use in their work. ● Further explore a range of artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, making links to their own work. ● Identify artists who have worked in a similar way to their own work. ● Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ● Adapt their work according to their views and describe how they might develop it further. ● Use a sketchbook to collect and record media explorations and experimentations, as well as planning and collecting source material for future works. Continue to annotate work in a sketchbook.

Progression of Skills – Subject Specific Skills

	Drawing	Colour - Painting	3D Art - Sculpture	Print Making	Textiles - Texture	Digital Media
Year 1	<p>Experiment with a variety of media e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control types of marks made with the range of media.</p> <p>Name, match and draw lines from observations and invent new lines.</p> <p>Observe and draw shapes. Draw shapes in between objects and invent new shapes.</p> <p>Draw on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Produce an expanding range of patterns and textures.</p>	<p>Experiment with a variety of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Ensure children know names of all basic colours.</p> <p>Find collections of colour e.g. different sorts of green, blue, purple etc. Use language to evaluate e.g. light/dark.</p>	<p>Experiment with constructing and joining recycled, natural, and man-made materials.</p> <p>Shape and model materials for a purpose from observation and imagination.</p> <p>Use simple 2-D shapes to make a 3-D form.</p> <p>Impress and apply simple decoration techniques (impressed, painted, and applied).</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge, bubble wrap.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief.</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</p> <p>Build repeating patterns and recognise pattern in the environment.</p>	<p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Collage - Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Fold, crumple, tear and overlap papers.</p>	<p>Explore ideas using digital sources e.g. internet, CD-ROMS, iPads.</p> <p>Use simple graphics program to create images and effects using different lines by changing the size of the brushes.</p> <p>Manipulate shapes by using shape and fill colour tools, and edit using eraser tool.</p> <p>Use simple filters to manipulate and create images.</p> <p>Use basic selection and cropping tools.</p>

	FOCUS ARTWORK:					
	<i>Color Study: Squares with Concentric Circles (1913)</i> <i>Transverse Line (1923)</i> <i>Several Circles (1926)</i>	<i>Sunflowers - Van Gogh Series (1888)</i>	<i>Examples of his work found here.</i>	<i>See resource (on server) for examples.</i>	<i>Examples of his work found here.</i>	<i>Examples of her work found here or on her Instagram page.</i>
	KEY VOCABULARY:					
	Abstract art Expressionism Line Shape Square Circle Triangle Concentric Pastels Crayons Pencils Felt tips Chalk Pattern	Post-Impressionism Primary colours Secondary colours Mix Light Dark Different media Water colour paint Ready mixed paint Acrylic paint	Contemporary art Land art 2D 3D Materials Recycled Natural Man-made Environment Sculptor Sculpture	Materials Hard Soft Roller Ink Stencil Relief printing Block printing Pattern Print	Contemporary art Found object art Different media Recycle Collage Attach Overlap Fold Crumple Layer	Vocabulary linked to tools/buttons on MS Paint: Pencil Brushes Fill with colour Cursor Lines Shapes Size Colour Rubber Text Edit Crop Landscape Foreground Background

	Drawing	Colour - Painting	3D Art - Sculpture	Print Making	Textiles - Texture	Digital Media
Year 2	Begin to control the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Continue to name, match and draw lines	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture. Continue to experiment in lightening and	Use media and equipment with increasing confidence. Shape, form, construct and model from observation and imagination.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge. Create simple printing blocks with press print (e.g. carving into a	Textiles – Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape.	Explore ideas using digital sources e.g. internet, CD-ROMS, iPads. Use simple graphics program to create images and effects using different lines by

