

Ettington Primary School Progression Document

ART and DESIGN



INTENT

At Ettington School we teach Art and Design in order to provide our children with the opportunity to learn about different artists, designers and craft-makers, allowing pupils to further practise and develop their own artistic skill and knowledge. The aims of teaching art and design in our school are:

- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Pupils should be taught: <ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		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. Pupils should be taught: <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 			

Reception Art (Creating with Materials and Being Imaginative)

Progression in Learning – small steps to Key Stage 1

Use painting, drawing and malleable materials to create increasingly accurate representations of objects I have imagined, observed or experienced.



Autumn Term	Spring Term	Summer Term	Key vocabulary
Draw/paint a person with some key features e.g. head, eyes, mouth, nose, trunk, legs, arms, hands, feet. Combine 2 or more shapes to draw/paint simple objects e.g. sun, house, hat	Draw/paint a person with many key features e.g. head, body, arms, legs and facial features, hands, feet, fingers, toes. Combine shapes and lines to draw/paint a wider range objects that are starting to look recognisable.	Draw/paint a recognisable person, paying attention to smaller details e.g. hair, eyebrows. Use different lines and shapes to draw/paint recognisable objects with some key features e.g. House with doors, windows	Draw, paint, sculpt, creation, mix, colour names, lighter, darker, Tool names, brush, roller, stamp, print, clay, play, dough, plasticine, pattern, effect, plan, weave Beatrix Potter Yayoi Kusama Kente Cloth Van Gogh Monet Gerogia O’Keeffe Eric Carle Values Resilience Individual Liberty Mutual Respect
Explore a variety of different drawing tools and their effects. Combine different drawing tools to create different patterns, textures and effects	Select coloured drawing tools for a purpose.	Combine different drawing tools to create different patterns, textures and effects.	
Use a mixing chart to help me mix one specific colour.	Independently mix colours I need.	Know how to make a colour darker or lighter.	
Explore the marks different sized brushes/rollers/sponges create.	Explore the marks different types of brushes/sponge make e.g. handmade brushes	Use a variety of tools, objects and techniques to create different patterns and textures Explore using large body in my painting.	
Explore using different sized sponges/stampers/shapes to print paint.	Explore using different small irregular shaped objects to print paint.		
Explore moulding and sculpting with play dough/salt dough	Explore moulding and sculpting with plasticine	Explore moulding and sculpting with clay.	
Use a wider variety of tools and objects to manipulate play dough.	Use a wide variety of tools and objects to manipulate plasticine	Use a variety of tools, objects and techniques to create different patterns, textures and effects.	


Use a variety of tools, objects and techniques to create different patterns, textures and effects.	Describe and explain the processes and techniques I used in my drawings, paintings and sculptures. Plan what I am going to draw/paint/sculpt and make changes to my design when needed.	Describe and explain the processes and techniques I used in my drawings, paintings and sculptures. Plan what I am going to draw/paint/sculpt and make changes to my design when needed.	Tolerance Democracy
Explore and discuss about the drawings of Beatrix Potter.	Explore and discuss the work of Monet and Van Gogh, exploring their techniques.	Explore and discuss the work of Eric Carle and his use of watercolour.	
Explore and discuss the use of colour and shape in the work of Yayoi Kusama.	Explore and discuss Kente cloth weaving. Experiment weaving different materials to make a piece of recycled art work. Explore and talk about textile, woven art.	Explore and discuss the work of Georgia O'Keeffe and her use of line.	


