

Knowledge & Skills Progression: EYFS to Year 6

Art Curriculum

Yr	Term	Unit of Work	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook	Cultural Capital	End Points
EYFS			<ul style="list-style-type: none"> Develop the correct hand-grip to form marks. Use fingers to trace in sand etc. and progress to pencils to follow pattern. Produce lines of different thickness and tone using pencil. Start to produce different patterns and textures from observations, imagination and illustrations. Investigate different lines: Straight, curved, wavy, dashed. Choose particular colours to use for a purpose Use drawings to tell a story Know a human body usually has a head, neck, body, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. Know different types of line include thick, thin, straight, zigzag, curvy and doty. 	<ul style="list-style-type: none"> Produce lines of different thickness and tone using pencil. Start to produce different patterns and textures from observations, imagination and illustrations. Investigate different lines: Straight, curved, wavy, dashed. Choose particular colours to use for a purpose Use drawings to tell a story Print with a variety of objects e.g. sponges, vegetables, fruit. Print onto paper and textile. Print clearly, a simple repeating pattern. Know different types of art include painting, drawing, collage, textiles, sculpture and printing. Know that the primary colours are red, yellow and blue. Know a painting of a place is called a landscape. 	<ul style="list-style-type: none"> Use fabric, wool or thread to make models with recycled items. Make collages using paper, tissue, crepe etc. Introduce adhesives – Pritt and PVA Cut, roll and coil materials such as clay, dough or plasticine. Select tools and techniques needed to shape, assemble and join materials they are using. Papers and fabrics can be used to create art, including tearing, cutting and sticking. Know that logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. 	<ul style="list-style-type: none"> Represent their own ideas, thoughts and feelings through art. Talk about what they have produced, describing simple techniques and the media used. 	<ul style="list-style-type: none"> Explore art books to spark imagination. Take part in annual Hawkesbury Village Show art competition 	<p>Early Learning Goals:</p> <p>Be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Be able to share their creations, and be able to explain the process they have used.</p> <p>Be able to make use of props and materials when role-playing characters in narratives and stories.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>

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1	Aut	Mark Making	<ul style="list-style-type: none"> I can explore ways of drawing lines between two points I can experiment with how I hold a pencil when sketching I can discuss what a line is I can use adjectives to describe lines I can experiment with pressure when drawing pencil lines I can experiment with different kinds of pencils and observe the different marks they make I can create different repeated line patterns I can discuss and comment on the texture in artwork I can use rubbing to recreate texture 	<ul style="list-style-type: none"> I can hold a paintbrush correctly when painting I know what 'loading' the paintbrush is I know how to create a smooth sweeping brushstroke I can use paint to create differently shaped lines I can use my paintbrush to create lines of different thicknesses I can experiment with different ways to make marks using a paintbrush I know ideas can be created through observation (looking closely,) imagination (creating pictures in the mind) and memory (remembering experience from the past). 		<ul style="list-style-type: none"> I can explore how Kandinsky used different lines in his artwork I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds I can discuss the artworks of Paul Klee and say what I like and dislike about them I can spot different mark making techniques in Klee's work I can attempt to recreate some of the mark making in Klee's artwork I know aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and feelings the artwork creates. 	<ul style="list-style-type: none"> Explore the work of Kandinsky at the National Gallery 	<p>End of Y2:</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>know 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>
1	Spr	Colour Creations		<ul style="list-style-type: none"> I can name a variety of colours I can choose a favourite colour and give reasons for my choices I know what primary colours are I know what secondary colours are I can mix primary colours to make secondary colours I know how to create lighter shades of colour I know how to create darker shades of colour I can use a paintbrush to make basic marks using paint I can use paint to create artwork in the style of an artist we have studied I know a print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. 	<ul style="list-style-type: none"> I can use collage to create artwork inspired by Piet Mondrian I can use collage and mixed media to create artwork inspired by Wassily Kandinsky I know collage is an art technique where different materials are layered and stuck down to create artwork. 	<ul style="list-style-type: none"> I can say if I like or dislike Piet Mondrian's art I can spot similarities and differences between different pieces by Mondrian I can create a piece of art inspired by Mondrian I can comment on Kandinsky's use of colour to create effects I can create a piece of art inspired by Kandinsky I understand discussion and initial sketches can be used to communicate ideas and are part of the artistic process. 	<ul style="list-style-type: none"> Make paintings and collages at Forest School from nature 	

