



Art and Design Knowledge and Skills Progression Map

Year group/Expected level		KNOWLEDGE AND SKILLS						
		Creating Ideas	Drawing	Painting	Printing	Sculpture/ 3D	Collage/Textiles/ Materials	Artists
Nursery <i>Please refer to the EYFS planning for key themes and to the EYFS Statutory Framework for the 7 Areas of Learning and Development Matters for the Early Learning Goals.</i> <i>The learning statements come from Expressive Arts and Design (EAD)</i> <i>Full details of the EYFS Curriculum can be found in the EYFS Folder under Curriculum.</i>		● Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (EAD) ● Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (EAD)	● Draw with increasing complexity and detail such as representing a face with a circle and including details. (EAD) ● Use drawing to represent ideas like movement or loud noises. (EAD)	● Explore colour and colour-mixing. (EAD)				Henri Matisse Yayoi Kusama Chila Kumari Singh Burman
The Early Years Foundation Stage (EYFS) Learning and Development has seven Areas of Learning and 17 Early Learning Goals: ● Communication and Language (CL) ➤ Listening, Attention and Understanding ➤ Speaking ● Personal, Social and Emotional Development (PSED) ➤ Self-Regulation ➤ Managing Self ➤ Building Relationships		● Physical Development (PE) ➤ Gross Motor Skills ➤ Fine Motor Skills ● Literacy (L) ➤ Comprehension ➤ Word Reading Writing ● Mathematics (M) ➤ Number ➤ Numerical Pattern			● Understanding The World (UW) ➤ Past and Present ➤ People, Culture and Communities ➤ The Natural World ● Expressive Art and Design (EAD) ➤ Creating with Materials ➤ Being Imaginative and Expressive			
Key vocabulary linked specifically to Art and Design terms and language: Paper, colouring pencils, lead pencils, paint, paintbrushes, aprons, easel, colour, felt-tip pens, drawing, crayons.	Artistic skills progression (EYFS Learning): Children learn to: ❖ Explore what happens when they mix colours. ❖ Experiment to create different textures. ❖ Understand that different media can be combined to create new effects. ❖ Manipulate materials to achieve a planned effect ❖ Construct with a purpose in mind, using a variety of resources. ❖ Use simple tools and techniques competently and appropriately. ❖ Select appropriate resources and adapts work where necessary. ❖ Select tools and techniques needed to shape, assemble and join materials they are using.			❖ Create simple representations of events, people and objects. ❖ Choose particular colours to use for a purpose. ❖ Play alongside other children who are engaged in the same theme. ❖ Use and explore a variety of materials, experimenting with colour, design, texture, shape and form. ❖ Explore and differentiate between colours, begin to describe the texture of things, and create 3D structures. ❖ Represent their own ideas, thoughts and feelings through art and design. ❖ Create simple representations of events, people and objects. ❖ Use what they have learned about media and materials in purposeful and original ways.				