	Autumn Term	Spring Term	Summer Term
Year 1	Castles Foam print of Kenilworth Castle Watercolour painting of Kenilworth Castle	Queens Portrait of Queen Elizabeth II in the style of Andy Warhol. Farms Farm collage across the seasons.	Mary Anning and the Dinosaurs Texture study printing different materials. Oil pastel dinosaur drawing. Pencil drawing of dinosaur fossil.
Year 2	Great Fire of London Chalk study, Great Fire of London Rita Greer artist study 3D scene collage	Arctic Shaving foam printing Arctic landscapes Chalk and paper cutting Aurora Borealis Natural Inuit inspired sculptures	Florence Nightingale Charcoal portraits Our local area Sketching Ettington church
Year 3	Romans Paper mosaic Roman myth artists Reproduction of Roman artefact	Anglo Saxons, Picts and Scots Cardboard and wool loom Drop cap for my name using illustrations	Tudors Pencil portrait Artist study Hans Holbein Cardboard and paint coats of arms



			Paper mache Tudor Rose
Year 4	Ancient Egyptians Papyrus (brown paper) pictures Cartouche using black pen or ink Ancient Egyptian necklace using salt dough	The Prehistoric World Cave paintings Stone Age jewellery Recreate Stonehenge using natural materials	British History Heroes Mary Seacole portraits Brazilian artist Romero Britto Local Area Sketches of local area
Year 5	The Vikings Explore Viking art – patterns and knots. Sketch a Viking dragon head Braiding Viking jewellery	Ancient Greece Papier mâché comedy/tragedy masks Greek pottery design Drawing the three types of Greek pillar – Ionic, Doric and Corinthian	Victorians Pre-Raphaelites art William Morris patterns Decoupage collage onto a paper plate
Year 6	Africa Painting in the style of Tingatinga. Clay artwork inspired by Benin. Esther Mahlangu and Ndebele designs	The World at War Propaganda poster using ICT Oil pastel study	The Titanic A pencil drawing using perspective Studying the use of colour to create mood 3D model of the Titanic


Key Unit Autumn – Year 1	Knowledge	Skills	Vocabulary
Castles Foam print of Kenilworth Castle Watercolour painting of Kenilworth Castle	<ul style="list-style-type: none"> PAINTING -To name the primary and secondary colours. ARTIST STUDY - James Paterson. To know about the work of a range of artists, craft makers and designers. To describe the differences and similarities between different practises and disciplines, and making links to my own work. 	<ul style="list-style-type: none"> DRAWING WITH PENCIL AND COLOURING PENCIL – To draw lines of varying thickness. To use dots and lines to demonstrate pattern and texture. To develop a range of techniques in using colours, pattern and shape. PRINTING – To experiment with simple relief painting. 	Blend Water colour Primary colour Secondary colours Mix Thickness Pattern Texture Printing.

		<ul style="list-style-type: none"> • PAINTING - To experiment with watercolour. To hold a paintbrush correctly using a pincer grip. To use painting to develop and share their ideas. 	James Paterson
Key Unit Spring– Year 1	Knowledge	Skills	Vocabulary
<p>Queens Portrait of Queen Elizabeth II in the style of Andy Warhol.</p> <p>Farms Farm collage across the seasons.</p> 	<ul style="list-style-type: none"> • ARTIST STUDY – Andy Warhol. To know about the work of a range of artists, craft makers and designers. To describe the differences and similarities between different practises and disciplines, and making links to my own work. • DRAWING PORTRAITS - To develop knowledge of artists who have produced self-portraits. To know that a self-portrait is a picture of themselves. To know that a portrait is a picture of someone else. To develop knowledge in using colour, texture, line, shape, form and space. 	<ul style="list-style-type: none"> • DRAWING WITH PENCIL AND FELT TIP PEN - To use different materials to draw. To draw lines of varying thickness. To use dots and lines to demonstrate pattern and texture. To be able to select colours according to their purpose. To be able to create a range of marks using different effects with pencils. • COLLAGE – To collect, sort and arrange materials. 	Shading Tone Light Dark Portrait Self-portrait Medium Texture Sketching Artist Pop art Bold colours Andy Warhol
Key Unit Summer – Year 1	Knowledge	Skills	Vocabulary
<p>Mary Anning and the Dinosaurs Texture study printing different materials. Oil pastel dinosaur drawing.</p>	<ul style="list-style-type: none"> • ARTIST STUDY – Dmitry Bogdanov. To know about the work of a range of artists, craft makers and designers. To 	<ul style="list-style-type: none"> • PRINTING – To use a variety of printing materials, such as sponges and blocks. To demonstrate a range of 	Materials Texture Pattern Medium