<p>from observations and invent new lines.</p> <p>Continue to observe and draw shapes. Draw shapes in between objects and invent new shapes.</p> <p>Draw on a range of different surfaces using different media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>Observe anatomy and encourage accurate drawings of people.</p>	<p>darkening colours without the use of black or white. Begin to mix colour shades and tones.</p> <p>Use a sketch book to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Use a brush to produce marks appropriate to work e.g. small brush for small marks.</p> <p>Begin to name different types of paints and their properties.</p>	<p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Experiment with constructing and joining recycled, natural, and man-made materials.</p> <p>Use simple 2-D shapes to make a 3-D form.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>potato).</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes. Take simple prints e.g. mono-printing.</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Build repeating patterns and recognise pattern in the environment.</p>	<p>Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Change and modify threads and fabrics e.g. knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Gain experience in colouring textiles e.g. printing, fabric crayons, dipping.</p>	<p>changing the size of the brushes.</p> <p>Manipulate shapes by using shape and fill colour tools, and edit using eraser tool.</p> <p>Use simple filters to manipulate and create images.</p> <p>Use basic selection and cropping tools.</p>
FOCUS ARTWORK:					
<p><i>The Frame (1938)</i> <i>The Two Fridas (1939)</i> <i>Self-portrait with Thorn Necklace (1940)</i></p>	<p><i>Southern [Tunisian] Garden (1919)</i> <i>Temple Gardens (1920)</i> <i>Flora on Sand (1927)</i></p>	<p><i>Bombus Locurum (2013)</i> <i>Bellyful of Plastic (2016)</i> <i>Recycled Flowers (2017)</i></p>	<p><i>Petals (1988)</i> <i>Sea (2005)</i> <i>Praying for World Peace in the Sunlight (2016)</i></p>	<p><i>Various examples at Nancy's website.</i></p>	<p><i>Marilyn Diptych (1962)</i> <i>Shot Marilyns (1964)</i> <i>Reigning Queens</i></p>
KEY VOCABULARY:					
<p>Naïve art Modern art Portrait</p>	<p>Abstract art Watercolour paint Oil Paint</p>	<p>Contemporary Art Recyclable Sustainable</p>	<p>Block printing Potato printing Carve</p>	<p>Contemporary art Textile Fabric</p>	<p>Vocabulary linked to tools on MS Paint: Pop Art</p>

Self-portrait Sketch Realistic Unrealistic Line drawing Subject Mirror Features Face Hair Eyes Nose Mouth Ears	Acrylic paint Colour mixing Colour wheel Colour spectrum Primary colours Secondary colours Shades Tints Tones Paint brush Repetition	Materials Natural Man-made Construct Join Tape Glue String Cut Stick 2D 3D	Printing block Press Ink Roller Pattern Repeated Overprint Texture Motif	Thread Needle Sew Stitch Running stitch Knotting Fringing Fraying Plaiting	Pencil Brushes Fill with colour Lines Shapes Size Colour Rubber Text Edit Crop Cut Copy Paste Overlay
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	Drawing	Colour - Painting	3D Art - Sculpture	Print Making	Textiles - Texture	Digital Media
Year 3	Develop intricate patterns/marks with a variety of media. Experiment with ways in which surface detail can be added to drawings. Make marks and lines and create textures and patterns with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc. Demonstrate experience in different grades of pencil and other	Demonstrate increasing control of the types of marks made and experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects. Introduce different types of brushes for specific purposes. Use light and dark within painting and begin to explore complementary colours.	Use equipment and media with confidence. Plan, design and make models from observation or imagination. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to	Print simple pictures using different printing techniques. Continue to explore mono-printing, impressed and relief printing. Demonstrate experience in printing with two colour overlays. Create repeating patterns. Demonstrate experience in 3 colour printing.	Textiles – Show awareness and name a range of different fabrics. Apply decoration using beads, feathers, buttons etc. Explore using paste resist and batik. Gain further experience in changing and modifying thread and fabrics e.g. knotting, fraying, fringing, pulling threads, twisting, plaiting.	Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software e.g. iPads applications, PowerPoint etc. Use a graphics package to create images and effects. Increase control and precision of brush tools when drawing lines. Change brush tool type

<p>implements to draw different forms, tones and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Apply tone in drawing, in a simple way.</p> <p>Draw for a sustained amount of time, at an appropriate level.</p>	<p>Mix tints, shades and tones with increasing confidence.</p> <p>Mix colours and know which primary colours make secondary colours.</p> <p>Use more specific colour language.</p> <p>Drawing - Encourage more accurate drawings of people, particularly faces, looking closely at features and detail.</p>	<p>plan, collect and develop ideas, and record media explorations and experimentations, as well as try out ideas.</p> <p>Use papier-mâché to create a simple 3-D object.</p> <p>Use language appropriate to skill and technique.</p>	<p>Continue to gain experience in applying colour with printing.</p>	<p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>to an appropriate style e.g. charcoal.</p> <p>Create shapes by making selections to cut, duplicate and repeat.</p> <p>Experiment with colours and textures by making an appropriate choice of special effects and simple filters, to manipulate and create images.</p>
FOCUS ARTWORK:					
<p>The Blue Vase (1887)</p> <p>Fruit and a Jug on a Table (1894)</p> <p>The Basket of Apples (1895)</p>	<p>Self-portrait (1901)</p> <p>Sleeping Drinker (1902)</p> <p>The Tragedy (1903)</p> <p>Can look at other artists who use colours in different way for different moods (main focus on Picasso).</p>	<p>Man Pointing (1947)</p> <p>Walking Man (1960)</p> <p>Standing Woman (1960)</p> <p>Woman with a Broken Shoulder (1964)</p>	<p>The Canyon Road (1920)</p> <p>Various artworks available to study here.</p>	<p>Various artworks available to study here.</p>	<p>The False Mirror (1928)</p> <p>Golconda (1953)</p> <p>The Son of Man (1964)</p>
KEY VOCABULARY:					
<p>Impressionism</p> <p>Form</p> <p>Tone</p> <p>Shape</p> <p>Hatching</p> <p>Contour hatching</p>	<p>Expressionism</p> <p>Blue Period</p> <p>Mood</p> <p>Colour meaning</p> <p>Expression</p> <p>Colour blocking</p>	<p>Surrealism</p> <p>Sculptor</p> <p>Sculpture</p> <p>Sculpt</p> <p>Elongated</p> <p>Wire</p>	<p>Block printing</p> <p>Mono printing</p> <p>Landscape</p> <p>Foreground</p> <p>Background</p> <p>Perspective</p>	<p>Contemporary art</p> <p>Batik</p> <p>Resist</p> <p>Pattern</p> <p>Dye/ink</p> <p>Cotton</p>	<p>Surrealism</p> <p>Subconscious</p> <p>Image</p> <p>Pixel</p> <p>Overlay</p> <p>Resize</p>