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1	Sum	Self Portrait	<ul style="list-style-type: none"> I can discuss how artists have created different effects I can investigate how to make different marks using sketching pencils I can comment on how different grades of sketching pencil make different marks I can make a choice about which pencil I need to use for a purpose I can use a variety of media to create different effects I can apply a variety of techniques when drawing I can evaluate my work and the work of others and identify strengths and weaknesses 	<ul style="list-style-type: none"> I can experiment with different kinds of paint and what effects I can create with them. I can comment on the effects different paints create I can say which kind of paint I prefer I know a human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Ideas can be created through observation (looking closely,) imagination (creating pictures in the mind) and memory (remembering experience from the past) I know soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. 	<ul style="list-style-type: none"> I can use clay to create a self- portrait I can show an understanding and use of some basic clay skills I can begin to use tools to help me manipulate clay I can use coloured paper to create a collage self- portrait I know malleable materials include rigid and soft materials, such as clay, plastic and salt dough. I know transient art is moveable, non-permanent and usually made of a variety of materials. Natural materials, such as grass, pebbles, sand, eaves, pine cones, seeds and flowers can be used to make transient art. 	<ul style="list-style-type: none"> I can explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more I can comment on how portraits by different artists make me feel I understand that portraits can tell you about the person in them I can make decisions about what I want my self- portrait to say about me I can say what I like and dislike about different portraits I know drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past) I understand that similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. 	<ul style="list-style-type: none"> Explore a range of artists online - National Portrait Galley Study Kandinsky, Peter H Reynolds, Paul Klee. Study Mondrian, Rembrandt, Matisse, Van Gogh, Opie 	
2	Aut	Yayoi Kusama	<ul style="list-style-type: none"> I can experiment with different materials to make marks I can make attempts to mimic the art of a famous artist I can experiment with different mediums to create a polka dot pattern I can experiment with the kind of polka dot patterns I am making I can follow instructions to create the basis for my sketching I can make visual observations to inform my sketches 	<ul style="list-style-type: none"> I can experiment with different mediums to create a polka dot pattern I can experiment with the kind of polka dot patterns I am making I can describe and make observations on a piece of artwork's colour and pattern I can make choices about the tools I will use when painting I know a landscape is a piece of artwork that shows a scenic view. 	<ul style="list-style-type: none"> I can develop my scissor/cutting skills when cutting out circles I can use paper art to recreate an installation piece by Yayoi Kusama I can comment on the shape/form of 3-D objects and sculptures I can use the rolling technique effectively to manipulate clay I can recreate the form of a pumpkin, inspired by Kusama's sculptures I know materials and techniques that are well suited to different tasks include ink; smooth 	<ul style="list-style-type: none"> I can join in discussions about a famous artist's work I can remember and give some facts about Yayoi Kusama I can respond appropriately to a piece of art by Yayoi Kusama I can say if I like or dislike a piece of artwork 	<p>Visit from a local artist, e.g. Lucia Leyfield.</p>	<p>End of Year 2:</p> <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 Know about the work of a range of artists, craft makers and