<p>Pencil drawing of dinosaur fossil.</p> 	<p>describe the differences and similarities between different practises and disciplines, and making links to my own work.</p> <ul style="list-style-type: none"> • DRAWING – To know that different materials and skills create different effects in art. 	<p>technique, such as rolling, pressing, rubbing and stamping.</p> <ul style="list-style-type: none"> • OIL PASTEL STUDY - To use different materials to draw. To draw lines of varying thickness. To use dots and lines to demonstrate pattern and texture. • DRAWING WITH PENCIL - To use different materials to draw. To draw lines of varying thickness. To use dots and lines to demonstrate pattern and texture. 	<p>Silhouette Blend Shape Form</p> <p>Dmitry Bogdanov</p>
<p>An artist at the end of Year 1 will know: What a self-portrait is and be able to name some artists who have produced self-portraits. To develop knowledge in using colour, texture, line, shape, form and space. To know Andy Warhol's style of art and link it to their own work. To experiment with pattern and shape using Dmitry Bogdanov an inspiration.</p>	<p>An artist at the end of Year 1 will be able to: Select colours and materials to use in their artwork according to their purpose. To hold a paintbrush correctly, using a pincer grip. Discuss and create a range of marks using different effects with pencils. Begin to mix colours to create new colours and tones. Use a range of techniques to print different textures. To discuss and evaluate their work and that of their peers. Begin to discuss differences and similarities between different art work, designs and crafts.</p>		
<p>Links to values and aims Love – Trust - Respect</p>	<p>Curiosity, Collaboration, Communication and Perseverance Mutual respect - working together Tolerance - listening and respecting opinions of others Tolerance - learning about other cultures and diversity</p>		


Key Unit Autumn – Year 2	Knowledge	Skills	Vocabulary
<p>Great Fire of London Chalk study, Great Fire of London Rita Greer artist study 3D scene collage</p> <ul style="list-style-type: none">  	<ul style="list-style-type: none"> ARTIST STUDY – Rita Greer. To know about the work of a range of artists, craft makers and designers. To describe the differences and similarities between different practises and disciplines, and making links to my own work. VOCABULARY – To know that: tone refers to the areas of light and dark on an object or colour. How we view tones depends on the surface of the object. Tone is used to show the way light falls onto an object and gives a 3D effect to the work and object. The parts of the object that are lightest are the highlights and the darker areas show shadow. Form is a 3D shape or sculpture which can be regular or irregular. Abstract art uses shapes, forms and colours to represent a visual reality. 	<ul style="list-style-type: none"> DRAWING WITH CHALK- To invent new lines and create patterns and textures. To draw on different surfaces with a range of media. To observe and draw shapes from observations. To use drawing, with tone, to develop and share ideas, experiences and imagination. SCULPTURE/COLLAGE - To create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc . To arrange and glue materials to different backgrounds. 	<p>Tone Shape Form Printing Blend Sketching</p> <p>Rita Greer</p>
Key Unit Spring– Year 2	Knowledge	Skills	Vocabulary
<p>Arctic Shaving foam printing Artic landscapes</p>	<ul style="list-style-type: none"> SCULPTURE- To know that different forms of creative works are made by artists, craftspeople and designers, 	<ul style="list-style-type: none"> PRINTING- To understand abstract art and create examples using printing. To develop techniques using 	<p>Materials Natural materials Sculpture Compare</p>