	<p>Cross hatching Random hatching Stippling Texture Perspective Scale Proportion</p>	<p>Colour wash Primary colour Secondary colour Tints Shades Tones</p>	<p>Frame Figure Clay Rolling Pulling Pinching Squeezing Carving Smoothing Modelling tools Sponge Wire cutter Safety gloves</p>	<p>Printing block Carve Negative space Positive space Print Roller Printing ink/ paint</p>	<p>Synthetics (nylon, polyester, spandex etc.) Rayon Linen Cashmere Silk Wool Knotting Fraying Fringing Pulling threads Twisting Plaiting Decoration Embellishment</p>	<p>Canvas Rotate Layer Duplicate Crop Cut-out</p>
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	Drawing	Colour - Painting	3D Art - Sculpture	Print Making	Textiles - Texture	Digital Media
Year 4	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements, to achieve variations in tone and make marks on a range of media.</p> <p>Make marks and lines</p>	<p>Confidently control the types of marks made and experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark when painting and show an understanding of</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Plan, design and make models from observation or imagination.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join pieces of clay.</p> <p>Construct a simple base for extending and modelling other shapes.</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Continue to demonstrate experience in printing with two colour overlays.</p> <p>Create repeating patterns.</p> <p>Expand experience in 3 colour printing.</p>	<p>Textiles - Plan a design in a sketchbook and execute it.</p> <p>Gain experience in stitch embroidery.</p> <p>Gain experience in weaving.</p> <p>Apply decoration using needle and thread e.g. sequins, buttons.</p> <p>Use weaving and stitching to create different textural effects.</p>	<p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software e.g. iPads applications, PowerPoint etc.</p> <p>Use a graphics package to create images and effects.</p> <p>Increase control and precision of brush tools when drawing lines.</p> <p>Change brush tool type</p>

<p>and create textures and patterns with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc.</p> <p>Experiment with ways in which surface detail can be added to drawings Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Further develop drawing a range of tones and lines using a pencil</p> <p>Include in their drawing a range of technique and begin to understand why they suit best.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Apply tone in drawing, in a simple way.</p>	<p>complementary colours.</p> <p>Mix colours, shades and tones with increasing confidence.</p> <p>Start to look at working in a style of a selected artist (not copying).</p> <p>Work on a range of scales.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Mix colours and know which primary colours make secondary colours.</p> <p>Use more specific colour language.</p> <p>Use colour to reflect mood.</p>	<p>Adapt work as and when necessary and explain why.</p> <p>Use language appropriate to skill and technique.</p>		<p>Use a range of natural materials e.g. grasses, leaves, twigs etc.</p>	<p>to an appropriate style e.g. charcoal.</p> <p>Create shapes by making selections to cut, duplicate and repeat.</p> <p>Experiment with colours and textures by making an appropriate choice of special effects and simple filters, to manipulate and create images.</p>
<p>FOCUS ARTWORK:</p>					
<p><i>Landscape in Suffolk (1750)</i> <i>River Landscape (1768-</i></p>	<p><i>Red Canna (1924)</i> <i>Black Iris III (1926)</i> <i>Hibiscus with Plumeria</i></p>	<p><i>Various works to choose from – looking at different shapes and</i></p>	<p><i>Great Exhibition (1851)</i> <i>Grammar of Ornament (1856)</i></p>	<p><i>Various works on his website – particular focus given to those that</i></p>	<p><i>His Station and Four Aces (1903)</i> <i>A Friend in Need (1903)</i></p>