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					paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.			designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
2	Spr	Earth Art	<ul style="list-style-type: none"> I can identify repeating patterns in Rangoli patterns I can identify repeating patterns in mandala patterns I can spot the symmetry in mandala patterns 	<ul style="list-style-type: none"> I know that natural materials can be used to make different mark making materials, including paints I can experiment with different ways to paint a rock I can comment on the colours of natural materials and how this can add to my artwork I can use given colours to finish a mandala pattern 	<ul style="list-style-type: none"> I can describe what a sculpture is I can comment on what different sculptures are made from I can use natural materials such as twigs and sticks to create a sculpture I can recreate Rangoli patterns using natural materials such as leaves I can use clay to create imprints of natural materials such as leaves I can describe what weaving is I can create a simple loom I can weave using interesting natural materials I can recreate a mandala using natural materials I can use natural materials to create a collage scene I know malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make texture, patterns and imprints include tree bark, 	<ul style="list-style-type: none"> I can name ways that rocks were used in ancient artworks I understand what is meant by 'abstract' artwork I can comment on the patterns created in woven rugs and tapestry I can discuss and explore mandalas with the class I can comment on the shapes, colours and patterns I can see in a mandala I know common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. 	<ul style="list-style-type: none"> Explore local sculpture trails e.g. at Westonbirt Arboretum. Create sculptures at Forest School using natural materials. Visit from a local artist. Children to have opportunities to express opinions and ask questions, talk about different styles and techniques of art, and express preferences. Create own art based on work seen. 	

					<p>leaves, nuts and bolts and bubble wrap.</p> <ul style="list-style-type: none"> • I know that a block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. • Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed onto paper as a wash. Charcoal can be used to create lines of different thicknesses and tones and can be rubbed onto paper and smudged. • I know natural forms of art are found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. 			
2	Sum	Henri Rousseau	<ul style="list-style-type: none"> • I can sketch and draw plants and flowers in the style of Rousseau • I can sketch and create a 'portrait-landscape' • I can use my imagination to generate ideas for my sketch • I know a sketch is a quickly-produced or unfinished drawing, which helps artists develop their 	<ul style="list-style-type: none"> • I can use natural materials to create prints • I can create prints inspired by Rousseau's paintings • Know a human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. • I know that the secondary colours are green, purple and orange. These colours 	<ul style="list-style-type: none"> • I can use paper to create a shoebox model of one of Rousseau's paintings • I can use paper and other materials to create a mask • I can use glue to help me attach different parts to my mask and/or model • I know art papers have different weights and textures. For example, 	<ul style="list-style-type: none"> • I can say who Henri Rousseau was and recall facts about his life • I can discuss a painting by Henri Rousseau • I can discuss and explain how I feel when looking at a Rousseau painting • I can discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape' • I know aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. 	<ul style="list-style-type: none"> • Explore the work of Henri Rousseau - online National Gallery. 	

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			<p>ideas.</p>	<p>can be made by mixing primary colours together.</p>	<p>watercolor paper is heavy and has a rough surface, drawing paper is medium weight and has a fairly smooth surface. Different media, such as or water colour paint, can be added to papers to reveal texture and the rubbing technique can be used to create a range of effects on different papers.</p>	<ul style="list-style-type: none"> • Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. 		
<p>Vocabulary Progression</p>			<p>EYFS pencil, pastel, charcoal, line, rubber, portrait, cut, stick, tape pull, push , on, below, next to above Brush paint mix palette dip, colour names</p>	<p>Y1 thick, thin, sketch, texture, roll, knead, sculpt(ure), texture, printing, technique, brush size, primary/secondary colours, gouge, scrape, construct, texture, construct, dye, style, cubism, artist, similarities, differences.</p>		<p>Y2 shade, smudge, blend, join, slip, form, malleable, shade, acrylic / poster / watercolor, artefact, mono-printing, motif, wash, join, natural, man-made, form, recycled.</p>		