KNOWLEDGE AND SKILLS							
Year group/Expected level	Creating Ideas	Drawing	Painting	Printing	Sculpture/ 3D	Collage/Textiles/ Materials	Artists
Reception <i>Please refer to the EYFS planning for key themes and to the EYFS Statutory Framework for the 7 Areas of Learning and Development Matters for the Early Learning Goals.</i> <i>The learning statements come from Expressive Arts and Design (EAD)</i> <i>Full details of the EYFS Curriculum can be found in the EYFS Folder under Curriculum</i>	- Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD) - Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD) - Share their creations, explaining the process they have used. (EAD)	Begin to show accuracy and care when drawing. (PD)	Use a range of small tools, including scissors and paintbrushes. (PD)			Make use of props and materials when role playing characters in narratives and stories. (EAD)	Vincent Van Gough Georges Seurat Yinka Shonibare
			Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)				
The Early Years Foundation Stage (EYFS) Learning and Development has seven Areas of Learning and 17 Early Learning Goals: Communication and Language (CL) - Listening, Attention and Understanding - Speaking Personal, Social and Emotional Development (PSED) - Self-Regulation - Managing Self - Building Relationships		Physical Development (PE) - Gross Motor Skills - Fine Motor Skills Literacy (L) - Comprehension - Word Reading - Writing Mathematics (M) - Number - Numerical Patterns		Understanding The World (UW) - Past and Present - People, Culture and Communities The Natural World Expressive Art and Design (EAD) - Creating with Materials - Being Imaginative and Expressive		Key vocabulary linked specifically to Art and Design terms and language: Paper, colouring pencils, lead pencils, paint, paintbrushes, aprons, easel, colour, felt-tip pens, drawing, crayons.	
Artistic skills progression (EYFS Learning): Children learn to: - Explore what happens when they mix colours. - Experiment to create different textures. - Understand that different media can be combined to create new effects. - Manipulate materials to achieve a planned effect - Construct with a purpose in mind, using a variety of resources.		- Use simple tools and techniques competently and appropriately. - Select appropriate resources and adapts work where necessary. - Select tools and techniques needed to shape, assemble and join materials they are using Create simple representations of events, people and objects. - Choose particular colours to use for a purpose. - Play alongside other children who are engaged in the same theme.			- Use and explore a variety of materials, experimenting with colour, design, texture, shape and form. - Explore and differentiate between colours, begin to describe the texture of things, and create 3D structures. - Represent their own ideas, thoughts and feelings through art and design. - Create simple representations of events, people and objects. - Use what they have learned about media and materials in purposeful and original ways.		

Year group/Expected level	KNOWLEDGE AND SKILLS					
	Drawing	Painting	Printing	Sculpture/ 3D	Collage/Textiles/Materials	Artists
Year 1 <i>Please refer to the curriculum and theme overview document.</i> <i>For further information please see National Curriculum programme of study for Art and Design.</i>	<u>Unit 3 (Summer 1)</u> <u>Still life (cross-curricular link)</u> Pupils will be taught to: - Use ideas and starting points stimulated by stories, drama, artefacts and objects and Nature. - Use the styles of different artists to help pupils experiment, create and inspire their own ideas. - Experiment and practice techniques. - Compare the work of different artists and explain what they like. Pupils will develop the following skills: ➤ To use crayons, pastels and pencils to draw creatively ➤ To talk about shapes and patterns ➤ To vary shape and thickness ➤ To colour in carefully following the lines ➤ To make different shades	<u>Unit 1 (Autumn 1)</u> <u>Famous Artist Unit – Pablo Picasso</u> Pupils will be taught to: - Use the styles of different artists to help me experiment and inspire my own ideas. - Experiment and practice techniques. - Express their thoughts about their own and others' work. - Compare the work of different artists and explain what they like. Pupils will develop the following skills: ➤ Use the styles of different artists to help pupils experiment and inspire their own creative ideas. ➤ Use a variety of brushes. ➤ Produce ideas using ready mixed paint. ➤ Paint pictures of what they see or interpret using a variety of paints.			<u>Unit 2 (Spring 1)</u> <u>Seasons (cross-curricular link)</u> Pupils will be taught to: - Use ideas and starting points stimulated by stories, drama, artefacts and objects and Nature. - Use the styles of different artists to help pupils experiment, create and inspire their own ideas. - Experiment and practice techniques. - Compare the work of different artists and explain what they like. Pupils will develop the following skills: ➤ To explore and use a variety of collage materials. ➤ To tear and cut a variety of materials ➤ To sort and arrange appropriate materials ➤ To use a variety of glues	Core Artist Pablo Picasso  Supporting topic artists: <u>Seasons:</u> David Hockney, Utagawa Kunisada, <u>Still life:</u> Paul Cézanne Giuseppe Arcimboldo Pedro Pedro