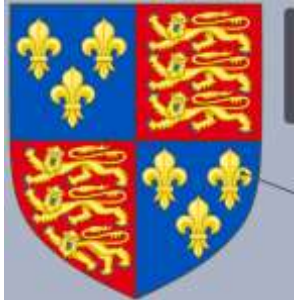
<p>Chalk and paper cutting Aurora Borealis Natural InnuIt inspired sculptures</p> 	<p>from all cultures and times. To recognise natural and man-made forms.</p>	<p>colour, tone, line, shape, form and space.</p> <ul style="list-style-type: none"> • DRAWING WITH CHALK- To invent new lines and create patterns and textures. To draw on different surfaces with a range of media. To observe and draw shapes from observations. 	<p>Shape Form Texture Manipulate InnuIt</p>
<p>Key Unit Summer – Year 2</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Vocabulary</p>
<p>Florence Nightingale Charcoal portraits Our local area Sketching Ettington church</p> 	<ul style="list-style-type: none"> • DRAWING – To know that different materials and skills create different effects in art. • DRAWING PORTRAITS - To develop knowledge of artists who have produced self-portraits. To know that a self-portrait is a picture of themselves. To know that a portrait is a picture of someone else. To develop knowledge in using colour, texture, line, shape, form and space. 	<ul style="list-style-type: none"> • DRAWING WITH CHARCOAL - To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes • DRAWING WITH PENCIL - To observe and draw shapes from observations. 	<p>Shading Tone Light Dark Portrait Self-portrait Medium Texture Sketching</p>

			
<p>An artist at the end of Year 2 will know: What a sculpture is and about the Inuit sculptures. To know Rita Greer's style of art and link it to their own work. To experiment with pattern and shape using different media.</p>		<p>An artist at the end of Year 2 will be able to: Use drawing, with tone, to develop and share ideas, experiences and imagination. Further develop techniques using colour, tone, line, shape, form and space e.g. dot work. To be able to mix primary colours to create secondary colours. To mix light and dark shades of a colour. To use a range of techniques to create a 3D sculpture using natural materials. Describe differences and similarities between artwork, design and craft through history.</p>	
<p>Links to values and aims Love – Trust - Respect</p>		<p>Curiosity, Collaboration, Communication and Perseverance Mutual respect - working together Tolerance and individual liberty - listening and respecting opinions of others Tolerance - learning about other cultures and diversity</p>	

Key Unit Autumn – Year 3	Knowledge	Skills	Vocabulary
<p>Romans Paper mosaic Roman myth artists Reproduction of Roman artefact</p>	<ul style="list-style-type: none"> ARTIST STUDY – Roman myth artists. To learn 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. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures 	<ul style="list-style-type: none"> COLLAGE – To create and arrange shapes appropriately. Use a range of patterns and colour combinations to create their design of Mosaic. · Evaluate their design and improve it, if needed, before making their mosaic. SCULPTURE USING CLAY - To join clay adequately and construct a simple base for extending and modelling other shapes. To create surface 	<p>Artist Composition Perspective Form Sculpture Tone</p> <p>Roman myth artists</p>

		<p>patterns and textures in a malleable material. To plan, design and make models from observation or imagination. To shape, form, model and construct using both malleable. To create surface patterns and textures in a malleable material.</p>	
<p>Key Unit Spring– Year 3</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Vocabulary</p>
<p>Anglo Saxons, Picts and Scots Cardboard and wool loom Drop cap for my name using illustrations Exploring Madagascar Watercolour landscape painting of Madagascar</p>	<ul style="list-style-type: none"> • TEXTILES - To explore weaving techniques. To know about art in History - how and why the Anglo Saxons weaved. To know how to use a variety of materials to weave a design. 	<ul style="list-style-type: none"> • DRAWING WITH PENCIL AND FELT TIP PEN – To improve their mastery of art and design techniques, including drawing with a felt tip. • PAINTING WITH WATERCOLOUR - Mix colours, shades and tones with increased confidence. To introduce different types of brush techniques- apply colour using dotting, scratching, splashing. To experiment with different effects and textures 	<p>Composition Technique Pattern Texture Tone Shade Dotting Scratching Splashing</p> <p>Anglo Saxon Weaving</p>