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3	Aut	William Morris	<ul style="list-style-type: none"> I can recreate a wallpaper pattern in the style of William Morris I can explain what still life sketching is I can use soft, light sketching techniques to create a still life sketch I can adjust my pencil grip when sketching I can use careful observation skills to create a still life sketch I can make observations about different sketching mediums I understand how shading is linked to the light source in a drawing I can identify repeating patterns in wallpaper designs I know hatching, cross-hatching and shading are techniques artists use to add texture and form. 	<ul style="list-style-type: none"> I can describe the process of block printing I can explain how different colours are achieved when using block printing to create a design I can design and create a relief printing tile to be used for block printing I can use a printing tile I have made to create a repeating pattern I can identify why a print may not have come out correctly I can create a half drop pattern with my printing I know examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. I know a two-color print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again. 		<ul style="list-style-type: none"> I can find similarities and differences between the different works of William Morris I can analyse an existing piece of artwork using language associated with Art and Design I can describe what the Arts and Crafts movement was and explain why it was founded I can comment on why I had to make changes to my design 	<ul style="list-style-type: none"> Study William Morris, Georges Seurat and Delaunay Orphism <p>Visit from a local textile artists, e.g. The Boys Who Sew</p>	<p>End of Y6:</p> <ul style="list-style-type: none"> Pupils should show an increasing awareness of different kinds of art, craft and design. Pupils will learn about great artists, architects and designers Begin to create sketch books to record their observations and use them to review and revisit ideas. They learn about great artists, architects and designers. Improve their mastery of art and design techniques, including drawing with a range of materials Pupils develop their techniques, including their control and their use of materials, with creativity, and experimentation
3	Spr	Famous Buildings	<ul style="list-style-type: none"> I can create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling I can vary my shading further through my use of pressure I can comment on the patterns created in the architecture of St Basil's Cathedral I can recreate patterns using oil pastels and ink I can spot symmetry in 	<ul style="list-style-type: none"> I can comment on the colours in the design of St Basil's Cathedral and the effect it has on the design I can change the value of a colour by creating tints and shades I can create colour blocks using oil pastels 	<ul style="list-style-type: none"> I can choose materials I think would be suitable to make a sculpture or collage of a famous building I can use my folding and cutting skills to recreate a simplified sculpture of a building I know malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change 	<ul style="list-style-type: none"> I understand the role of an architect I can discuss the shapes and structures of famous buildings around the world I can say if I like or dislike the design of a building I can explore the work of Sir Christopher Wren and his design of St Paul's Cathedral I can choose elements of a building's design to fit a purpose I can follow a design brief in my own design of a building I know suggestions for improving or adapting artwork could include aspects 	<ul style="list-style-type: none"> Walk/explore Tyndale Monument as a local, famous building 	

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			<p>the designs of famous buildings</p> <ul style="list-style-type: none"> • I can use tracing to create a symmetrical piece of art • I can create texture in my artwork to reflect real-life buildings • I know preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. 		<p>into a new shape and may need to be cut and joined together using a variety of techniques.</p> <ul style="list-style-type: none"> • I know nature and natural forms can be used as a starting point for creating artwork. 	<p>of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.</p> <ul style="list-style-type: none"> • I know the work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. 	
3	Sum	Seurat and Pointillism	<ul style="list-style-type: none"> • I can give a good description of what pointillism is • I can experiment with a range of pointillism techniques • I can apply pointillism techniques using different mediums • I can evaluate techniques and mediums and say which one I prefer • I know artists draw, paint or sculpt human forms in active poses. 	<ul style="list-style-type: none"> • I can use a variety of tools to create a pointillism painting • I can use a variety of mediums to create a pointillism painting • I can identify primary and secondary colours and explain how secondary colours are made • I can identify tertiary colours on the colour wheel • I can identify complementary colours on the colour wheel • I can mix colours using the pointillism method • I can make decisions about the subjects and colours of my artwork, giving reasons for my choices • I know that an urban landscape is a piece of artwork that shows a view of a town or city. 		<ul style="list-style-type: none"> • I can explain who George Seurat was and why he was famous • I can state how I feel about a piece of artwork and justify my thoughts • I can experiment with a range of techniques and methods for creating Pointillism • I can state which method I prefer and why • I can name some Pointillist artists • I can identify Pointillism in pieces of art • I can give reasons for my choices of colour and subject in my artwork • I can apply what I have learnt about Pointillism to create my own piece of artwork • I can evaluate my finished artwork and compare it to that of my peers • I know explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. 	<p>Study the work of a range of famous artists: William Morris Frida Kahlo Georges Seurat / pointillism/ impressionism Sonia Delaunay/ Orphism Georgia O'Keeffe JMW Turner J Constable LS Lowry B Hepworth</p>