	70) <i>Rocky Coastal Scene</i> (1781)	(1939)	<i>designs</i> <i>Bizarre (1927)</i>		<i>use embroidery over natural materials</i> <i>More examples of artwork can be found here.</i>	<i>Casual (2002)</i> <i>Walker Evans (2017)</i> <i>Qey (2017)</i>
	KEY VOCABULARY:					
	Rococo Ornament Landscape Depth Foreground Background Picturesque Viewpoint Lines Charcoal Chalk Tone	Colour blocking Colour wash Scale Proportion Primary colours Secondary colours Complementary colours Mixing Tints Shades Tones Dark Light	Art Deco Ceramic Pottery Colour Shape Pattern Enamelling Gilder Back stamp Clay Slip Joining Pinching Rolling Squeezing Pulling Carving Smoothing	Architect Designer Mass production Mixed media Motif Negative spaces Ornament Pattern Positive spaces Printing block Printing ink Relief printing Textile	Embroidery Natural materials Grasses Needle Thread Attach Stitch Embellishment Weaving	Anthropomorphism Caricature Meme Overlay Resize Canvas Rotate Layer Duplicate Crop Cut-out Merge

	Drawing	Colour - Painting	3D Art - Sculpture	Print Making	Textiles - Texture	Digital Media
Year 5	Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work e.g. line, tone, pattern, texture etc.	Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint, creating textural effects. Mix and match colours	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Develop skills in using clay including slabs, coils, slips etc.	Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Show experience in a	Textiles – Gain experience in weaving. Use a variety of techniques to create different textural effects e.g. using different materials when weaving. Change and modify	Record, collect and store visual information using digital cameras and video recorders. Present recorded visual images using software e.g. iPads applications, PowerPoint etc.

	<p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Look at the effect of light on an object from different directions.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Use different techniques for different purposes e.g. shading, hatching within their own work. Begin to develop an awareness of composition, scale and proportion in their drawing.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital</p>	<p>to create atmosphere and light effects. Mix colour shades and tones with confidence, building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop a painting from a picture.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Create imaginative work from a variety of sources e.g. observation, themes, poetry, music.</p> <p>Be able to identify primary, secondary, complementary and contrasting colours.</p> <p>Work with complementary colours.</p> <p>Use colour to express moods and feelings.</p>	<p>Produce intricate patterns and textures in a malleable media.</p> <p>Develop understanding of different ways of finishing work e.g. glaze, paint, polish etc.</p> <p>Use recycled, natural and man-made materials to create sculptures confidently.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Confidently carve a simple form.</p> <p>Use language appropriate to skill and technique.</p> <p>Compare different styles and approaches.</p>	<p>range of mono print techniques.</p> <p>Create printing blocks by simplifying an initial sketchbook idea.</p> <p>Use relief or impressed method.</p>	<p>threads and fabrics.</p> <p>Use language appropriate to skill and technique.</p>	<p>Use a graphics package to create and manipulate new images.</p> <p>Be able to import an image (scanned, retrieved, taken) into a graphics package.</p> <p>Understand that a digital image is created by layering.</p> <p>Create layered images from original ideas (sketchbooks etc.).</p>
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	images. Develop close observation skills using a variety of view finders.					
	FOCUS ARTWORK:					
	<i>Mona Lisa (1503 – possibly until 1519)</i> <i>Self Portrait (1512)</i>	<i>Impression, Sunrise (1873)</i> <i>The Houses of Parliament, Sunset (1903)</i> <i>San Giorgio Maggiore at Dusk (1908–1912)</i>	<i>Mother and Child (1934)</i> <i>Pelagos (1946)</i> <i>Squares with Two Circles (1963)</i>	<i>Strawberry Thief (1883)</i> <i>Woodpecker Tapestry (1885)</i>	<i>Monsoon (2016)</i> <i>Low Tide</i> <i>Disappearances (2016)</i>	<i>Retroactive 1 (1963)</i> <i>Estate (1963)</i> <i>Signs (1970)</i>
	KEY VOCABULARY:					
	Sketching Tone Shading Hatching Line Pattern Texture Composition Proportion Pencil Eraser Pencil Grades (H, B, HB)	Impressionism Colour theory Mood Atmosphere Colour block Colour wash Primary colours Secondary colours Complementary colours Contrasting colours Shades Tones	Sculptor Sculpture Geometric Malleable Clay Slab Coil Slip Joining Rolling Pinching Carving Tools	Arts and Crafts (movement) Soft-cut lino Burin (engraving tool) Gouge (tool) Relief print Printing ink Roller Printing block Negative space Positive space Floral Patterns Wallpaper	Contemporary art Weave Loom Warp Weft Fibres Tapestry Tension Traditional Intertwining Interlaced Thread	Abstract Expressionism Neo-Dada Collage Resize Canvas Rotate Layer Overlay Duplicate Crop Cut-out Merge

