

Badsley Primary School

Subject: Art

Coverage

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Drawing	Drawing	Textiles	Drawing	Drawing	Drawing	Painting
Autumn 2	Collage						
Spring 1 & 2	Printing	Painting	Drawing	Painting	Sculpture	Painting	Printing
Summer 1	Painting						
Summer 2	Weaving	Sculpture	Collage	Printing	Collage	Textiles	

Vocabulary progression

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Need to know	<p>Line –thin, thick, shade, shape</p> <p>Colour – dark, light</p> <p>Paper, paint, palette, water, sponge, brush.</p> <p>Thick/thin/watery colours</p> <p>Shades/tones/ Pointillism</p> <p>Weaving</p> <p>Under/over</p> <p>Up/down. In/out</p> <p>Lace, string, wool.</p> <p>Ribbon, foil, fabric, material</p> <p>Abstract</p> <p>Collage</p> <p>Drawing- mark making</p>	<p>2D, 3D.</p> <p>Composition – arranging, visual qualities, background, foreground</p> <p>Sketch, grades of pencil, observation, tone.</p> <p>Primary, secondary colours</p> <p>Watercolour, powder paint, Impression</p> <p>3D sculpture</p> <p>Architecture</p> <p>Clay/ wood/ cardboard/ metal (tin foil) / soap/ paper/plastic</p> <p>Natural/man-made</p> <p>Sculptor, carving, modelling, constructing</p> <p>Naïve art – to sketch in the style of Lowry</p> <p>Painting – mixing</p> <p>Sculpture</p>	<p>Cross hatching</p> <p>Composition – pattern, symmetry. position, pose</p> <p>Observation and recording skills – light/shade</p> <p>Mixed media</p> <p>Recycled</p> <p>Portrait</p> <p>Fragmented/abstracted</p> <p>Figure, object</p> <p>Applique</p> <p>Stump work</p> <p>Shape, form, colour</p> <p>Stitches -running, overstitch</p> <p>Post impressionism/ mixed media tapestry</p> <p>Cubism</p>	<p>Composition – space, relationships, viewpoint, (depicting) texture, creative adaptation, sources</p> <p>Visual elements – identical, reflective, rotate, translation, repeat, motif, related or contrasting colours, spectrum Tint.</p> <p>Viewfinder</p> <p>Figurative, abstract</p> <p>Opaque</p> <p>Translucent</p> <p>Complementary/opposite colours</p> <p>Traditional crafts – Greek and roman pottery</p> <p>Collography</p> <p>Relief, rubbings, textures</p> <p>Realism</p> <p>Water colour</p> <p>renaissance</p>	<p>Composition – angles, contours, cross contours, still life, thumbnail</p> <p>Found objects</p> <p>Natural, man-made reclaimed, recycled</p> <p>Subject</p> <p>Figurative sculpture</p> <p>Clay, foil, mod-roc, plaster, paper</p> <p>mache fabric, wool</p> <p>Frames -wire, wood, card</p> <p>Semi abstract</p> <p>Pre-Raphaelite</p> <p>Modern</p> <p>Surrealism</p>	<p>perspective, scale, proportion, natural and made forms.</p> <p>Composition - Viewfinders. Viewpoint, contrasts, differences. Optical illusion Distance, Variation, Acrylic</p> <p>Texture</p> <p>Technique</p> <p>Synaesthesia</p> <p>Colour music</p> <p>Abstract</p> <p>Mixed media-</p> <p>Dye, thread, beads, types of stitching, fabric, canvas, embellishment</p> <p>Impressionism</p> <p>Modern/abstract</p>	<p>Distortion, Anamorphosis</p> <p>Human form -pose. Gesture, contorted, transform, vary.</p> <p>Representation – depict, portray,</p> <p>Colour – opposite, complementary, clashing</p> <p>Lino cut, monoprint, relief print.</p> <p>Monochrome</p> <p>Figurative/abstract</p> <p>Expressionism</p> <p>Pop Art</p> <p>Islamic</p> <p>Arts and Crafts</p>

EYFS and National Curriculum

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Expressive Arts and Design</p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>☑ to use a range of materials creatively to design and make products</p> <p>☑ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>☑ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>☑ 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.</p>		<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>☑ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>☑ 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]</p> <p>☑ about great artists, architects and designers in history.</p>			