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	Drawing	Painting	Printing	Sculpture/ 3D	Collage/Textiles/Materials	Artists
Year 1 Contd.						
EVALUATION - The following questions will help pupils to evaluate their work and others, including artists looked at during the unit. • Talk about drawing and paintings and say what they feel • Can they describe what they can see and like in the work of another artist/craft maker/ designer? • Can they express their feelings about a peer's piece of art constructively? Pointing out aspects of the work that they like. • Respond to ideas • Can they express their feelings about their own piece of art?			Generic key vocabulary linked to Art and Design terms and language: Art and design techniques, Artists, Colour, Creatively, Make, Ideas Imagination , Materials, Drawing, Line, Primary colour, Secondary colour Shape, Painting, Pattern, Tactile, Predict			
Unit specific vocabulary: Unit 1 – Pablo Picasso, Cubism, abstract, brush strokes, interpret Unit 2 – collage, materials, texture, shape, pattern, tearing, cutting, sticking, seasonal. Unit 3 –natural, lines, shape, drawing, thickness, shading, patterns, texture, space.			Artistic skills progression (KS1 Learning): Pupils learn to: ❖ Use a range of materials creatively to design and make products ❖ Use drawing, painting and sculpture to develop and share their ideas, experience and imagination. ❖ 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.		End of learning sequence questions (Review and Reflect) Unit 1: How did you interpret the work of Pablo Picasso to create your self-portrait? Unit 2: What main colours and textures would you use for a seasonal collage? Unit 3: How did you create texture in your still life? SKETCHBOOKS SHOULD BE INTRODUCED IN YEAR 1 AND CONTINUED THROUGH UNTIL END OF YEAR 6. Please refer to Art and Design Sketchbook expectations policy.	

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Year 2 <i>Please refer to the curriculum and theme overview document.</i> <i>For further information, please see National Curriculum programme of study for Art and Design.</i>		Unit 1 (Autumn 1) <u>City Landscape Watercolours (cross-curricular links)</u> Pupils will be taught to: - To explore ideas from pupils' imagination or from real starting points. - To use the ideas of other artists, designers and craft makers to inspire or help pupils to experiment with style. - Recognise the styles and medium of different artists, designers, craft makers Pupils will develop the following skills: ➤ To mix primary colours to make secondary colours ➤ To add white to colours to make tints ➤ To add black to colours to make tones ➤ To know how colours are positioned on the colour wheel ➤ To link colours to natural and man-made objects	Unit 3 (Summer 2) <u>Famous Artist Unit – Merlyn Chest</u> Pupils will be taught to: - To explore ideas from pupils' imagination or from real starting points. - To use the ideas of other artists, designers and craft makers to inspire or help pupils to experiment with style. - Recognise the styles and medium of different artists, designers, craft makers Pupils will develop the following skills: ➤ To print by pressing, rolling, rubbing and stamping ➤ Explore and contrast commercial printing on wallpapers and fabrics etc. ➤ To create a print inspired by the work of an artist or designer ➤ To look at a variety of work by artists and designers to compare how they use colour, shape and line.	Unit 2 (Spring 1) <u>Clay penguins (cross-curricular links)</u> Pupils will be taught to: - To explore ideas from pupils' imagination or from real starting points. - To use the ideas of other artists, designers and craft makers to inspire or help pupils to experiment with style. - Recognise the styles and medium of different artists, designers, craft makers Pupils will develop the following skills: ➤ To model clay ➤ To add texture using tools and small objects ➤ To make a small clay artefact ➤ To carve into clay ➤ To add lines and shapes to clay work		Core Artist Merlyn Chesterman  Supporting topic artists: <u>City Landscape:</u> Paul Catherall, Yvonne Jacquette. <u>Clay Penguins:</u> Antoine-Louis Barye Edward Wilson