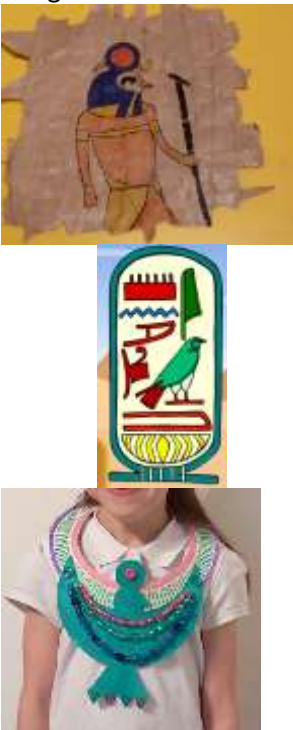
		<p>inc. blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> • SKETCHBOOKS - To use sketch books to record their observations and use them to review and revisit ideas • TEXTILES - To improve their mastery of art and design techniques · To use textiles and a range of media to weave 	
<p>Key Unit Summer – Year 3</p> <p>Tudors Pencil portrait Artist study Hans Holbein Cardboard and paint coats of arms Paper mache Tudor Rose</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • ARTIST STUDY – Hans Holbein. To know what a portrait is and to talk about the work of Hans Holbein. • DRAWING - To know how to make marks using different graded pencils · Tone is created by making something lighter or darker 	<p>Skills</p> <ul style="list-style-type: none"> • PAINTING WITH POSTER PAINT – Use light and dark within painting and begin to explore complimentary colours. To work on a range of scales e.g. thin brush on small picture etc. • SCULPTURE WITH CARDBOARD/PAPER MACHE 	<p>Vocabulary</p> <p>Portrait Tone Complementary colours Scale Relief</p> <p>Hans Holbein</p>

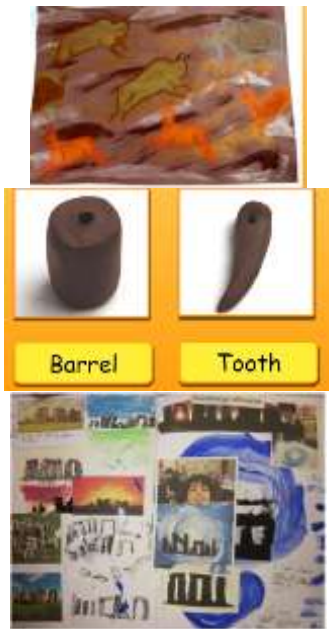



An artist at the end of Year 3 will know:
Textiles is art using fabrics. About the work of the artists, photographers and designers they have studied this year.


An artist at the end of Year 3 will be able to:
Use a range of materials creatively to design and make products and printing. They will develop their use of sketchbooks to record observations and use them to review and revisit ideas. Begin to use simple weaving techniques. To evaluate and analyse using language of art, craft and design. Modify and refine their artwork, including sculptures. Create a wider range of marks and tones using different effects with pencils.


Links to values and aims Love – Trust - Respect	Curiosity, Collaboration, Communication and Perseverance Mutual respect - working together Tolerance and individual liberty - listening and respecting opinions of others Tolerance - learning about other cultures and diversity
--	--


Key Unit Autumn – Year 4	Knowledge	Skills	Vocabulary
<p>Ancient Egyptians Papyrus (brown paper) pictures Cartouche using black pen or ink Ancient Egyptian necklace using salt dough</p> 	<p>ARTIST STUDY – To know about Ancient Egyptian art including the materials and techniques used.</p>	<ul style="list-style-type: none"> • COLLAGE -To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. To use collage as a means of collecting ideas and information and building a visual vocabulary. To create and arrange shapes appropriately. • PAINTING - To create different effects and textures with paint according to what they need for the task. • SCULPTURE - To use clay/salt dough to create a simple 3D object. To create surface patterns and textures in a malleable material. To shape, form, model and construct using both malleable and rigid materials. 	<p>Tearing Overlapping Layering Texture Arrangement Effect Pattern Malleable Shape Form Model Construct Papyrus Cartouche</p> <p>Ancient Egyptian art</p>

