



Art and Design - EYFS to Year 6

National Curriculum

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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, they should be able 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.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Subject Content

Early Learning Goals

Physical Development

Fine Motor Skills

- * Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- * Use a range of small tools, including scissors, paintbrushes and cutlery.
- * Begin to show accuracy and care when drawing.

Expressive Arts and Design

Creating with Materials

- * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- * Share their creations, explaining the process they have used.

Key Stage 1

Pupils should be taught:

- 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

Key Stage 2

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:

- 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, paint, clay]
- about great artists, architects and designers in history

Art & Design Disciplines at Kings Oak Primary Learning Centre

We have identified the key disciplines within the Art & Design Curriculum as: Painting, 3D Sculpture and Drawing. These disciplines have been mapped out throughout our curriculum to ensure that there is progression between the year groups in which they are taught. **Drawing will be taught in Autumn 1, painting will be taught in Spring 1 and sculpture will be taught in Summer 1. For Foundation Stage Painting will be taught in Autumn 1, Sculpture in Spring 1 and Drawing in Summer 1.**

Each year group will focus on three particular artists as a way to develop their skills and knowledge. Other artists can be included in the teaching and learning where the teacher feels it would be beneficial or of interest to the children.

The use of sketchbooks and Kings Oak Primary Learning Centre

The use of sketchbooks is to develop and record ideas across all Art and Design disciplines. Children will record their analysis of artists' work, develop their own skills and make notes for future use in their sketchbooks. This is not where children will complete their final piece of work.

Foundation Stage 1 – Skills to be covered during Continuous Provision


| | Drawing | Painting | Sculpture |
|--|--|---|--|
| | <p>I can create closed shapes with continuous lines and begin to use these shapes to represent objects. I know how to <u>draw</u> a <u>circle, square</u> and <u>triangle</u>. I know how to draw a house using a square and a triangle.</p> <p>I can draw with increasing complexity and detail such as representing a face with a circle and including details. I know how to <u>draw</u> a <u>face with eyes nose and a mouth</u>.</p> <p>I can use a comfortable grip when holding pens and pencils. I know how to hold a <u>pen</u> or <u>pencil</u> with one hand moving towards a tripod grip</p> <p>I can use a variety of materials and tools to mark make. I know how to use <u>pencils, paint, sticks, chalk, water, feathers, crayons</u> to experiment with mark making.</p> <p>I can make marks spontaneously using lines, curves and shapes. I know how to make <u>lines, curves</u> and <u>shapes</u> in response to a stimulus – <u>Wiggle me into a squiggle</u></p> | <p>I can use large-muscle movements to paint and make marks. I know that <u>marks</u> can be made into sand, flour, glitter etc and onto the ground using liquids and tools.</p> <p>I can use one-handed tools and equipment. I know how to hold a large paint brush.</p> <p>I can explore colour and colour mixing. I know how to <u>mix</u> two colours and talk about what they see happen, using <u>ready mix paints</u> using primary colours and white. I know the names of the colours <u>red, blue, green, white, pink, orange, purple, green</u>.</p> <p>I can explore techniques to create spontaneous pattern. I know how to use techniques such as <u>rolling, splashing, dripping</u> on different surfaces.</p> <p>I can experiment with printed patterns. I know now how to <u>print</u> using a variety of objects: <u>body parts, sponges, fruit and vegetables</u>.</p> | <p>I can explore a range of malleable materials to make models or pictures. I know how to <u>shape, mould</u> and <u>cut</u> <u>playdough, plasticine, clay, salt dough</u>, cooking materials – Dough Disco</p> <p>I can join different materials. I know how to use <u>adhesives</u> – stick and PVA. I know now how to apply <u>PVA glue</u> using a <u>spreader</u>. I know materials will adhere to glue and will fall from other areas.</p> <p>I can use one-handed tools and equipment I know how to hold and manipulate <u>scissors</u>. I know how to use scissors to make <u>collage</u> using <u>fabric paper, tissue, crepe</u> etc.</p> <p>I can explore different textures. I know that materials can be <u>rough</u> and <u>smooth</u> by exploring materials in the water tray: <u>rice, flour, water, sand</u>, etc</p> |

Foundation Stage 2 – Skills to be covered during Continuous Provision

| | Drawing | Painting | Sculpture |
|--|---|--|---|
| | <p>I can develop observational skills to draw objects with increasing accuracy.</p> <p>I know how to draw a happy or sad face with <u>eyes, nose, mouth, ears and hair</u>.</p> <p>I know how to represent the human body using simple shapes.</p> <p>I know how to <u>observe</u> and <u>draw</u> simple <u>still life</u> objects.</p> <p>I can make marks that include anticlockwise movements and retracing lines</p> <p>I know how to make lines, curves and shapes in response to a stimulus – Squiggle while you wiggle</p> <p>I can use a tripod grip with good control when holding pens and pencils</p> <p>I know how to hold a pen or pencil with a firm tripod grip</p> | <p>I can use paint and brushes with increasing control</p> <p>I know that I must change my <u>grip</u> to hold different sized <u>paint brushes</u> firmly.</p> <p>I know that the bigger the paint brush, the bigger the mark that it can make.</p> <p>I can explore colour and colour mixing.</p> <p>I know how to <u>mix colours</u> and talk about what I see happen using <u>ready mix paints</u> in <u>primary colours, white and black</u>.</p> <p>Know the names of the colours <u>red, blue, green, white, pink, grey, orange, purple, green and brown</u>.</p> <p>I can add texture to artwork by adding materials to paint.</p> <p>I know that adding <u>sand</u> and <u>glitter</u> will make the <u>texture rough</u>.</p> <p>I know that adding glue will make the <u>texture thicker</u>.</p> <p>I know a range of <u>textures including smooth, bumpy, rough, soft, and hard</u>.</p> <p>I can create simple repeating patterns by printing with an object.</p> <p>I can use a variety of objects to <u>print</u> and <u>create patterns</u>.</p> <p>I know that a pattern can be created by <u>printing repeatedly</u></p> <p>I know that patterns can be created by using <u>limited colours</u> – 2 colours to complete a pattern using a square stamp.</p> | <p>I can use recycled materials to create art.</p> <p>I can explore a range of malleable materials to make models or pictures.</p> <p>I know <u>malleable</u> materials include <u>play dough, plasticine, salt dough and cooking materials</u>.</p> <p>I know how to <u>shape</u> and <u>mould</u> by <u>applying pressure</u> with my hands.</p> <p>I know how to cut malleable materials. cooking materials.</p> <p>I know that <u>squashing</u> and <u>pinching</u> malleable materials together can change the affect.</p> <p>I can use simple tools to begin to shape malleable materials</p> |


