

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	Collage	Painting	Collage	Painting	Printing
Summer 1	Painting						
Summer 2	Weaving	Sculpture	Drawing	Printing	Sculpture	Textiles	Sculpture

Vocabulary progression

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

	<p>process needed for painting.</p> <p>To explore simple abstract weaving techniques</p>		<p><b>manipulating materials.</b></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><b>techniques associated with it.</b></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>	<p>movements.- building on skills learned previously</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. <b>Monoprinting</b> using acrylic sheet</p> <p><b>Relief print</b>, using styrofoam sheet</p> <p><b>3/4 Lino cut</b> using soft cut/easy cut lino sheets.</p> <p>Joining materials and inflating the sculptures by looking back at their ideas for materials to use.</p>

						children practice and then develop their own piece.	Think about how they are going to join them,