THAMESIDE PRIMARY SCHOOL

Art Progression Document 2020 onwards

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AUTUMN TERM** | | | | |
|  | **Autumn 1** | | **Autumn 2** | |
|  | NurseryHow Many Colours in a Rainbow | | NurseryIs it shiny? | |
| EYFS | **Exploring and using media and materials**  **E. L. Goal** **127** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | * **22-36 months** Experiments with blocks, colours and marks. * **30-50 months** Explores colour and how colours can be changed. * **30-50 months** Realises tools can be used for a purpose. * **40-60+ months** Explores what happens when they mix colours. | **Exploring and using media and materials**  **E. L. Goal** **127** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | * **22-36 months** Experiments with blocks, colours and marks. * **30-50 months** Beginning to be interested in and describe the texture of things. * **40-60+ months** Experiments to create different textures |
|  | ReceptionWhy do Squirrels Hide Their Nuts? | | ReceptionWhat Happens When I Fall Asleep? | |
| **Exploring and using media and materials**  **E. L. Goal** **127** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | * **40-60+ months** Understands that different media can be combined to create new effects. * **40-60+ months** Manipulates materials to achieve a planned effect. * **ELG skills** Use a variety of materials and techniques. * **Exceeding ELG** Develop their own ideas through selecting and using materials and working on processes that interest them. | **Exploring and using media and materials**  **E. L. Goal** **127** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | * **40-60+ months** Understands that different media can be combined to create new effects. * **ELG skills** Use a variety of materials and techniques. * **Exceeding ELG** Through their explorations they find out and make decisions about how media and materials can be combined and changed. |
| Year 1 | SUPERHEROES | | BRIGHT LIGHTS, BIG CITY | |
| Skills   * Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. * Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. | Knowledge   * A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. | NOT IN THIS UNIT |  |
| Year 2 | MUCK, MESS AND MIXTURES | | STREET DETECTIVES | |
| Skills   * Select the best materials and techniques to develop an idea. * Make simple sketches to explore and develop ideas. * Analyse and evaluate their own and others' work using artistic vocabulary. * Identify and mix secondary colours. * Explain why a painting, piece of art, body of work or artist is important. | Knowledge   * Materials and techniques that are well suited to different tasks include ink, smooth 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. * A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas. * Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. * The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. * Pieces 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. | Skills   * Select the best materials and techniques to develop an idea. * Describe similarities and differences between art on a common theme. * Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends and stories and historical events. | Knowledge   * Materials and techniques that are well suited to different tasks include ink, smooth 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. |
| Year 3 | MIGHTY METALS | | GODS AND MORTALS | |
| Skills   * Use and combine a range of visual elements in artwork. * Make suggestions for ways to adapt and improve a piece of artwork. * Create a 3-D form using malleable or rigid materials, or a combination of materials. | Knowledge   * Visual elements include colour, line, shape, form, pattern and tone. * Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. * 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 into a new shape and may need to be cut and joined together using a variety of techniques. | Skills   * Use and combine a range of visual elements in artwork. * Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. * Create a 3-D form using malleable or rigid materials, or a combination of materials. * Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. | Knowledge   * Visual elements include colour, line, shape, form, pattern and tone. * 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. * 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 into a new shape and may need to be cut and joined together using a variety of techniques. * 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. |
| Year 4 | BURPS, BOTTOMS AND BILE | | TRADERS AND RAIDERS | |
| Not in this unit |  | Skills   * Develop techniques through experimentation to create different types of art. * Use clay to create a detailed 3-D form. * Combine a variety of printmaking techniques and materials to create a print on a theme. * Explain the significance of art, architecture or design from history and create work inspired by it. | Knowledge   * Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. * 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. * Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. * Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. |
| Year 5 | PHAROAHS | | STARGAZERS | |
| Skills   * Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. * Describe and discuss how different artists and cultures have used a range of visual elements in their work. | Knowledge   * 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. * Visual elements include line, light, shape, colour, pattern, tone, space and form. | Skills   * Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. * Add text or photographic samples to a print. | Knowledge   * 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. * Some artists, such as Kurt Schwitters, use text or photographic images to add interest or meaning to a print. |
| Year 6 | BLOODHEART | | A CHILD’S WAR | |
| Skills   * Create innovative art that has personal, historic or conceptual meaning. * Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. * Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. | Knowledge   * In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. * 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 related to each other and placed together to create a single image. * A 3-D form is a sculpture made by carving, modelling, casting or constructing. | Skills   * Create innovative art that has personal, historic or conceptual meaning. * Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. * Create art inspired by or giving an environmental message. | Knowledge   * In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. * Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork. * Environmental art addresses social and political issues relating to natural and urban environments. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SPRING TERM** | | | | |
|  | **Spring 1** | | **Spring 2** | |
|  | Nursery  Where Does Snow Go? | | Nursery  Why Is Water Wet? | |
| EYFS | **Exploring and using media and materials**  **E. L. Goal** **127** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | * **22-36 months** Experiments with blocks, colours and marks. * **30-50 months** Explores colour and how colours can be changed. * **30-50 months** Realises tools can be used for a purpose. * **40-60+ months** Explores what happens when they mix colours. | **Exploring and using media and materials**   * **E. L. Goal** **127** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | * **22-36 months** Experiments with blocks, colours and marks. * **30-50 months** Beginning to be interested in and describe the texture of things. * **40-60+ months** Experiments to create different textures |