Drawing

Foundation 1 (Summer Term)

| Focus | Knowledge | Skills | Vocabulary |
|---|---|---|--|
| <p data-bbox="203 363 349 387">Minibeasts</p>  | <p data-bbox="553 432 1106 456">I know what a circle and a square look like</p> <p data-bbox="553 499 1189 523">I know I can draw shapes using lines and curves</p> <p data-bbox="553 566 1245 627">I know that I can use shapes to represent objects e.g circle for a face</p> <p data-bbox="553 670 1279 730">I know that I can add detail (dots for eyes, lines for legs) to my shapes to improve my drawing</p> | <p data-bbox="1305 400 1704 461">I can use a comfortable grip to hold a pen/pencil</p> <p data-bbox="1305 499 1738 560">I can draw horizontal and vertical lines</p> <p data-bbox="1305 603 1720 663">I can create closed shapes with continuous lines</p> <p data-bbox="1305 707 1704 767">I can use the shapes I draw to represent objects</p> <p data-bbox="1305 810 1727 900">I can draw some detail such as representing a face with a circle and including some details</p> | <p data-bbox="1794 400 1888 592">Square Circle Line Shape Dot Detail</p> |


Drawing

Foundation 2 (Summer Term)


| Focus | Knowledge | Skills | Vocabulary |
|--|---|---|---|
| <p data-bbox="203 352 499 384">Drawing still life plants</p>  | <p data-bbox="521 384 1256 416">I know how to hold pens/pencils in the correct tripod grip</p> <p data-bbox="521 453 1205 517">I know that I should use my observation skills before drawing an object I can see</p> <p data-bbox="521 553 1173 617">I know that I can draw lines, curves and shapes to represent objects I can see</p> <p data-bbox="521 654 1256 718">I know what a circle, square, rectangle, oval and triangle looks like</p> <p data-bbox="521 754 1234 786">I know that I can add detail to my drawing to improve it</p> <p data-bbox="521 823 1137 855">I know that I can change and refine my drawing</p> | <p data-bbox="1294 384 1715 448">I can use a tripod grip with good control</p> <p data-bbox="1294 485 1753 549">I can talk about the details I see on an object before I draw it</p> <p data-bbox="1294 585 1738 649">I can draw horizontal, vertical and curved lines</p> <p data-bbox="1294 686 1653 750">I can draw a circle, square, rectangle, oval and triangle</p> <p data-bbox="1294 786 1697 850">I can use lines and dots to add detail to my drawing</p> | <p data-bbox="1785 384 1928 751">Circle Square Rectangle Oval Triangle Line Curve Dot Detail Still life Pencil grip</p> |

Autumn 1: Drawing


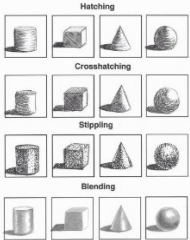
Year 1

| Artist focus | Knowledge | Skills | Vocabulary |
|--|---|---|---|
| <p>Henri Matisse (1869-1954)</p> <p>Other Artists: Frank Gehry, Vincent Van Gogh.</p>  <p>Drawing textures KS1 Primary - BBC Bitesize</p> | <p><u>Key observations to highlight</u></p> <ul style="list-style-type: none"> • He is a draughtsman, sculptor and painter • His sketches are made up of lines. • Only one colour used in his drawings (black) <p>I know how to make lines using pencils.</p> <p>I know that light pencil marks are easier to remove than other media.</p> <p>I know that rubbers are used to remove pencil marks. I know that applying less <u>pressure</u> will make a lighter pencil mark.</p> <p>I know that lines can be used to create <u>texture</u>.</p> <p>I know that lines (straight, curved), patterns and shapes (rectangles, circular shapes) can be used to create texture.</p> | <p>I can identify Henri Matisse's work by describing its features.</p> <p>I can experiment with and control a pencil to make lines.</p> <p>I can draw on different surfaces with a range of media.</p> <p>I can remove pencil lines with a rubber.</p> <p>I can investigate <u>textures</u> by describing and copying.</p> <p>I can recognise types of lines and shapes from observations (straight, curved lines and rectangular and circular shapes) and re-create them to create <u>texture</u>.</p> <p>I know how to incorporate techniques of great artists alongside my own personal style for my pieces.</p> | <p>architect- a person that designs buildings</p> <p>abstract- does not represent what the subject actually looks like</p> <p>media – the material used</p> <p>texture – how something feels</p> <p>pressure – a force upon a surface</p> |