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4	Aut	Plant Art	<ul style="list-style-type: none"> I can use my observational skills to create a detailed sketch of part of a plant I understand that constant observation is important when creating a detailed sketch of a plant I understand that attention to detail is important when creating a detailed sketch of a plant I understand that patience is important when creating a detailed sketch of a plant I can discuss how to represent a plant as a piece of art I can follow simple instructions to create a more realistic sketch of a tree I can compare a sketch from my imagination, and a visually informed sketch and evaluate the differences 	<ul style="list-style-type: none"> I understand the difference between tints, shades and tones I can create tints, shades and tones to match a given colour I can use tints, shades and tones to create a piece of artwork I can transfer a sketching method into the medium of painting effectively I understand what depth in an artwork is I can use colour and size to create the illusion of depth in my artwork I know materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. 	<ul style="list-style-type: none"> I understand what a sculpture is and what different materials they can be made from I can define the differences between decorative and functional sculpture I understand how slip can be used to join two pieces of clay I can use tools to make marks in the clay for decorative purposes I can add or remove bits of clay to create detail I can make my own simple sculpture from clay I can use layers of different colour paper to create a collage with depth I know natural patterns from weather, water or animals skins are often used as a subject matter. 	<ul style="list-style-type: none"> I can identify an artwork that is visually pleasing to me I can give my personal opinion of different artwork I can listen to others' opinions of artworks, and try to see their point of view I can describe what a botanical illustration is and why they were first created I can discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork I understand how artists create the illusion of depth in their artwork I can design my artwork and give reasons for my choices I can use my previous experience of different mediums to make decisions about my artwork I know art can display interesting or unusual perspectives and viewpoints. I know artists use sketching to develop an idea over time. 	<p>Natural world Sketching of nature opportunities at Forest Schools, and from items collected or made at forest school</p> <p>Spirited Art competition - entries under Taking care of our world</p>	<p>End of Y6:</p> <ul style="list-style-type: none"> pupils will Learn about great artists, architects and designers. Pupils should show an increasing awareness of different kinds of art, craft and design. Begin to create sketch books to record their observations and use them to review and revisit ideas. They learn about great artists, architects and designers. Improve their mastery of art and design techniques, including drawing...with a range of material Pupils develop their techniques, including their control and their use of materials, with creativity, and experimentation
4	Spr	Sonia Delaunay		<ul style="list-style-type: none"> I can explain the difference between complementary and harmonious colours I can experiment with the use and effect of colours in their own artwork I can choose colours to use in my artwork based on if they are complementary or harmonious I know warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the 	<ul style="list-style-type: none"> I can experiment with coloured paper to create a collage I can make careful choices of the colours I use in my collage to create a complementary or harmonious effect 	<ul style="list-style-type: none"> I can remember facts about Sonia Delaunay I can express my opinion about an artist or artwork I can discuss and answer questions about an artist and their artwork I can describe what Orphism art is I can discuss and explain how Sonia Delaunay created a feeling of movement in her artwork I can explain my opinion of Sonia Delaunay's fashion designs I can create my own designs in the style of Sonia Delaunay I can recognise the influence Sonia 		