Progression of knowledge and skills

Concept	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Styles	Abstract Collage Drawing- mark making	Naïve art – to sketch in the style of Lowry Painting – colour mixing Sculpture	Post impressionism/ Naïve art mixed media tapestry Collage Cubism Drawing	Realism – to create drawings that appear 3D Water colour Realism and renaissance	Semi abstract Pre-Raphaelite Modern Surrealism sculpture	Surrealism Impressionism Renaissance Abstract Modern Modern/abstract	Expressionism Surrealism Pop Art Islamic
Artists	Gerhard Richter Wassily Kandinsky Rick Roberts Maria Thomas Mahi Abdul Michael Brennand Wood	L S Lowry Van Gogh, Claude Monet George Seurat Renzo Piano, Sir Christopher Wren	Henri Rousseau, Frederic Edwin Church Pablo Picasso, George Braque David Shepherd and Da Vinci	Georgio Morandi, Vincent van Gogh Michele Clamp Albrecht Durer Ancient Greek motifs Glen Alps, Sarah Young, Gordy Wright	Henry Moore, John Everett Millais Patrick Seymour Kurt Schwitters Eileen Downes Salvador Dali , Antony Gormley	M C Escher Van Gogh Salvador Dali Da Vinci Wassily Kandinsky Henri Matisse Pacita Abad Rebecca Greenwood, Siobhan Healy and Mairead Burke	Francis Bacon Pablo Picasso Andy Warhol Islamic art / William Morris
Techniques	Use a range of different mark making techniques. An introduction into what collage is and explore using natural objects. To develop an understanding of printing, consider colours and shape. To progress in mark making and exploring various drawing media. To develop colour mixing, the use of powder paint and the tools and	To use contrast in dark and light with shading and lines To build on the primary colour mixing into secondary colours, and the establishing of the painting sequence powder paint, palette, water, sponge/paper towel. Introduction to sculpture.	To explore line drawings exploring shape To develop and understanding of warm and cold colours and their impact on art To improve skills in sewing, cutting and gluing (attaching). Building on the work with natural objects in FS1. Introducing the children to tearing, cutting and	To improve on sketching skills – cross hatching To explore how shadow creates a 3D view of a drawing. To build on the colour mixing skills of mixing primary into secondary colours using powder paint, to using watercolour effectively. To explore composition using a viewfinder.	To further develop sketching skills- - curved contour lines To use shading and detail in sketching. To build on using natural materials (FS1) and mixed media to create collages (Y2). To develop skills in collages colour matching as we do when painting. To progress from 3D modelling in Y1, investigating a range	To explore perspective and build on previous knowledge on tone, shade, hatching, cross hatching, a knowledge of light and shade and contour drawing to produce a “true” image. To build on the knowledge and skills in using watercolour and powder paint effectively. Then to introduce acrylic paint and the	To continue to build on colour development, skills in different paint media, composition and creativity. To explore further printing techniques in mono, relief with foam and lino; building on what they have learnt in in previous years

	<p>process needed for painting.</p> <p>To explore simple abstract weaving techniques</p>		<p>manipulating materials.</p> <p>This unit further develops shading skills and introduction to light and shade, and builds on line drawing and mark making from previous units.</p>	<p>To build skills on block printing abstract designs, using colour and shape, inspired by Paul Klee</p>	<p>of materials to create a sculpture.</p>	<p>techniques associated with it.</p> <p>To build on the children's skills and knowledge of textiles, use of applique, running and overstitch and simple use of dye, to use of batik, more complex stitches and use of embellishments.</p>	
Process	<p>To use a range of different mark making techniques</p> <p>to create a colour picture</p> <p>To create a collage from natural objects.</p> <p>To produce prints using found objects.</p> <p>To use creativity and design in controlling patterns with different types of marks.</p> <p>To mix colours using primary colours to produce secondary using powder paints.</p> <p>To select materials and weave on a prepared frame.</p>	<p>To produce a line drawing and then complete with shading using graded pencils</p> <p>To develop some painting techniques and paint a final piece in the style of Claude Monet</p> <p>To create a sculpture of our school</p>	<p>To create a design, cut and combine fabrics to create a tapestry</p> <p>To introduce children to Picasso, cubism and what a collage is. To recreate a picture in this style, selecting different materials.</p> <p>To create a sketch, considering different shades/tones and use of media.</p>	<p>To use sketching and shading skills including shadows to create a drawing with a 3D effect.</p> <p>To select a view for an effective composition and use watercolours successfully colour blending and layering colours.</p> <p>To create a block print and print using rollers.</p>	<p>To apply sketching and drawing skills to create a portrait.</p> <p>To produce a collage with found, recycled or reclaimed materials to convey a message, theme, or to create depth, as in a painting.</p> <p>To create a sculpture considering form, materials, size, colour</p>	<p>To develop an eye for perspective through exploring a range of artists and learning about the vanishing point. Develop these ideas through a piece of art work linked to the topic 'Vikings'.</p> <p>To explore the use and techniques of using acrylic paint: Dry brush, combing, Wet-in-wet, Glazing, sponge, drips, splatters, scumble, masking, soft edge/hard edge, layered</p> <p>To explore, through other artists a range of materials and styles and develop a range of different stitches – the</p>	<p>To produce portraits exploring a range of media – exploring colour and composition – using a range of artists as inspiration</p> <p>Explore printing techniques – use monochrome for these investigations. Monoprinting using acrylic sheet</p> <p>Relief print, using styrofoam sheet</p> <p>3/4 Lino cut using soft cut/easy cut lino sheets.</p>

						children practice and then develop their own piece.	