Year 2

| Artist focus | Knowledge | Skills | Vocabulary |
|--|---|--|---|
| <p>Barbara Hepworth (1903-1973)</p> <p>Other artists: Edward Hopper, Paul Cezanne, Georges Seurat.</p>  <p>How to Draw a Cube: 3 Different Ways and Perspectives (letsdrawthat.com)</p> | <p><u>Key observations to highlight</u></p> <ul style="list-style-type: none"> • She was an artist and a <u>sculptor</u>. • She drew the sculptures that she would make • Her artwork usually has smooth shapes and curved lines. <p>I know how to make lines using pencils, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>I know that adding more <u>pressure</u> will create a darker <u>tone</u>.</p> <p>I know that I can move my hand closer to the nib to increase the <u>pressure</u>.</p> <p>I know that I can move my hand further away from the <u>nib</u> to decrease the pressure.</p> <p>I know how to draw a rectangle with curved lines.</p> <p>I know how to add <u>depth</u> by drawing three lines.</p> <p>I know that adding shadows to the part of the <u>cube</u> that is further away will add <u>depth</u>.</p> | <p>I can identify Barbara Hepworth's work by describing its features.</p> <p>I can control the types of marks made with the range of media</p> <p>I can create a range of <u>tone</u> using a pencil to make light/ dark lines to sketch lightly.</p> <p>I can combine light and dark shadows to create add <u>depth</u>.</p> <p>I can draw simple <u>three-dimensional cubes</u>.</p> <p>I know how to incorporate techniques of great artists alongside my own personal style for my pieces.</p> | <p><u>abstract</u>- does not represent what the subject actually looks like</p> <p><u>sculpture</u> – the art or craft of making statues or other objects by carving, chiseling, or molding.</p> <p><u>media</u> – the material used</p> <p><u>tone</u> – how light or dark something is</p> <p><u>depth</u> – creating something that looks three-dimensional on a two-dimensional space.</p> <p><u>pressure</u> – a force upon a surface</p> <p><u>three-dimensional</u> – having or appearing to have length, breadth, and depth</p> <p><u>two-dimensional</u> - having or appearing to have length and breadth but no depth</p> <p><u>nib</u> – the part of the pencil used for writing</p> |



Year 3

| Artist focus | Knowledge | Skills | Vocabulary |
|---|---|--|--|
| <p>Stephen Wiltshire (1974 -)</p> <p>Who is Stephen Wiltshire? KS2 Art and Design Primary - BBC Bitesize</p> <p>Other artists: Edward Hopper, Paul Cezanne, Georges Seurat.</p>  | <p><u>Key observations to highlight</u></p> <ul style="list-style-type: none"> • He draws <u>landscape</u> from memory after seeing them once. • He draws <u>cityscapes from a perspective</u> • Uses horizontal and vertical lines • Hatching and cross-hatching <p>Refer to years 1 and 2.</p> <p>I know that using <u>hatching</u>, <u>cross-hatching</u>, <u>stippling</u> and <u>blending</u> will create <u>tone</u>.</p> <p>Refer to year 2.</p> | <p>I can identify Stephen Wiltshire's work by describing its features.</p> <p>I can select appropriate drawing materials from a range of media.</p> <p>I can begin to use a variety of drawing techniques to create <u>tone</u>.</p> <p>I can draw simple images in the third - dimension.</p> <p>I know how to incorporate techniques of great artists alongside my own personal style for my pieces.</p> | <p>landscape -</p> <p>cityscape – a city landscape</p> <p>horizontal - the area of land that can be seen from one point</p> <p>vertical – straight up and down</p> <p>horizontal – left to right</p>  <p>three-dimensional – having or appearing to have length, breadth, and depth</p> <p>perspective - the way things are seen from a particular point of view</p> <p>tone – how light or dark something is</p> |


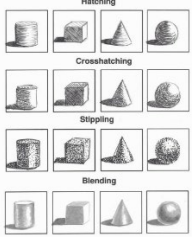
Year 4

| Artist focus | Knowledge | Skills | Vocabulary |
|--|--|--|---|
| <p>Vincent Van Gogh (1853-1890)</p> <p>Other artists: John Sargent, Egon Schiele, Leonardo Da Vinci.</p> <p>Who is Vincent van Gogh? Tate Kids</p>  | <p><u>Key observations to highlight</u></p> <ul style="list-style-type: none"> • Effective and <u>emotive use of colour</u>. • Brushstrokes are broken up. • He used the places that he had been for inspiration. <p>Refer to years 1 and 2.</p> <p>Refer to year and 3.</p> <p>I know perspective helps to make two-dimensional drawings look three-dimensional.</p> <p>I know that items look further away the smaller they are on the page.</p> <p>I know that items look clearer the bigger they are on the page.</p> | <p>I can identify Van Gogh's work by describing its features.</p> <p>I can select appropriate drawing materials from a range of <u>media</u>.</p> <p>I know how to use light/dark shading with a pencil while continuing to investigate <u>tone</u> by drawing light/dark lines, light/dark patterns (e.g.hatching)</p> <p>I know how to develop further drawings using <u>perspective</u>, <u>scale</u> and <u>horizon</u>.</p> <p>I know how to incorporate techniques of great artists alongside my own personal style for my pieces.</p> | <p><u>emotive use of colour</u> – colours that influence emotions</p> <p><u>media</u> – the material used</p> <p><u>tone</u> – how light or dark something is</p> <p><u>perspective</u> - the way things are seen from a particular point of view</p> <p><u>scale</u> – the size of one whole object in relation to another whole object</p> <p><u>horizon</u> – a horizontal line drawn across a picture</p> |