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				<p>foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.</p>		<p>Delaunay's work has had on both fashion and modern art</p> <ul style="list-style-type: none"> • I know historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. • I understand that artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.
4	Sum	Recycled Art	<ul style="list-style-type: none"> • I can be inspired by a material's texture and pattern • I know pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. 	<ul style="list-style-type: none"> • I can be inspired by a material's colours • I can experiment with and observe how different paints create different effects in my artwork • I can select a suitable type of paint to decorate and finish my artwork 	<ul style="list-style-type: none"> • I can experiment with different ways I can join materials to make a 3-D piece of art • I can select a suitable joining method when working with different materials • I can look at different materials and make suggestions about how I could use them in my artwork • I can use a material's existing shape to inspire my artwork • I can create a simple animal sculpture from recycled materials • I know techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. 	<ul style="list-style-type: none"> • I can explore different pieces of recycled art • I can comment on the message that a piece of art might be portraying • I can say if I like or dislike a piece of art and why • I understand that constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. • I know art can be developed that depicts the human form to create a narrative.

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5	Aut	Chinese Art	<ul style="list-style-type: none"> I can use visual information to make sketches of different styles of traditional Chinese art I can explain the importance of lines in Chinese art in relation to the Four Gentlemen I can use drawing and shading skills to recreate a terracotta warrior I can identify patterns, images and styles associated with Ming porcelain I can follow simple instructions to draw a Chinese dragon I understand that I can use construction lines to map out the basic shape of my sketches I understand what a light source is and how this affects shading I can practise my shading in relation to a light source I know a portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. 	<ul style="list-style-type: none"> I can identify some colours commonly used in Chinese art I can discuss and describe different brushstrokes used in artwork and how they might have been created I can practise a variety of brushstrokes to improve technique I can apply my brush control when creating artwork I understand the importance of line and brushstrokes in Chinese Art I can create Chinese calligraphy characters using the correct brushstroke sequence I can begin to use different paints and inks for different purposes I know an ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. 	<ul style="list-style-type: none"> I can use simple rolling and pinching techniques to manipulate salt dough I can form simple shapes to create the base of my model I can attach two pieces of salt dough with the help of materials such as matchsticks to reinforce joints I can add pieces of salt dough to my base to create relief details I can use tools to create details in my salt dough or clay model I can carve a piece of clay to create the shape of my terracotta warrior I can use tools to help me shape and manipulate my clay I can add clay to my model to get the correct shape 	<ul style="list-style-type: none"> I can identify and record sketches of some themes commonly used in traditional Chinese art I can discuss traditional Chinese artwork and say what I think and feel about it I understand the significance of the dragon in Chinese culture I can explain what the Terracotta Army is and why it is famous I know when the Ming dynasty was in power and why their porcelain is famous I know preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like I know ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. 	Explore Chinese Art at Bristol Museum.	<p>End of Y6:</p> <ul style="list-style-type: none"> pupils will Learn about great artists, architects and designers. Pupils should show an increasing awareness of different kinds of art, craft and design. Begin to create sketch books to record their observations and use them to review and revisit ideas. They learn about great artists, architects and designers. Improve their mastery of art and design techniques, including drawing...with a range of material Pupils develop their techniques, including their control and their use of materials, with creativity, and experimentation
5	Spr	Frida Kahlo	<ul style="list-style-type: none"> I can describe the general proportions of a face I can use my knowledge of proportions to complete a self-portrait I understand that I can use light guidelines for my sketches to help structure my sketches I can use light sketching lines to create my portrait 	<ul style="list-style-type: none"> I can analyse aspects of a painting including mood and colour I can add paint to a sketched self-portrait to add colour and detail I can choose colours to express aspects of my personality I can choose colours to express aspects of communities I belong to 		<ul style="list-style-type: none"> I can describe who Frida Kahlo is and give a brief summary of her work I can give my opinion of a painting or artist, giving reasons for my ideas I can describe the differences between a portrait and a self-portrait I can describe aspects of Mexican folk art I can identify aspects of the Mexican culture in Kahlo's artwork 		