Key Unit Spring– Year 4	Knowledge	Skills	Vocabulary
<p>The Prehistoric World Cave paintings Stone age jewellery using salt dough Recreate Stonehenge using natural materials</p> 	<ul style="list-style-type: none"> • ARTIST STUDY – Stonehenge. To know the history of Stonehenge. • ARTIST STUDY – Cave paintings. To know about the paint and techniques used to create cave paintings. 	<ul style="list-style-type: none"> • PAINTING - To use more specific colour language. To choose suitable equipment for the task. To use colour to reflect mood. To build on existing knowledge of mono-prints to create repeating patterns. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, • SCULPTURE - To plan, design and make models from observation or imagination. To shape, form, model and construct using both malleable and rigid materials. To plan and develop ideas, using different joining techniques and methods of construction. 	<p>Line Pattern Repeated pattern Texture Colour Shape Form Model Construct Join</p> <p>Stonehenge Cave painting</p>
Key Unit Summer – Year 4	Knowledge	Skills	Vocabulary
<p>British History Heroes Mary Seacole portraits Brazilian artist Romero Britto Local Area Sketches of local area</p>	<ul style="list-style-type: none"> • DRAWING WITH PENCIL AND FELT TIPS/ARTIST STUDY – Romero Britto. To know about and describe some of the key ideas, techniques and working practices of a variety of artists, 	<ul style="list-style-type: none"> • DRAWING WITH PENCIL - To draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to draw different 	<p>Grade Form Shape Dimension Shading Tone</p>




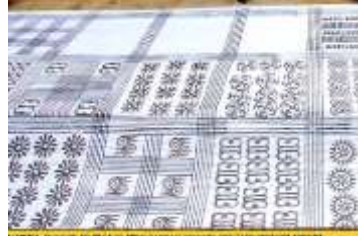
	<p>craftspeople, architects and designers that they have studied</p>	<p>forms and shapes. · Begin to show an awareness of objects having a third dimension, for example to use shading to show light and shadow effects. Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in simple ways. • Apply a simple use of pattern and texture in a drawing.)</p> <ul style="list-style-type: none"> • SKETCHBOOKS -Use a sketchbook to collect and develop ideas. • DRAWING WITH PENCIL - Develop close observation skills 	<p>Pattern Texture</p> <p>Romero Britto Mary Seacole</p>
<p>An artist at the end of Year 4 will know: About Ancient Egyptian art and the purpose and meaning of Cartouche. How to create their own type of Papyrus. About Stonehenge and the history behind it.</p>		<p>An artist at the end of Year 4 will be able to: Further develop their use of sketchbooks to record their observations and use them to review and revisit ideas. To draw with increasing accuracy, detail and use pencil and charcoal with differing degrees of pressure to vary effects. Mix and select colours appropriately and accurately when painting, and describe the choices they have made. Use and refine clay techniques and discuss the methods they are using.</p>	
<p>Links to values and aims Love – Trust - Respect</p>		<p>Curiosity, Collaboration, Communication and Perseverance Mutual respect - working together Tolerance and individual liberty - listening and respecting opinions of others Tolerance - learning about other cultures and diversity</p>	