Year 5

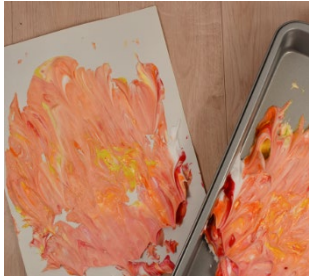
| Artist focus | Knowledge | Skills | Vocabulary |
|---|--|---|---|
| <p>Focus artist: Henry Moore (1898-1986)</p> <p>Other artists: Russ Mills.</p>   | <p><u>Key observations to highlight</u></p> <ul style="list-style-type: none"> Inspired by nature Bumpy forms hollow spaces Scratchy dark drawings Drawings capture the feelings of anxiety that people must have felt <p>I know that H stands for 'hard' and is the level of hardness. I know that H pencils are ideal for precise drawings with detail.</p> <p>I know that B stands for 'blackness' and is the level of blackness. I know that B pencils are ideal for blending and graduated shading.</p> <p>I know that <u>tone</u> is used to show the way that light falls on an object. I know that the lightest parts are highlights and the darkest parts are shadow.</p> <p>Refer to year 4.</p> | <p>I can identify Henry Moore's work by describing its features.</p> <p>I know how to experiment with different <u>grades of pencil</u> to achieve variations in <u>tone</u> and make marks on a range of <u>media</u>.</p> <p>I can develop line, <u>tone</u>, pattern and <u>texture</u>.</p> <p>I can consider <u>perspective</u>, <u>horizon</u> and <u>scale</u> within my drawings.</p> <p>I know how to incorporate techniques of great artists alongside my own personal style for my pieces.</p> | <p><u>hollow spaces</u> – holes in the art work</p> <p><u>grades of pencil</u> – how hard/soft and black a pencil is on the surface</p> <p><u>media</u> – the material used</p> <p><u>tone</u> – how light or dark something is</p> <p><u>perspective</u> - the way things are seen from a particular point of view</p> <p><u>scale</u> – the size of one whole object in relation to another whole object</p> <p><u>horizon</u> – a horizontal line drawn across a picture</p> <p><u>texture</u> – how something feels</p> |

Year 6

| Artist focus | Knowledge | Skills | Vocabulary |
|--|---|---|--|
| <p>Liz Ahmet</p> <p>Other artists: Edgar Degas, William Turner</p>  | <p><u>Key observations to highlight</u></p> <ul style="list-style-type: none"> • She created portraits of women from sketching and scribbled lines • She created perfectly detailed, expressive, and dynamic portraits • She used various mediums experimenting with pencils, pens, acrylics <p>Refer to years 1 and 2 for choices.</p> <p>I know how to use <u>hatching</u>, <u>cross-hatching</u>, <u>stipling</u> and <u>blending</u> to create <u>tone</u> and <u>texture</u>.</p> <p>I know that <u>perspective</u> and <u>scale</u> and help my drawings to look <u>realistic</u>.</p> | <p>I can identify Liz Ahmet's work by describing its features.</p> <p>I can use 2/3 different <u>media</u> and combine them to create effect.</p> <p>I can use different techniques for different purposes in my own work and explain why I have made that choice.</p> <p>I can use <u>perspective</u> and <u>scale</u> in my sketches.</p> <p>I know how to incorporate techniques of great artists alongside my own personal style for my pieces.</p> |  <p>media – the material used</p> <p>tone – how light or dark something is</p> <p>texture – how something feels</p> <p>perspective - the way things are seen from a particular point of view</p> <p>realistic – represents what the subject actually looks like</p> <p>scale – the size of one whole object in relation to another whole object</p> |


Painting

Foundation 1 (AutumnTerm)

| Focus | Knowledge | Skills | Vocabulary |
|--|--|--|---|
| <p data-bbox="203 408 510 472">Colour mixing – Bonfire night</p>  | <p data-bbox="533 440 1234 504">I know what a paintbrush is and how it can be used to make marks</p> <p data-bbox="533 544 1256 608">I know the names of the colours red, blue, green, white, pink, orange, purple, green.</p> <p data-bbox="533 647 1256 711">I know how to mix two colours and talk about what I see happen.</p> <p data-bbox="533 751 1144 815">I know that paintings can be used to represent movement or loud noises</p> <p data-bbox="533 855 954 887">I know how to hold a paintbrush</p> <p data-bbox="533 927 1256 991">I know how to use techniques such as rolling, splashing, dripping</p> | <p data-bbox="1301 440 1738 504">I can hold a paintbrush with some control to make marks</p> <p data-bbox="1301 544 1727 639">I can select the colour of paint to represent my thoughts, feelings and ideas</p> <p data-bbox="1301 679 1749 743">I can mix two colours together and say what happen</p> <p data-bbox="1301 783 1727 847">I can use tools to splash, roll and drip.</p> | <p data-bbox="1787 440 1928 807">Paintbrush Paint Mix Red Blue Green White Pink Orange Purple Green</p> |