	Drawing	Colour - Painting	3D Art - Sculpture	Print Making	Textiles - Texture	Digital Media
Year 6	Work in a sustained and independent way to develop their style of drawing. This style may be through the	Work in a sustained and independent way to develop their style of painting. This style may be through the	Work in a safe, organised way, caring for equipment. Secure work to continue	Develop ideas from a range of sources. See positive and negative shapes.	Textiles – Experiment with a variety of techniques exploiting ideas from sketchbook.	Record, collect and store visual information using digital cameras and video recorders.

<p>development of line, tone, pattern and texture.</p> <p>Draw for a sustained period of time over a number of sessions, working on one piece. Use different techniques for different purposes e.g. shading, hatching within their work.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to further develop simple perspective in their work, using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their drawings.</p> <p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p>	<p>development of colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures, including clocking in colour, washes, thickened paint, creating textural effects.</p> <p>Mix colours, shades and tones with confidence, building on previous knowledge and understanding which works well in their work and why.</p> <p>Develop a painting from a picture.</p> <p>Carry our preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Create imaginative work from a variety of sources e.g. observation, themes, poetry, music.</p> <p>Be able to identify primary, secondary,</p>	<p>at a later date.</p> <p>Model and develop work by showing skills in using clay including slabs, coils, slips etc.</p> <p>Work around armatures or over constructed fabrications.</p> <p>Demonstrate experience in the understanding of different ways of finishing work e.g. glaze, paint, polish etc.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Confidently carve a simple form.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p>	<p>Demonstrate experience in silk screen printing.</p> <p>Describe techniques and processes.</p> <p>Develop their style using tonal and mixed media.</p> <p>Create printing stencils by simplifying an initial sketchbook idea.</p> <p>Use relief or impressed method.</p>	<p>Work in 2D and 3D as required.</p> <p>Use language appropriate to skill and technique.</p> <p>Collage – Add collage to a painted, printed or drawn background.</p> <p>Use a range of media to create collages.</p> <p>Use different techniques, colours and textures when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p>	<p>Present recorded visual images using software e.g. iPads applications, PowerPoint etc.</p> <p>Use a graphics package to create and manipulate new images.</p> <p>Be able to import an image (scanned, retrieved, taken) into a graphics package.</p> <p>Understand that a digital image is created by layering.</p> <p>Create layered images from original ideas (sketchbooks etc.).</p>
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	Look at the effect of light on an object from different directions.	complimentary and contrasting colours. Work with complementary colours. Use colour to express moods and feelings.				
	FOCUS ARTWORK:					
	<i>Street Scene (1935)</i> <i>The Fever Van (1936)</i> <i>The Football Match (1949)</i>	<i>A Sunday Afternoon on the Island of La Grande Jatte (1884-86)</i> <i>The Morning Walk (1885)</i> <i>The Circus (1891)</i>	<i>The Nest (1994)</i> <i>Spider (1996)</i> <i>Maman (1999)</i>	<i>Barack Obama Hope Poster (2008)</i> <i>Make Art Not War (2017)</i> <i>We the People (2017)</i> <i>Protect Workers (2020)</i>	<i>Sgt. Pepper's Lonely Hearts Club Band (1967)</i> <i>Sources of Pop Art (various pieces)</i>	<i>Just what is it that makes today's homes so different? (1956)</i> <i>Four Self-Portraits (1981)</i> <i>Just what is it that makes today's homes so different? (1992)</i>
	KEY VOCABULARY:					
	One-point perspective Two-dimensional (2D) Three-dimensional (3D) Dimension Foreground Background Horizon line Converging lines Parallel lines Vanishing point Scale Proportion	Primary colours Secondary colours Complementary colours Pointillism Pattern Colour blend Analogous colours Cyan Magenta Yellow Black	Large scale Installation art Clay Mod-roc (plaster bandage) Modelling wire Wire cutters Wire mesh Safety Gloves Armature	Contemporary Art Screen printing Silk screen Printing ink Wooden frame Squeegee Fabric Stencil Craft knife Metal ruler Positive space Negative space Street art Activist	Collage Mixed media Overlay/overlap Texture Background Pastiche Application Popular culture Pop Art Imagery	Resize Canvas Rotate Layer Duplicate Crop Cut-out Filter Retouch