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	Drawing	Painting	Printing	Sculpture/ 3D	Collage/ Textiles/ Materials	Artists
Year 2 Contd.						
EVALUATION - The following questions will help pupils to evaluate their work and others, including artists looked at during the unit. - Talk about artworks, say what they feel and why they responded in a particular way. - Can they describe what they can see and like in the work of another artist/craft maker/ designer? - Can they express their feelings about a peer's piece of art constructively? Pointing out aspects of the work that they like. - Respond to ideas, think of ways to adapt and improve own work. - Can they express their feelings about their own piece of art?			Generic key vocabulary linked to Art and Design terms and language: Art and design techniques, Artists, Colour, Creatively, Experiences, Texture, Ideas Imagination, Materials, Drawing, Line, Primary, colour, Secondary colour, Craft, Makers, Shape, Painting, Pattern, Tactile, Predict, Make			
Unit specific vocabulary: Unit 1 – Primary and secondary colours, tints, tones, colour wheel, man-made, natural, watercolour, brushstrokes, smooth, thickness of paper, colour spectrum, lines (wavy, straight, thick, thin), cityscape. Unit 2 – clay, model, tools, artefact, carve, penguin. Unit 3 - compare and contrast, pressing, rolling, rubbing, stamping, commercial, wallpaper, fabric, explore, variety, designer, medium.		Artistic skills progression (KS1 Learning): Pupils learn to: - Use a range of materials creatively to design and make products - Use drawing, painting and sculpture to develop and share their ideas, experience and imagination. - 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.		End of learning sequence questions (Review and Reflect) Unit 1: How did you use watercolours to create your cityscape? What colours best represent different buildings? Unit 2: What techniques did you use to create your clay penguin? Unit 3: Can you name an art medium? SKETCHBOOKS INTRODUCED IN YEAR 1 AND CONTINUED THROUGH UNTIL END OF YEAR 6. Please refer to Art and Design Sketchbook expectations policy.		

Year group/Expected level	KNOWLEDGE AND SKILLS					
	Drawing	Painting	Printing	Sculpture/ 3D	Collage/ Textiles/ Materials	Artists
Year 3 <i>Please refer to the curriculum and theme overview document.</i> <i>For further information please see National Curriculum programme of study for Art and Design.</i>	Unit 3 (Autumn 1) <u>Famous Artist Unit – Kandinsky</u> Pupils will be taught to: - Use the ideas of other artists, designers and craft makers to inspire or help pupils to experiment with style. - Make constructive comments and suggest how to improve their artwork. - Comment on similarities and differences between their own pieces and other people's. - Explain their views clearly and how a piece affects them. Pupils will develop the following skills: ➤ To use different grades of pencil at different angles to show tones ➤ To show textures, shapes and patterns in a drawing using dots and lines ➤ To show different tones using colours	Unit 2 (Autumn 2) <u>Natural Disasters (cross-curricular links)</u> Pupils will be taught to: - Use the ideas of other artists, designers and craft makers to inspire or help pupils to experiment with style. - Make constructive comments and suggest how to improve their artwork. - Comment on similarities and differences between their own pieces and other people's. - Explain their views clearly and how a piece affects them. Pupils will develop the following skills: ➤ To use a selection of sketches to base their pieces on ➤ To mix colours and use tints and tones ➤ To use watercolour paints to make washes for backgrounds before adding details ➤ To experiment to create mood and feeling with colour		Unit 1 (Summer 1) <u>Egyptian clay pots (cross-curricular links)</u> Pupils will be taught to: - Use the ideas of other artists, designers and craft makers to inspire or help pupils to experiment with style. - Make constructive comments and suggest how to improve their artwork. - Comment on similarities and differences between their own pieces and other people's. - Explain their views clearly and how a piece affects them. Pupils will develop the following skills: ➤ To make nets of shapes to construct recognisable forms ➤ To join them to make abstract pieces ➤ To explore making life size models ➤ To be inspired by pottery from different cultures and eras and use their skills to achieve the results		Core Artist Kandinsky  Supporting topic artists: <u>Natural Disasters</u> <u>Watercolours:</u> Turner, Constable, April Gornik. <u>Egyptian pots:</u> Examples of real artefacts from the era.