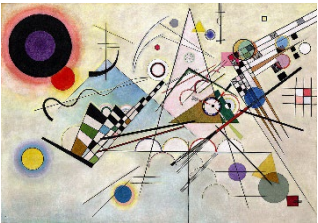
Painting

Foundation 2 (AutumnTerm)




| Focus | Knowledge | Skills | Vocabulary |
|--|--|--|--|
| <p data-bbox="203 523 439 587">Exploring feelings through colour</p>  | <p data-bbox="521 523 1155 587">I know that some colours can represent different emotions</p> <p data-bbox="521 627 1249 691">I know that I can express my ideas and feelings through my paintings</p> <p data-bbox="521 730 1249 794">I know the names of the colours red, blue, green, white, pink, orange, purple, green.</p> <p data-bbox="521 834 1059 866">I know how to hold a paintbrush correctly</p> <p data-bbox="521 898 1249 962">I know that I must change my grip to hold different sized paint brushes firmly.</p> <p data-bbox="521 1002 1205 1066">I know that the bigger the paint brush, the bigger the mark that it can make.</p> <p data-bbox="521 1137 1227 1201">I know that two colours can be mixed to make another colour</p> <p data-bbox="521 1241 1149 1305">I know that I can change, develop and refine my paintings</p> | <p data-bbox="1294 523 1731 587">I can hold a paintbrush with good control</p> <p data-bbox="1294 627 1664 691">I can change my grip to use different sized paintbrushes</p> <p data-bbox="1294 730 1731 826">I can select the colour of paint to represent my thoughts, feelings and ideas</p> <p data-bbox="1294 866 1753 930">I can mix two colours together and say new colour has been made</p> | <p data-bbox="1785 563 1955 994">Paintbrush Paint palette Paint Mix Red Blue Green White Pink Orange Purple Green Feelings</p> |

Spring 1: Painting


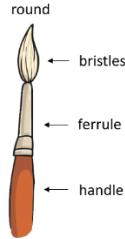
Year 1

| Artist focus | Knowledge | Skills | Vocabulary |
|--|--|--|--|
| <p>Kandinsky (1866-1944)</p> <p>Who was Wassily Kandinsky? KS1 Primary - BBC Bitesize</p> <p>Paul Klee, Franz Marc, Pablo Picasso.</p>  | <p>Key observations to highlight</p> <ul style="list-style-type: none"> • He used colours, shapes and lines to <u>express emotions</u>. • His work was <u>abstract</u>. • He was inspired by music. <p>I can increase the <u>thickness</u> of my mark by choosing a thicker brush. I can decrease the <u>thickness</u> of my mark by choosing a thinner brush.</p> <p>I can increase the <u>thickness</u> of my mark by applying more <u>pressure</u>. I can decrease the <u>thickness</u> of my mark by applying less <u>pressure</u>. I can increase the <u>pressure</u> by moving my hand closer to the brush. I can decrease the <u>pressure</u> by moving my hand further away from the brush.</p> <p>I know that red, yellow and blue are the <u>primary colours</u>.</p> | <p>I can identify Kandinsky's work by describing its features.</p> <p>I can experiment with a variety of <u>media</u>.</p> <p>I can use a paintbrush correctly to create different marks.</p> <p>I can name and select <u>the primary colours</u>.</p> | <p><u>abstract</u>- does not represent what the subject actually looks like</p> <p><u>media</u> – the material used</p> <p><u>thickness</u> – the width of the strokes used</p> <p><u>pressure</u> – a force upon a surface</p> <p><u>primary colours</u> – cannot be made using other colours and are red, blue and yellow.</p> |


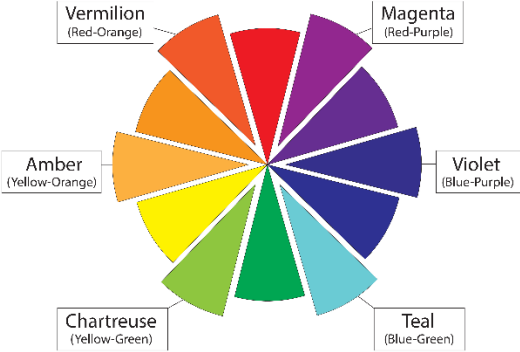
Year 2

| Artist focus | Knowledge | Skills | Vocabulary |
|--|---|---|--|
| <p>Paul Klee</p>  | <p>Key observations to highlight</p> <ul style="list-style-type: none"> • A variety of bright colour • A variety of types of paint • A variety of different shapes <p>I know that I can darken or lighten a colour by adding black or white paint.</p> <p>I know that purple, orange and green are <u>secondary colours</u>.</p> <p>I know that mixing blue and yellow makes green. I know that mixing red and yellow makes orange. I know that mixing blue and red makes purple.</p> <p>I know how to create rectangles, triangles and circles on a page using flat and liner brushes</p> <p>I know that a flat brush</p> <ul style="list-style-type: none"> • is good for blocking in colours quickly • can create streaky effects • good for sharpening edges but not as good as the angled brush. <p>I know that a liner brush</p> <ul style="list-style-type: none"> • is good for fine lines. | <p>I can identify Klee's work by describing its features.</p> <p>I can lighten or darken a paint (mixed paint).</p> <p>I can name and select a range of secondary colours.</p> <p>I can mix a range of secondary colours moving towards predicting resulting colours.</p> <p>I can create <u>two-dimensional</u> shapes on a page using a flat and liner brush.</p> | <p>secondary colours – a colour made from mixing two primary colours which are green, orange and purple.</p> <p>two-dimensional - having or appearing to have length and breadth but no depth</p> <p>liner brush</p> <p>liner</p>  <p>flat brush</p> <p>flat</p>  |