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						<ul style="list-style-type: none"> • I can describe the aspects of the surrealist movement • I can express my opinion of surrealism in paintings • I can apply aspects of surrealism to my own artwork • I understand that ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. 	
5	Sum	Street Art	<ul style="list-style-type: none"> • I can use sketching and shading to add details to my designs 	<ul style="list-style-type: none"> • I can select contrasting colours using the colour wheel to help me • I can choose colours to create the biggest 'standout' effect • I can use impression printing to create a piece of repeated printed artwork • I can create a stencil • I can use a stencil to create a piece of artwork • I can use more than one stencil to create a layered effect in my artwork 		<ul style="list-style-type: none"> • I can take part in a discussion about graffiti and if it is an art form or not • I can design my own tag reflecting what I have seen in existing artwork • I can experiment with the size, value and shape of my designs in my sketchbook • I can use my sketchbook to create designs for street art in a specific area • I can discuss the messages that are portrayed in some pieces of art • I can create my own piece of satirical artwork • I can explore the work of Banksy • I know various techniques can help me to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects. • I know similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. Visual elements include line, light, shape, colour, pattern, tone, space and form. 	Explore examples of Banksy's work in Bristol.

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6	Aut	Landscape Art	<ul style="list-style-type: none"> I can use vanishing points, horizon lines and construction lines to create perspective in my artwork I can sketch a landscape using linear perspective. I can use lines and patterns to create abstract artwork I know that line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross hatching. Tone is the relative lightness and darkness of a colour. 	<ul style="list-style-type: none"> I can experiment with different watercolor techniques to create effects I can paint a landscape using watercolors I can experiment with a variety of mediums, including watercolors and pastels, to explore how the medium changes the effect of a landscape I can create tints and shades using a variety of different mediums I can use tints and shades to create atmospheric perspective I know that printmakers create artwork by transferring paint, ink or other art materials from one surface to another. Use the work of a significant printmaker to influence artwork. 	<ul style="list-style-type: none"> I can explain what collage is and how tearing paper can be used to create different effects I can create a torn paper collage of a landscape scene I can use different parameters to create torn paper collages, e.g. by altering the size of the paper I am using I know imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world. I know that perspective is the art of representing 3-D objects on a 2-D surface. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). 	<ul style="list-style-type: none"> I can identify vanishing points and horizon lines in landscape paintings I can explain how artists use linear and atmospheric perspective in their artwork I can comment on abstract landscapes and explain what I feel about them I can create a selection of lines and patterns in my sketchbook to inform my artwork I can discuss landscape artwork by famous artists, saying what I think and feel about them I can identify which medium has been used to create a piece of art I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with. I know that different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. I know that works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. 	<p>Human form Children visit the Chipping Sodbury Nativity scene festival to see the many and varied ways of representing an idea in 2D and 3D</p> <p>Creativity Spirited Art competition (run by Gloucestershire Diocese)</p> <p>Visits to Bristol Art Museum with in depth picture study.</p> <p>Roman pottery artefacts from Corinium museum (replicas) and real pottery items are seen at the museum</p>	<p>End of Y6:</p> <ul style="list-style-type: none"> pupils will Learn about great artists, architects and designers. Pupils should show an increasing awareness of different kinds of art, craft and design. Begin to create sketch books to record their observations and use them to review and revisit ideas. They learn about great artists, architects and designers. Improve their mastery of art and design techniques, including drawing...with a range of material Pupils develop their techniques, including their control and their use of materials, with creativity, and