| Reception  Will You Read Me A Story? | | Reception  Are Carrots Orange? | |
| **Exploring and using media and materials**  **E. L. Goal** **127** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | * **40-60+ months** Understands that different media can be combined to create new effects. * **40-60+ months** Manipulates materials to achieve a planned effect. * **ELG skills** Use a variety of materials and techniques. * **Exceeding ELG** Develop their own ideas through selecting and using materials and working on processes that interest them. | **Exploring and using media and materials**  **E. L. Goal** **127** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | * **40-60+ months** Understands that different media can be combined to create new effects. * **ELG skills** Use a variety of materials and techniques. * **Exceeding ELG** Through their explorations they find out and make decisions about how media and materials can be combined and changed. |
| Year 1 | **DINOSAUR PLANET** | | PAWS, CLAWS AND WHISKERS | |
| Skills   * Design and make art to express ideas. * Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. * Use textural materials, including paper and fabric, to create a simple collage. | Knowledge   * Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). * Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. * Collage is an art technique where different materials are layered and stuck down to create artwork. * Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. | Skills   * Design and make art to express ideas. * Say what they like about their own or others’ work using simple artistic vocabulary. * Use textural materials, including paper and fabric, to create a simple collage. * Identify and use paints in the primary colours. * Use soft and hard pencils to create different types of line. * Identify similarities and differences between two or more pieces of art. | Knowledge   * Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). * Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. * Collage is an art technique where different materials are layered and stuck down to create artwork. * The primary colours are red, yellow and blue. * 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. * Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. |
| Year 2 | BEAT BAND BOOGIE | | TOWERS, TUNNELS AND TURRETS | |
| Skills   * Identify and mix secondary colours. | Knowledge   * The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. | NOT IN THIS UNIT | NOT IN THIS UNIT |
| Year 3 | HEROES AND VILLAINS | | TRIBAL TALES | |
| Skills   * Make suggestions for ways to adapt and improve a piece of artwork. * Create a 3-D form using malleable or rigid materials, or a combination of materials. * Draw, paint or sculpt a human figure in a variety of poses. * Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. | Knowledge   * Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. * 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 into a new shape and may need to be cut and joined together using a variety of techniques. * Artists draw, paint or sculpt human forms in active poses. * 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. | Skills   * Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. * Create a 3-D form using malleable or rigid materials, or a combination of materials. * Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. * Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. | Knowledge   * 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. * 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 into a new shape and may need to be cut and joined together using a variety of techniques. * Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.   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. |
| Year 4 | PLAYLIST | | POTIONS | |
| Skills   * Create a series of sketches over time to develop ideas on a theme or mastery of a technique. | Knowledge   * Artists use sketching to develop an idea over time. | Skills   * Develop techniques through experimentation to create different types of art. * Use clay to create a detailed 3-D form. * Compare and contrast artwork from different times and cultures. | Knowledge   * Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. * 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. * 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. |
| Year 5 | PEASANTS, PRINCES AND PESTILLENCE | | SOW, GROW AND FARM | |
| Skills   * Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. * Add text or photographic samples to a print. | Knowledge   * 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. * Some artists, such as Kurt Schwitters, use text or photographic images to add interest or meaning to a print. | Skills   * Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. * Mix and use tints and shades of colours using a range of different materials, including paint. * Record natural forms, animals and landscapes with clarity, using digital photography. | Knowledge   * 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. * A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. * Various techniques can help children 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. |
| Year 6 | FROZEN KINGDOM | | DARWIN’S DELIGHTS | |
| Skills   * Adapt and refine artwork in light of constructive feedback and reflection. * Use colour palettes and characteristics of an artistic movement or artist in artwork. * Use the work of a significant printmaker to influence artwork. * Create art inspired by or giving an environmental message. * Draw or paint detailed landscapes that include perspective. | Knowledge   * 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. * 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. * 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. 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). * Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. * Environmental art addresses social and political issues relating to natural and urban environments. * Perspective is the art of representing 3-D objects on a 2-D surface. | Skills   * Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. * Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. * Use line and tone to draw perspective. * Use the work of a significant printmaker to influence artwork. | Knowledge   * 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 related to each other and placed together to create a single image. * Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork. * Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUMMER TERM** | | | | |
|  | **Summer 1** | | **Summer 2** | |
|  | Nursery  Can We Explore It? | | Nursery  How Does That Building Stay Up? | |