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	Drawing	Painting	Printing	Sculpture/ 3D	Collage/ Textiles/ Materials	Artists
Year 3 Contd.	➤ To use a variety of lines of different thickness, size and shape	➤ To produce a number of techniques using thick and thin brushes to show shape, texture, pattern and line.		➤ Pupils' 3D work has a well thought out purpose ➤ To add lines and shapes to clay work ➤ To add texture		
EVALUATION - The following questions will help pupils to evaluate their work and others, including artists looked at during the unit. - Can they make comments on the work of others, including both ideas and techniques? - Can they respond to ideas, think of ways to adapt, and improve own work? (Using their sketchbook to annotate changes and revisit ideas) - Can they communicate what they are trying to express in their own work?			Generic key vocabulary linked to Art and Design terms and language: materials experimentation, observations, architects, review, revisit, background, foreground secondary colours, warm colours, cool colours, mastery, techniques, history, annotations			
Unit specific vocabulary: Unit 1 – grades, angles, tones, texture, shape, dot, line, linear, surrealism, hue, abstract, sensory, observation, geometrical, contrast. Unit 2 – tints, tones, watercolours, washes, background, landscape, observation Unit 3 – shape, construct, forms, abstract, pottery, shape, clay, texture, Egyptian, technique		Artistic skills progression (KS2 Learning): Pupils learn to: ❖ Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. ❖ Create sketch books to record their observations and use them to review and revisit ideas. ❖ Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ❖ Learn about great artists, architects and designers in history.		End of learning sequence questions (Review and Reflect) Unit 1: How was colour and line used in Kandinsky's work? How did you use colour and line in your own work? Unit 2: How did you use watercolours to portray natural disasters? Unit 3: What techniques did you use to create your clay pot? IN KEYSTAGE 2 SKETCHBOOKS SHOULD BE USED TO RECORD THEIR OBSERVATIONS AND REVIEW AND VISIT IDEAS. SHETCHBOOKS SHOULD DEMONSTRATE PROGRESSION OF CRITICAL THINKING Please refer to Art and Design Sketchbook expectations policy.		

Year group/Expected level	Drawing / ICT graphics	Painting	Printing	Sculpture/ 3D	Collage/Textiles/Materials	Artists
Year 4 <i>Please refer to the curriculum and theme overview document.</i> <i>For further information please see National Curriculum programme of study for Art and Design.</i>	Unit 3 (Summer 1) <u>Famous Artist Unit - Lichtenstein and Warhol</u> Pupils will be taught to: - Practice different styles and techniques. - Use sketches and observations to evolve an idea - Explain views clearly and discuss how a piece affects them. - Discuss ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. - Adapt and refine their work to reflect the purpose and meaning of each piece. - Study the works of different artists, designers and craft makers in depth. Pupils will develop the following skills: ➤ To select the most suitable drawing materials for the type of drawing they want to produce.			Unit 1 (Autumn 1) <u>Clay rainforest animals (cross-curricular links)</u> Pupils will be taught to: - Practice different styles and techniques. - Use sketches and observations to evolve an idea - Explain views clearly and discuss how a piece affects them. - Discuss ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. - Adapt and refine their work to reflect the purpose and meaning of each piece. - Study the works of different artists, designers and craft makers in depth. Pupils will develop the following skills: ➤ To use a selection of sketches to base their pieces on.	Unit 2 (Spring 2) <u>Mayan Masks (cross-curricular links)</u> Pupils will be taught to: - Practice different styles and techniques. - Use sketches and observations to evolve an idea - Explain views clearly and discuss how a piece affects them. - Discuss ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. - Adapt and refine their work to reflect the purpose and meaning of each piece. - Study the works of different artists, designers and craft makers in depth.	Core Artists Andy Warhol  Roy Lichtenstein  Supporting topic artists: <u>Clay rainforest animals:</u> Jeff Koons, Kendra Haste, Sayaka Ganz. <u>Mayan Masks:</u> Examples of real artefacts from the era.