Key Unit Autumn – Year 5	Knowledge	Skills	Vocabulary
<p>The Vikings Explore Viking art – patterns and knots. Sketch a Viking dragon head Braiding Viking jewellery</p> 	<ul style="list-style-type: none"> • ARTIST STUDY – Vikings. To know about the art and jewellery designed by the Viking. • DRAWING -Understand what cross hatching and shading is to create a 3D effect · Understand how to make different colours and tones · Know how to use pastels and charcoal to create a range of different effects 	<ul style="list-style-type: none"> • SKETCH WITH PENCIL – To use their pencils to create a variety of effects · To explore techniques and ideas using sketchbooks • TEXTILES – Braiding. To manipulate wool to create an effect. To plait 3 or more strands of wool. 	<p>Hatching Cross-hatching Solid shading Feathering Braiding Pattern</p> <p>Viking art Patterns and knots Dragon head</p>
Key Unit Spring– Year 5	Knowledge	Skills	Vocabulary
<p>Ancient Greece Papier mâché comedy/tragedy masks Greek pottery design and Magdalene Odundo</p>	<ul style="list-style-type: none"> • ARTIST STUDY – Greeks. To know what an architect does and what is meant by architecture · To know that buildings are designed for a 	<ul style="list-style-type: none"> • SCULPTURE – To apply techniques studied to design their own building for a particular purpose. · To offer opinions about different 	<p>Symmetry Architecture Architect Purpose Shade</p>

<p>Drawing the three types of Greek pillar – Ionic, Doric and Corinthian</p> 	<p>variety of purposes. That architects consider the importance of colour, pattern and symmetry to create a striking architectural design and building and that architectural styles have changed over time.</p> <ul style="list-style-type: none"> • SCULPTURE - To explore historical vase designs. · Know about the ceramic work of artist Magdalene Odundo · Understand that there are different types of clay, some of which can be fired. · Make appropriate choices when decorating their vases 	<p>buildings and listen to the opinions of others. Sculpt and mould using a variety of tools and materials. · Choose colours for a purpose and paint designs in the style they have chosen · Evaluate their work and reflect on how it can be improved, both during the design process and at the end.</p> <ul style="list-style-type: none"> • DRAWING WITH PENCIL – To shade and tone using pencil —including hatching/ cross hatching, scumbling, stippling. • SKETCH BOOKS - To use sketch books to record observations 	<p>Tone Hatching Cross hatching Scumbling Stippling Pottery Technique Terracotta Decorate</p>
<p>Key Unit Summer – Year 5</p> <p>Victorians PreRaphaelites art William Morris patterns Decoupage collage onto a paper plate</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • ARTIST STUDY – William Morris and Pre-Raphaelites. To describe, interpret and explain the work, ideas and working practices of some significant artists, taking account of the influence 	<p>Skills</p> <ul style="list-style-type: none"> • DRAWING WITH COLOURING PENCILS – To use their pencils to create a variety of effects · To explore techniques and ideas using sketchbooks • COLLAGE - Use a range of patterns and colour 	<p>Vocabulary</p> <p>Decoupage Designer Border Design Overlap</p> <p>Pre-Raphaelites William Morris</p>

	<p>of the different historical contexts in which they worked.</p>	<p>combinations to create their desi. · Evaluate their design and improve it, if needed, before making their mosaic. · Use a range of different techniques such as cutting, grouting and sealing to create a Mosaic tile.</p>	
<p>An artist at the end of Year 5 will know: An architect is someone who designs buildings. That buildings are designed for a variety of purposes. Name some famous architects and the buildings they have designed. To be able to recall facts about the artists and designers they have studied. To know the importance of these artists in art history and the influence they have on modern art. To know which colours they get when they mix two or more colours together.</p>		<p>An artist at the end of Year 5 will be able to: To investigate and combine visual and tactile qualities and match them to the purpose of their work, discussing their choices. Use colour for a specific purpose and choose a specific technique to create a desired effect. Explain these choices. Use a range of different techniques such as perspective and foreshortening. Further apply and develop use of tools and techniques, including drawing to create a variety of effects. Select the appropriate tool and techniques for a task. Design and make images that communicate observations, ideas and feelings by using a variety of methods using their sketchbooks to record these. Evaluate their work and reflect on how it can be improved.</p>	
<p>Links to values and aims Love – Trust - Respect</p>		<p>Curiosity, Collaboration, Communication and Perseverance Rule of Law - rules and consequences Mutual respect - working together Tolerance and individual liberty - listening and respecting opinions of others Tolerance - learning about other cultures and diversity</p>	