| EYFS  **All E. L. Goals are to be considered in conjunction with the prime areas of learning.** | **Expressive Arts and Design**  **E. L. Goal 62** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | * **22-36 months Nursery** Experiments with blocks, colours and marks. * **30-50 months Nursery** Uses various construction materials. * **30-50 months Nursery** Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. * **30-50 months Nursery** Joins construction pieces together to build and balance. * **40-60+ months Nursery** Constructs with a purpose in mind, using a variety of resources. | **Expressive Arts and Design**  **E. L. Goal 62** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | * **22-36 months Nursery** Experiments with blocks, colours and marks. * **30-50 months Nursery** Uses various construction materials. * **30-50 months Nursery** Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. * **30-50 months Nursery** Joins construction pieces together to build and balance. * **40-60+ months Nursery** Constructs with a purpose in mind, using a variety of resources. |
| Reception  Why Do Ladybirds Have Spots? | | Reception  Are We There Yet? | |
| **Expressive Arts and Design**  **E. L. Goal 75** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | * **40-60+ months Reception** Understands that different media can be combined to create new effects. * **40-60+ months Reception** Selects appropriate resources and adapts work where necessary. * **ELG skills Reception** Use a variety of materials and techniques. * **Exceeding ELG Reception** Develop their own ideas through selecting and using materials and working on processes that interest them. | **Expressive Arts and Design**  **E. L. Goal 75** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | * **40-60+ months Reception** Understands that different media can be combined to create new effects. * **40-60+ months Reception** Selects appropriate resources and adapts work where necessary. * **ELG skills Reception** Use a variety of materials and techniques. * **Exceeding ELG Reception** Develop their own ideas through selecting and using materials and working on processes that interest them. |
| Year 1 | SPLENDID SKIES | | RIO DE VIDA | |
| Skills   * Design and make art to express ideas. * Use textural materials, including paper and fabric, to create a simple collage. * Identify similarities and differences between two or more pieces of art. * Describe and explore the work of a significant artist. | Knowledge   * Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). * Collage is an art technique where different materials are layered and stuck down to create artwork. * Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. * Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. | Skills   * Design and make art to express ideas. * Use textural materials, including paper and fabric, to create a simple collage. | Knowledge   * Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). * Collage is an art technique where different materials are layered and stuck down to create artwork. |
| Year 2 | WRIGGLE AND CRAWL | | COASTLINE | |
| Skills   * Select the best materials and techniques to develop an idea. * Make simple sketches to explore and develop ideas. | Knowledge   * Materials and techniques that are well suited to different tasks include ink, smooth 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. * A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas. | Skills   * Select the best materials and techniques to develop an idea. * Draw, paint and sculpt natural forms from observation, imagination and memory. * Describe similarities and differences between artwork on a common theme. | Knowledge   * Materials and techniques that are well suited to different tasks include ink; smooth 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. * Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. * Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. |
| Year 3 | SCRUMDIDDLIUMPTIOUS | | FLOW | |
| Skills   * Use and combine a range of visual elements in artwork. * Make suggestions for ways to adapt and improve a piece of artwork. * Create a 3-D form using malleable or rigid materials, or a combination of materials. | Knowledge   * Visual elements include colour, line, shape, form, pattern and tone. * Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. * 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 into a new shape and may need to be cut and joined together using a variety of techniques. | Skills   * Use and combine a range of visual elements in artwork. * Identify, mix and use contrasting coloured paints. | Knowledge   * Visual elements include colour, line, shape, form, pattern and tone. * Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel. |
| Year 4 | ROAD TRIP USA | | BLUE ABYSS | |
| Skills   * Develop techniques through experimentation to create different types of art. * Compare and contrast artwork from different times and cultures. | Knowledge   * Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. * 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. | Skills   * Develop techniques through experimentation to create different types of art. * Create a series of sketches over time to develop ideas on a theme or mastery of a technique. * Give constructive feedback to others about ways to improve a piece of artwork. * Use clay to create a detailed 3-D form. * Use the properties of pen and ink to create a range of effects in drawing. * Represent the detailed patterns found in natural phenomena, such as water and weather. * Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points. | Knowledge   * Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. * Artists use sketching to develop an idea over time. * 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. * 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. * 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. * Natural patterns from weather and water are often used as a subject matter. * Art can be developed that depict the human form to create a narrative. |
| Year 5 | TIME TRAVELLER | | SCREAM MACHINE | |
| Skills   * Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. * Compare and comment on the ideas, methods and approaches in their own and others’ work. * Explore and create expression in portraiture. * Describe and discuss how different artists and cultures have used a range of visual elements in their work. * Investigate and develop artwork using the characteristics of an artistic movement. | Knowledge   * 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. * Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. * 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. * Visual elements include line, light, shape, colour, pattern, tone, space and form. * Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. | Skills   * Explore and create expression in portraiture. | Knowledge   * 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. |
| Year 6 | HOLA MEXICO | | TOMORROW’S WORLD | |
| Skills   * Create innovative art that has personal, historic or conceptual meaning. * Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. * Use colour palettes and characteristics of an artistic movement or artist in artwork. | Knowledge   * In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. * A 3-D form is a sculpture made by carving, modelling, casting or constructing. * 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. | Skills   * Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. | Knowledge   * 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 related to each other and placed together to create a single image. |