Year group/Expected level	Drawing	Painting	Printing	Sculpture/ 3D	Collage/Textiles/ Materials	Artists
Year 4 Contd.	➤ To use shading to add interesting effects to their drawings, using different grades of pencil ➤ To use a variety of different shaped lines to indicate movement in drawings. ➤ To use shading to show shadows and reflections on 3D shapes. ➤ To take digital photos and enhance and manipulate them using a software programme. ➤ To use the internet for research.			➤ To use a variety of tools and techniques to sculpt clay, paper-mache and other mouldable materials. ➤ To use carving techniques to reflect textures, patterns and shapes they have observed.	Pupils will develop the following skills: ➤ To use a selection of sketches to base their pieces on. ➤ To experiment with techniques that use contrasting textures, colours or patterns. ➤ To combine visual and tactile qualities	
EVALUATION - The following questions will help pupils to evaluate their work and others, including artists looked at during the unit. • Can they make comments on the work of others, including both ideas and techniques? • Can they experiment with styles of different artists? • Peer evaluation – can they appraise ideas, methods and techniques used in others’ work and respond to feedback of their own? • Can they respond to ideas, think of ways to adapt, and improve own work? (Using their sketchbook to annotate changes and revisit ideas) • Can they communicate what they are trying to express in their own work?				Generic key vocabulary linked to Art and Design terms and language: materials experimentation, observations, architects, review, craft, revisit, background, foreground, secondary colours, cool colours, mastery, techniques, history, warm colours, annotations, illustrate,		

Year group/Expected level	Drawing	Painting	Printing	Sculpture/ 3D	Collage/Textiles/ Materials	Artists
Year 4 Contd.						
Unit specific vocabulary: Unit 1: method, context, adapt, refine, designers, craft-makers, sketches, sculpt, mouldable, malleable, carving, textures, decoration, tactile, visual, portray. Unit 2: contrasting textures, visual, tactile, abstractly, mixed media, textiles. Unit 3: method, context, adapt, refine, designers, craft-makers, sketches, shading, grading, movement, reflections, 3D shape, digital, enhance, manipulate, software.		Artistic skills progression (KS2 Learning). Pupils learn to: ❖ Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. ❖ Create sketch books to record their observations and use them to review and revisit ideas. ❖ Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ❖ Learn about great artists, architects and designers in history.		End of learning sequence questions (Review and Reflect) Unit 1: How did you adapt your piece of work so that it portrayed the animal you chose? Since completing your sculpture are there any further adaptations you would have made? Unit 2: How did you select the materials for your mask? What mood or feeling did you want to convey through your mask? Unit 3: Can you explain the differences between Warhol and Lichtenstein styles and techniques? How has this influenced your own work? IN KEYSTAGE 2 SKETCHBOOKS SHOULD BE USED TO RECORD THEIR OBSERVATIONS AND REVIEW AND VISIT IDEAS. SHETCHBOOKS SHOULD DEMONSTRATE PROGRESSION OF CRITICAL THINKING Please refer to Art and Design Sketchbook expectations policy.		