Year 3

| Artist focus | Knowledge | Skills | Vocabulary |
|---|--|---|---|
| <p>Georgia O' Keefe (1887-1986)</p>  | <p>Key observations to highlight</p> <ul style="list-style-type: none"> • A combination of <u>abstract</u> and <u>realistic</u> • Simplified shapes and colours • <u>Natural subjects</u>: flowers, landscapes, bones. <p>I know watercolours dry quickly and can create a softened image but it is difficult to change mistakes.</p> <p>I know ready mixed paint creates a more blunt image and it is easier to paint over but it takes longer to dry.</p> <p>I know that I can darken paint (watercolour) by adding more pigment. I know that I can lighten paint (watercolour) by adding less pigment. I know that water colours dry darker because the water evaporates. I know how make a range and <u>tones</u> by adding grey to my <u>pure colour</u>.</p> <p>Refer to year 2. I know that a round brush</p> <ul style="list-style-type: none"> • is good for details • can create streaky effects with more control | <p>I can identify Georgia O'Keefe's work by describing its features.</p> <p>I can begin to choose the appropriate <u>media</u> to work with (focus on choosing between mixed paint and water colours)</p> <p>I can lighten and darken colours with and without the use of black or white.</p> <p>I can choose the correct paintbrush to produce marks appropriate to the work and use it correctly.</p> | <p><u>abstract</u>- does not represent what the subject actually looks like</p> <p><u>realistic</u> – represents what the subject actually looks like</p> <p><u>natural subjects</u> – subjects that we recognise from our own experience</p> <p><u>media</u> – the material used</p> <p><u>pigment</u> – the part of the paint that gives colour</p> <p><u>evaporates</u> – liquid slowly turns into gas</p> <p><u>round brush</u></p>  |


Year 4

| Artist focus | Knowledge | Skills | Vocabulary |
|--|---|--|--|
| <p>Jackson Pollock</p>  | <p>Key observations to highlight</p> <ul style="list-style-type: none"> • He was an abstract expressionist artist (they don't look like anything) but he was also influenced by a type of surrealist art called automatism (you don't plan what you create). • He used the 'drip' technique' <p>Refer to year 3.</p> <p>I know that the tertiary colours are:</p>  <p>I know that to make the tertiary colour, I must mix those either side. E.g. to make violet, I must mix red and purple.</p> | <p>I can identify Jackson Pollock's work by describing its features.</p> <p>I can begin to choose the appropriate <u>media</u> to work with (focus on choosing between mixed paint and water colours).</p> <p>I can create and use a range of <u>tertiary colours</u>.</p> | <p><u>media</u> – the material used</p> <p>tertiary colours- colours that are made from mixing primary and secondary colours</p> |

Year 5


| Artist focus | Knowledge | Skills | Vocabulary |
|--|---|--|---|
| <p>David Hockney (1937 -)</p> <p>David Hockney born 1937 Tate</p> <p>david hockney youtube - Bing images</p>  | <p>Key observations to highlight</p> <ul style="list-style-type: none"> • <u>Pop art</u> • <u>Bold, complementary colours</u> • Usually about people and places. <p>I know that using a fine pencil line for my design is easier to correct with a rubber.</p> <p>I know that complementary colours are the colours that are directly opposite each other on the colour wheel. E.g., Purple and Yellow.</p>  <p>I know that complementary colours are vibrant and make images 'pop'.</p> <p>Refer to years 2 and 3.</p> <p>I know that a filbert brush</p> <ul style="list-style-type: none"> • is good for blocking in colours too • gives nice dot effects <p>I know that an angled brush</p> <ul style="list-style-type: none"> • is good for sharpening edges | <p>I can identify David Hockney's work by describing its features.</p> <p>I can sketch a design of my painting in pencil before I begin.</p> <p>I can select and use complimentary colours.</p> <p>I can choose the correct paintbrush to produce marks appropriate to the work and use it correctly</p> | <p>complementary colours – colours that are opposite each other on the colour wheel.</p> <p>Pop art - Pop art (images of things that are in popular culture).</p> <p>filbert brush</p>  <p>angled brush</p>  |

Year 6

| Artist focus | Knowledge | Skills | Vocabulary |
|---|--|--|---|
| <p>Rene Magritte</p> <p>Who is René Magritte? Tate Kids</p>  | <p>Key observations to highlight</p> <ul style="list-style-type: none"> • A <u>surrealist</u> artist (they celebrate the power of the imagination) • <u>Realistic</u> paintings with every day items placed in strange settings. <p>Refer to year 5.</p> <p>Refer to year 2, 3 and 4. I know that I can add white to a colour to change the <u>tint</u>. I know I can add black to a colour to change the <u>shade</u>. I know that I can add grey to paint to change the <u>tone</u>.</p> | <p>I can identify Rene Margritte's work by describing its features.</p> <p>I can show an understanding of complimentary and contrasting colours and explain why I have made this choice.</p> <p>I can mix colour, <u>shades</u> and <u>tones</u> with increasing confidence.</p> | <p>surrealist artist - they celebrate the power of the imagination</p> <p>realistic – represents what the subject actually looks like</p> <p>tone – how light or dark something is and in painting, we can do this by adding grey.</p> <p>shade – where an artist adds black to a colour to darken it down.</p> <p>tint – where an artist adds a colour to white to create a lighter version of the colour (e.g. pink is a tint created by adding white to red)</p> <p>Tints, shades and tones - Colour - National 5 Art and Design Revision - BBC Bitesize</p> |