Key Unit Autumn – Year 6	Knowledge	Skills	Vocabulary
<p>Africa Painting in the style of Tingatinga.</p>	<ul style="list-style-type: none"> ARTIST STUDY – Esther Mahlangu and Ndebele 	<ul style="list-style-type: none"> SCULPTURE - To produce intricate patterns and 	<p>Relief Impression</p>

<p>Clay artwork inspired by Benin. Esther Mahlangu and Ndebele designs</p>    	<p>designs. To describe, interpret and explain the work, ideas and working practices of some significant artists and designers, taking account of the influence of the different cultural and social contexts in which they worked.</p>	<p>textures in a malleable media. To develop skills in using clay. To plan a sculpture through drawing and other preparatory work. To discuss and evaluate own work and that of other sculptures.</p> <ul style="list-style-type: none"> • PRINTING – To create blocks by simplifying an initial sketch book idea. To use relief or impressed methods. To create prints with three overlays. To work into prints with a range of media e.g. pens, colour pens and paints. • PAINTING – To use the language of hue, tint, tone and shades to describe colour. 	<p>Overlay Hue Tint Tone Shade</p> <p>Tingatinga Benin Esther Mahlangu Ndebele design</p>
<p>Key Unit Spring– Year 6</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Vocabulary</p>
<p>The World at War Propaganda poster using ICT</p>	<ul style="list-style-type: none"> • ARTIST STUDY – Paul Nash. To describe, interpret and 	<ul style="list-style-type: none"> • DRAWING – To work from a variety of sources including 	<p>Propaganda Base colour</p>

Oil pastel study



explain the work, ideas and working practices of some significant artists, taking account of the influence of the different historical contexts in which they worked.

observation, photographs and digital images. To explore colour mixing and blending techniques with coloured pencils.

Blend
Shade
Highlight

Paul Nash

Key Unit Summer – Year 6

Knowledge

Skills

Vocabulary

The Titanic

A pencil drawing using perspective
Studying the use of colour to create mood
3D model of the Titanic

- DRAWING – That perspective gives depth to a drawing or painting.

- SCULPTURE – To use recycled, natural and man-made materials to create sculpture.
- DRAWING – To begin to use simple perspective in their work using a single focal

Perspective
Depth
Composition
Scale
Proportion
Focal point
Horizon
Foreground

		<p>point and horizon. To begin to develop an awareness of composition, scale and proportions in the paintings e.g. foreground, middle ground and background.</p> <ul style="list-style-type: none"> • PAINTING – To use colour to convey feelings and select colour for specific reasons. To mix and match colours to create atmosphere and light effects. To create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. 	<p>Middle ground Background Atmosphere</p>
<p>An artist at the end of Year 6 will know: To be able to recall facts about the artists and designers they have studied. To know the importance of these artists in art history and the cultural and political impact they can have. An understanding of career paths open to those who study art and design. To understand that perspective gives the illusion of depth and space. To know what a foreground, middle ground and background is and plan, develop and present their final piece.</p>	<p>An artist at the end of Year 6 will be able to: Plan, develop, complete and present their work to others. Choose and use a specific style/technique to create a required effect. Be able to explain their choices. Sculpt and mould clay using a variety of tools and materials, taking their time to decorate their product with an end purpose in mind. Further develop their personal use of sketchbooks to record their observations and use them to review and revisit ideas, working towards an individual style. Understand the influence of artists and designers on history, and how they contribute to the culture, creativity and wealth of our nation. Identify a range of different styles of art e.g. abstract, impressionism.</p>		
<p>Links to values and aims Love – Trust - Respect</p>	<p>Curiosity, Collaboration, Communication and Perseverance Service & the rule of law - links to WW1</p>		

	<p>Mutual respect - working together</p> <p>Tolerance and individual liberty - listening and respecting opinions of others</p> <p>Tolerance - learning about other cultures and diversity</p>
--	---