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Year 5 <i>Please refer to curriculum and theme overview document.</i> <i>For further information please see National Curriculum programme of study for Art and Design.</i>	Unit 2 (Summer 1) <u>Observational drawing</u> Pupils will be taught to: ● Build on, and develop their work from Years 3 and 4 to evolve their ideas. ● Choose the most appropriate materials or style to interpret their ideas. ● Study the works of different artists, designers and craft makers in depth and recognise their style. ● Explain different movements and what influenced a particular artist and respond to what they see explaining their views. ● Analyse and comment on ideas, methods and approaches used in their own and others' pieces, relating these to its content.	Unit 1 (Autumn 2) <u>Famous Artist Unit - Benito Quinquela Martín</u> Pupils will be taught to: ● Build on, and develop their work from Years 3 and 4 to evolve their ideas. ● Choose the most appropriate materials or style to interpret their ideas. ● Study the works of different artists, designers and craft makers in depth and recognise their style. ● Explain different movements and what influenced a particular artist and respond to what they see explaining their views. ● Analyse and comment on ideas, methods and approaches used in their own and others' pieces, relating these to its content.	Unit 3 (Spring 1) <u>Ancient Greek Art</u> Pupils will be taught to: ● Build on, and develop their work from Years 3 and 4 to evolve their ideas. ● Choose the most appropriate materials or style to interpret their ideas. ● Study the works of different artists, designers and craft makers in depth and recognise their style. ● Explain different movements and what influenced a particular artist and respond to what they see explaining their views. ● Analyse and comment on ideas, methods and approaches used in their own and others' pieces, relating these to its content.			Core Artists Benito Quinquela Martín  Supporting topic artists: <u>Ancient Greek Art:</u> Examples of real artefacts from the era.

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Year 5 Contd.	Pupils will develop the following skills: ➤ To select the most suitable drawing materials for the type of drawing they are going to produce. ➤ To use shading to add interesting effects to my drawings, using different grades of pencil ➤ To use a variety of different shaped lines to indicate movement in drawings ➤ To use shading to show shadows and reflections on 3D shapes	Pupils will develop the following skills: ➤ To sketch lightly and then paint to combine lines with colour to produce images. ➤ To create texture with paints and brushstrokes. ➤ To convey realism or an impression of what they observe. ➤ To use colour and brushstrokes to show shadows and reflections on 3D shapes	Pupils will develop the following skills: ➤ Building on Year 2's introduction to printing, use skills developed to refine relief printing. ➤ To make precise repeating patterns by creating accurate printing blocks ➤ To replicate patterns or a style observed in other artists work or based on observational drawings. ➤ To print onto fabrics, papers and other materials. ➤ To build up colours in their prints to convey meaning or atmosphere.			
EVALUATION - The following questions will help pupils to evaluate their work and others, including artists looked at during the unit. • Can they make comments on the work of others, including both ideas and techniques? • Can they experiment with styles of different artists? • Peer evaluation – can they appraise ideas, methods and techniques used in others' work and respond to feedback of their own? • Can they respond to ideas, think of ways to adapt, and improve own work? (Using their sketchbook to annotate changes and revisit ideas) • Can they communicate what they are trying to express in their own work?			Generic key vocabulary linked to Art and Design terms and language: materials experimentation, observations, architects, review, craft, revisit, background, foreground, secondary colours, warm colours, cool colours, mastery, techniques, history interpret, designers, annotations, focal point, sepia, mosaic.			

Year group/Expected level	Drawing	Painting	Printing	Sculpture/3D	Collage/Textiles/Materials	Artists
Year 5 Contd.						
Unit specific vocabulary: Unit 1 – realism, impression, control, abstractly, complementary, wash, reflections, Unit 2 – imprint, replicate, layering, negative, relief, transfer, etch. Unit 3 – shade, grade, line, shadow, reflection, sharp line, smudged line, smooth line, ink.		Artistic skills progression (KS2 Learning): Pupils learn to: ❖ Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. ❖ Create sketch books to record their observations and use them to review and revisit ideas. ❖ Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ❖ Learn about great artists, architects and designers in history.		End of learning sequence questions (Review and Reflect) Unit 1: How has Benito Quinquela Martín shown movement and reflection in his portrayal of water landscapes? Unit 2: How did you recreate your image in print? What methods did you use? Unit 3: How did you choose the most appropriate materials for your observational drawing?		
				IN KEYSTAGE 2 SKETCHBOOKS SHOULD BE USED TO RECORD THEIR OBSERVATIONS AND REVIEW AND VISIT IDEAS. SKETCHBOOKS SHOULD DEMONSTRATE PROGRESSION OF CRITICAL THINKING Please refer to Art and Design Sketchbook expectations policy.		