Sculpture

Foundation 1 (Spring Term)

| Focus | Knowledge | Skills | Vocabulary |
|--|--|---|--|
| <p>Junk model vehicles</p>  | <p>I know that different materials e.g. a plastic bottle can be used to represent objects of my choice</p> <p>I know I can develop my ideas and decide which materials to use</p> <p>I know different materials can be joined together</p> <p>I know how to use adhesives – glue stick and PVA</p> <p>I know how to apply PVA glue using a spreader.</p> <p>I know glue needs time to dry</p> <p>I know some materials will adhere to glue but some will fall.</p> | <p>I can use a glue stick to join two materials together</p> <p>I can use a glue spreader to apply PVA glue to glue two materials together</p> <p>I can think of ideas for how to use different materials</p> <p>I can select appropriate materials that will help develop my ideas</p> | <p>Join</p> <p>Glue stick</p> <p>Glue spreader</p> <p>PVA glue</p> <p>Stick</p> <p>Unstuck</p> |


Sculpture

Foundation 2 (SpringTerm)


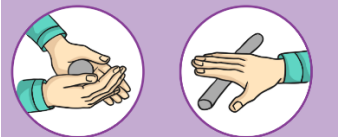
| Focus | Knowledge | Skills | Vocabulary |
|--|--|---|---|
| <p>Clay eggs</p>  | <p>I know that clay is malleable like playdough</p> <p>I know that clay hardens when left to dry</p> <p>I know how to shape and mould by applying pressure with my hands.</p> <p>I know that squashing and pinching the clay together changes the shape.</p> <p>I know clay tools can be used to cut and score</p> | <p>I can use my hands to apply pressure and shape the clay</p> <p>I can use a rolling pin to roll the clay flat</p> <p>I can hold the clay tools correctly using a firm grip</p> <p>I can use clay tools to cut and score</p> <p>I can add detail to my design using clay tools</p> | <p>Clay</p> <p>Clay tool</p> <p>Rolling pin</p> <p>Mould</p> <p>Shape</p> <p>Cut</p> <p>Score</p> |

Summer 1: Sculpture


Year 1

| Artist focus | Knowledge | Skills | Vocabulary |
|---|--|---|--|
| <p data-bbox="203 467 389 528">Anthony Caro 1924-2013</p>  | <p data-bbox="651 467 1032 496">Key observations to highlight</p> <ul data-bbox="703 504 1167 603" style="list-style-type: none"> • <u>Abstract</u> • <u>Three-dimensional sculptures</u> • He used found industrial objects <p data-bbox="651 643 1218 703">I know that the difference between <u>two-dimensional</u> and <u>three-dimensional</u> shapes.</p> <p data-bbox="651 743 1267 804">I know that I should use my thumb and first two fingers in the handles of scissors.</p> <p data-bbox="651 812 1256 873">I know that I should open and close my fingers smoothly in order to cut.</p> <p data-bbox="651 880 1240 941">I know that I should hold my material with my other hand.</p> <p data-bbox="651 981 1256 1042">I know that I can use prit stick to line round the edge of what I am sticking.</p> <p data-bbox="651 1050 1256 1142">I know that I should start with a limited amount of glue and add more if my materials won't stick.</p> <p data-bbox="651 1150 1234 1243">I know that applying pressure to my items, once they are stuck, will help them to stick in place.</p> | <p data-bbox="1296 467 1744 528">I can identify Anthony Caro's work by describing its features.</p> <p data-bbox="1296 635 1688 695">I can select <u>three-dimensional</u> items for my sculpture.</p> <p data-bbox="1296 735 1738 828">I can use scissors to cut materials such as paper, thin card and material.</p> <p data-bbox="1296 971 1682 1000">I can glue two items together.</p> | <p data-bbox="1785 467 1986 662"><u>abstract</u> - does not represent what the subject actually looks like</p> <p data-bbox="1785 702 1964 829"><u>three-dimensional</u> - <u>three-dimensional</u></p> <p data-bbox="1785 869 1964 1106"><u>two-dimensional</u> - having or appearing to have length and breadth but no depth</p> |



Year 2

| Artist focus | Knowledge | Skills | Vocabulary |
|---|---|--|--|
| <p data-bbox="203 408 450 469">Barbara Hepworth 1903-1975</p>  | <p data-bbox="651 408 1032 440">Key observations to highlight</p> <ul data-bbox="703 480 1234 647" style="list-style-type: none"> • Many of her sculptures have holes to allow light through it • Made from bronze, wood and stone • Her sculptures are abstract using geometric shapes <p data-bbox="651 687 1189 783">I know that rolling entails moving the clay around on a flat surface so that all the air comes out.</p> <p data-bbox="651 823 1234 887">I know that pinching the clay entails pinching the clay between two fingers.</p> <p data-bbox="651 927 1167 991">I know that pressing entails slabs being pressed together and joining the edges.</p> <p data-bbox="651 1031 1256 1094">I know that shaping entails using my fingers to move the clay into a desired position.</p>  <p data-bbox="819 1262 954 1278">Rolling a ball of clay</p> <p data-bbox="976 1262 1133 1278">Rolling snakes with clay</p> | <p data-bbox="1296 408 1733 472">I can identify Barbara Hepworth's work by describing its features.</p> <p data-bbox="1296 647 1711 743">I can shape clay using different techniques: rolling, pinching, pressing and shaping.</p> | <p data-bbox="1785 408 1973 711">clay - stiff, sticky kind of earth that is used in ceramics. It is wet, and it hardens after drying or heating.</p> |