6	Spr	Sculpting Vases	<ul style="list-style-type: none"> • I can sketch designs to build up a portfolio of ideas • I can take the light sources into account when sketching vases • I can use my preferred shading technique to include dark areas in my sketches • I can include the patterns and shapes in my sketches of vases • I can make detailed observations to sketch vases from different viewpoints 	<ul style="list-style-type: none"> • I can make appropriate choices when decorating vases • I understand how to create different effects using materials • I can make decorative colour and pattern choices to fit a given theme 	<ul style="list-style-type: none"> • I can practise techniques and the effects they create before attempting my final design • I can choose and use appropriate techniques in my clay work • I can choose appropriate tools to add details to my design • I can add clay to create details for my design • I can experiment and develop my control of tools and techniques • I can choose tools, techniques and details which are most appropriate for my design • I can use slabs of clay to create a container • I can use the pinching technique to create a container • I can work with control and accuracy • I can follow a design to create a vase • I know that a relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background. 	<ul style="list-style-type: none"> • I can identify different features of a vase's design • I can describe and assess vases made by designers • I can gather ideas for use in my own work • I can incorporate design ideas or themes into my own designs • I can identify ways in which I could improve my work • I can evaluate and adjust my designs • I understand that in conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. • I know that a 3-D form is a sculpture made by carving, modelling, casting or constructing. • I know that strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. 	<p><i>Spirited Art competition - entries under Taking care of our world</i></p>	experimentation
6	Sum	Express Yourself	<ul style="list-style-type: none"> • I can use sketching to represent different illustrated facial expressions • I can make careful and precise observations to inform my sketching • I can describe how lines and fonts can express an idea • I can make choices based on different lines and fonts to create a desired effect • I can use different pressures and thicknesses to create a desired effect • I can use grids to help me achieve the correct proportions in my sketches based on photographs 	<ul style="list-style-type: none"> • I can explain how colour can help to express different aspects of someone's personality • I can identify emotions they feel, linked to a colour • I can use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory • I can experiment with using my fingerprints to create a unique piece of artwork • I can vary the pressure and amount of paint I use when printing using my fingers to create different effects • I can use overlapping and layering to create shadow in 	<ul style="list-style-type: none"> • I can use wire to create a sculpture of a person • I can convey an emotion or specific body language in my wire sculpture • I know some artists use text or printed images to add interest or meaning to a photograph. • I understand that environmental art addresses social and political issues relating to natural and urban environments. 	<ul style="list-style-type: none"> • I can respond and comment on different pieces of artwork • I can discuss and comment on Kandinsky's colour theory • I can discuss and give my opinions on Chuck Close's painting techniques • I know that in art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. • I know that a mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are 		

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				<p>my painting</p> <ul style="list-style-type: none"> I know that a tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. 		<p>related to each other and placed together to create a single image.</p> <ul style="list-style-type: none"> I know that abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece. 		
<p>Vocabulary Progression</p>	<p>Y3 pencil grade, record, media, medium, tone, composition, line, cross hatch, horizontal, vertical blocking in, wash, water-cooler wash, thickened paint, acrylic, bleed, cool colours, warm colours, neutral colours, contrast, opaque, translucent, transparent, palette, rotate, spectrum variety, design, symmetrical, asymmetrical, reflection</p>	<p>Y4 pencil pressure, proportion, features, images, information, contour lines, face map, guidelines, highlight, silhouette, still life, study colour match, apply, detail, effect, monochromatic colour, resist, still life, theme refine, resist printing, poly-block printing, block, canvas needle, thread, button, repair, accurate, embellish mod-roc, wetting, blending, additive technique, bust, carving, embellish</p>	<p>Y5 calligraphy, chiaroscuro, depth, emphasis, focal point, foreground, middle ground, foreshortening, found object, geometric, gesture, horizon source material, photograph, found objects, concentration, development of ideas, small elements, analogous colours, harmonious colours,, layering print, alter, modify batik, wearable art, wax resist, applique</p>	<p>Y6 manipulate, experiment, light, shade, vanishing point, sfumato, aerial perspective shade, tint, implements, preliminary study, test media, impasto, wet-in-wet pin, running stitch, product</p>				