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Year 6 <i>Please refer to curriculum and theme overview document.</i> <i>For further information please see National Curriculum programme of study for Art and Design.</i>	<u>Unit 2 (Summer 1)</u> <u>Famous Artist unit – Umberto Boccioni</u> Pupils will be taught to: - Experiment with different ideas and adapt. - Study aspects of different artists, designers and craft makers and compare and contrast style and intention. - Recognise that some artists experimented with many styles and mediums and evolved their ideas and techniques and use this to inspire their own pieces. - Adapt and refine their pieces to reflect their own view of its purpose and meaning.	<u>Unit 1 (Spring 1)</u> <u>Animals and Insects</u> Pupils will be taught to: - Experiment with different ideas and adapt. - Study aspects of different artists, designers and craft makers and compare and contrast style and intention. - Recognise that some artists experimented with many styles and mediums and evolved their ideas and techniques and use this to inspire their own pieces. - Adapt and refine their pieces to reflect their own view of its purpose and meaning.			Set design for Year 6 school production. Art workshops taking place with Institutions and Galleries.	Core Artists Claudette Johnson  Supporting topic artists: <u>Animals and Insects:</u> Rosalind Monks, Kelly Stanford, Henri Rousseau.

Year group/Expected level	Drawing	Painting	Printing	Sculpture / 3D	Collage/Textiles/ Materials	Artists
Year 6 Contd.	Pupils will develop the following skills: ➤ To select appropriate drawing materials. ➤ To know how different materials can be combined and use this to good effect. ➤ To develop their own style of drawing and can choose appropriate techniques to convey the meaning of their work. ➤ To draw to communicate movement. ➤ To include shadows and reflections in still life drawings.	Pupils will develop the following skills: ➤ Begin to develop a style of their own. ➤ To include texture through paint mix or brush techniques. ➤ To base work on observations and convey realism or an impression of what they observe. ➤ To combine colours and create tints, tones, shapes in any combination				
EVALUATION - The following questions will help pupils to evaluate their work and others, including artists looked at during the unit. • Can they analyse and comment on ideas, methods and approaches used in their own and others' pieces, relating these to its content. • Can they experiment with styles of different artists? • Peer evaluation – can they appraise ideas, methods and techniques used in others' work and respond to feedback of their own? • Can they respond to ideas, think of ways to adapt, and improve own work? (Using their sketchbook to annotate changes and revisit ideas) • Can they communicate what they are trying to express in their own work?			Key vocabulary linked specifically to Art and Design terms and language: materials experimentation, observations, architects, review, craft, revisit, background, foreground, secondary colours, warm colours, cool colours, mastery, techniques, history interpret, designers, annotations, focal point, sepia.			

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Year 6 Contd.						
Unit specific vocabulary: Unit 1 – adapt, refine, style, texture, abstractly, tint, tone, form, manipulate, hue, precision, texture, palette, acrylic, watercolour, poster paint, canvas. Unit 2 – technical, palette, form, context, self-portrait, portrait, perspective, negative space, smudge, blend, adapt, combine, dimensions, canvas.		Artistic skills progression (KS2 Learning): Pupils learn to: ❖ Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. ❖ Create sketch books to record their observations and use them to review and revisit ideas. ❖ Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ❖ Learn about great artists, architects and designers in history.		End of learning sequence questions (Review and Reflect) Unit 1: How materials or techniques did you use to demonstrate texture in your painting? Was it fit for purpose? Did it convey the meaning you intended? Unit 2: How would you describe Claudette Johnson’s style and technique? How have you adapted or used this in your own work? Unit 3: How well did the set design and materials used support the overall production? IN KEYSTAGE 2 SKETCHBOOKS SHOULD BE USED TO RECORD THEIR OBSERVATIONS AND REVIEW AND VISIT IDEAS. SHETCHBOOKS SHOULD DEMONSTRATE PROGRESSION OF CRITICAL THINKING Please refer to Art and Design Sketchbook expectations policy.		