Year 3

| Artist focus | Knowledge | Skills | Vocabulary |
|---|---|---|---|
| <p data-bbox="203 384 443 411">Stone Age Pottery</p>  <p data-bbox="210 756 622 874">The slab method of pottery involves rolling out flat sheets of clay (slabs), cutting them into desired shapes, and then joining them together to create a vessel or other ceramic form.</p> | <p data-bbox="651 352 1032 379">Key observations to highlight</p> <ul data-bbox="703 387 1077 488" style="list-style-type: none"> <li data-bbox="703 387 1077 414">• A large, flat chunk of clay <li data-bbox="703 424 1039 451">• More naturally shaped <li data-bbox="703 461 1050 488">• Included carved designs <p data-bbox="651 560 1238 620">I know that using a pencil grip to manoeuvre a fettling tool will create decoration on the clay.</p> <p data-bbox="651 660 1256 754">I know that applying more pressure will create a deeper carve and applying less pressure will provide a more shallow carve.</p> <p data-bbox="651 799 1223 892">I know that I can apply a slip like glue to join two pieces of clay together. (The slip will be pre-made.)</p> | <p data-bbox="1296 352 1738 413">I can identify Stone henge pottery by describing its features.</p> <p data-bbox="1296 520 1682 580">I create simple carvings using fettling tools.</p> <p data-bbox="1296 791 1760 852">I can use a slip to join two pieces of clay.</p> | <p data-bbox="1785 352 1971 647">clay - stiff, sticky kind of earth that is used in ceramics. It is wet, and it hardens after drying or heating.</p> <p data-bbox="1785 695 1962 823">pottery –pots and dishes made from clay</p> <p data-bbox="1785 871 1966 1031">slip – liquified clay that is used to joining two pieces of clay together</p> |



Year 4

| Artist focus | Knowledge | Skills | Vocabulary |
|---|---|---|--|
| <p data-bbox="203 293 495 352">Ancient Greek pottery 1000 to 700 BCE</p>   | <p data-bbox="651 293 1267 459">Key observations to highlight Decorative- sometimes included gods and creatures from Greek mythology and sceens of daily life Size and shapes varied as fashions changed</p> <p data-bbox="651 496 857 523">Refer to year 3.</p> <p data-bbox="651 632 1256 730">I know that acrylic paints are vibrant and dry quickly which makes them good for decorating clay with. (focus on 1 or 2 colours)</p> | <p data-bbox="1294 293 1756 357">I can identify ancient Greek pottery by describing its features.</p> <p data-bbox="1294 496 1765 560">I can use a slip to join two pieces of clay.</p> <p data-bbox="1294 1107 1711 1171">I can decorate my pottery using acrylic paint.</p> | <p data-bbox="1785 293 1973 596">clay - stiff, sticky kind of earth that is used in ceramics. It is wet, and it hardens after drying or heating.</p> <p data-bbox="1785 635 1973 767">pottery – pots and dishes made from clay</p> <p data-bbox="1785 879 1973 1043">slip – liquified clay that is used to joing two pieces of clay together</p> |

Year 5

| Artist focus | Knowledge | Skills | Vocabulary |
|---|---|--|---|
| <p>Viking pottery 9th- 11th century</p>  | <p>Key observations to highlight</p> <ul style="list-style-type: none"> • Clay • Curved walls near the top • Simple carvings for decorations <p>Refer to year 3</p> <p>I know that, in coiling, I need to roll my clay into a snake before joining it to the base. I know that I can add multiple snakes to build my pottery.</p>  <p>I know that I can smooth out the joins if desired using my hands or a plastic card.</p> <p>Refer to year 3</p> | <p>I can identify ancient Viking pottery by describing its features.</p> <p>I can use a slip to join two pieces of clay.</p> <p>I can use coiling to produce pottery.</p> <p>I can smooth the joins of my pottery.</p> <p>I create simple carvings using fettling tools.</p> | <p>clay - stiff, sticky kind of earth that is used in ceramics. It is wet, and it hardens after drying or heating.</p> <p>pottery – pots and dishes made from clay</p> <p>slip – liquified clay that is used to joining two pieces of clay together</p> |

Year 6

| Artist focus | Knowledge | Skills | Vocabulary |
|--|---|--|---|
| <p>Elizabeth Frink 1930 - 1993</p>   | <p>Key observations to highlight</p> <ul style="list-style-type: none"> • Focused on men, birds, dogs and horses • She used <u>armatures</u> and then carved and shaped plaster around it. • Plain and dark in colour <p>I know that an <u>armature</u> helps me to visualise what my project could look like. I know that <u>armatures</u> for clay are best made out of wire or aluminium foil. I know that I can twist the wire or combine wire and aluminium foil to build out my <u>armature</u>. I know that I will make an <u>armature</u> before adding the clay</p> <p>I know that I can use the <u>cutting-edge</u> to cut the wire. I know that I can use the jaws of the <u>pliers</u> to grip and bend the wire. I know that I can manoeuvre <u>pliers</u> like scissors.</p> | <p>I can identify Elizabeth Frink's work by describing its features.</p> <p>I can use an <u>armature</u> when creating a sculpture.</p> <p>I can use <u>pliers</u> to cut and shape the wire for an <u>armature</u>.</p> | <p>clay - stiff, sticky kind of earth that is used in ceramics. It is wet, and it hardens after drying or heating.</p> <p>armature - a hidden structure that keeps the other parts of the piece in place</p> <p>cutting-edge – the sharpest edge of a tool's blade</p> <p>pliers - pincers with parallel, flat, and typically serrated surfaces, used chiefly for gripping small objects or bending wire.</p> |