

St Nicholas Primary
Art and Design Progression Grid

KS1 Use experiences and ideas as the inspiration for work.
Share ideas using drawing, painting and sculpture.
Explore a variety of techniques.
Learn about the work of a range of artists, artisans and designers.

KS2
Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
Develop and share ideas in a sketchbook and in finished products.
Improve mastery of techniques
Learn about the great artist, architects and designers in history.

Key Concepts

Develop Ideas

Master Techniques

Take Inspiration from the Greats

This concept involves understanding how ideas develop through an artistic process.

This concept involves developing a skills set so that ideas may be communicated.

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

The Key Stage One curriculum builds on the foundation work completed throughout Early Years. The following progression highlights ‘expected’ level for areas of the Art curriculum:

| EYFS- Badgers | | | | |
|---|--|--|---|--|
| Drawing | Art and DT | Construction/Block Play | Painting | Malleable |
| <p>They represent their ideas and thoughts and feelings through DT, art (ELG)</p> <p>Begins to develop a level of detail in their drawings using accuracy and purpose e.g. a facial features, fingers and small details – glasses, eyelashes freckles</p> | <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Use materials available to them to create/construct with a purpose e.g. making a handbag, robot</p> | <p>Constructs with a purpose in mind using a variety of purposes (EMM 40-60mnths)</p> <p>Using block to represent things with a defined name and purpose</p> | <p>Choose particular colours for purpose (40-60mnths)</p> <p>Mixes colours for purpose and apply this to their creation e.g. a pink pig</p> | <p>Understand that different media can be combined to create new effects (40-60months)</p> <p>Uses various materials to represent objects/models e.g. Pipe cleaners for spider’s legs.</p> |
| <p>Vocab</p> <p>circles lines features detail</p> | <p>Vocab</p> <p>construct join design adapt</p> | <p>Vocab</p> <p>construct join build cube cuboid sphere cylinder</p> | <p>Vocab</p> <p>colour shade darker lighter</p> | <p>Vocab</p> <p>represent create flexible soft hard</p> |

Famous Artists: When using an artist as a stimulus for art work children should learn the following:

- Their name
- The time period in which they lived
- The reasons their art is being studied
- Their styles, their techniques and the subjects of their work
- Important elements of their biographies which influenced their works

| Key Concepts | | Year 1 |
|---|--|--|
| Develop Ideas | | <p>Drawing: All About Me Key Question: Can you create a self-portrait? Key Links: Topic All About Me/PSHE Develop Ideas: Explore different methods and materials to create self-portraits. Drawing: Draw self-portraits using lines of different sizes and thickness. Colour neatly following the lines. Show patterns and texture by adding dots and lines. Show different tones by using coloured pencils. Take inspiration from the greats: Describe the work of notable self-portrait artists.</p> <p>Sculpture: Travel and Transport Key Question: Can you make a papier mache hot air balloon? Key Links: Transport Develop Ideas: Respond to ideas and starting points. Drawing: Use lines of different sizes and thickness to create a hot air balloon design and colour neatly within the lines. Sculpture: Build up lines and textures on your balloon. Use paper to create a papier-mâché hot air balloon. Use a combination of a balloon shape and a cup shape to make your hot air balloon.</p> <p>Painting: Colour creations Key Question: Can you explore colour like Kandinsky and Mondrian? Key Links: Caterpillar colour mixing Develop Ideas: Explore ideas and collect visual information Painting: Use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints and black to colours to make tones. Create colour wheels. Printing: Using straws and objects to create a Kandinsky inspired picture print by overlapping shapes. Take Inspiration from the Greats: Use some of the ideas of Kandinsky to create pieces.</p> |
| Respond to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as ideas develop. | | |
| Master Techniques | | |
| Drawing: | Draw lines of different sizes and thickness Colour (own work) neatly following the lines Show pattern and texture by adding dots and lines Show different tones by using coloured pencils | |
| Printing: | Use repeating or overlapping shapes Use objects to create prints e.g. fruit, vegetables or sponges | |
| Painting: | Use thick and thin brushes Mix primary colours to make secondary colours Add white to colours to make tints and black to colours to make tones. Create colour wheels. | |
| Sculpture | Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. | |
| Take Inspiration from the Greats | | |
| Describe the work of notable artists, artisans or designers. Use some of the ideas of artists studied to create pieces. | | |

| Key Concepts | | Year 2 |
|---|--|---|
| Develop Ideas | | <p>Drawing: Castles Key Question: Can you draw a castle? Key Links: Castles: history evidence- Draw at the beginning and end of the unit and compare historical accuracy. Develop Ideas – Where have we seen castles (fairytales/real), who lived in them, have we ever visited one (ruins/still in use) (discussed Old Sarum and Windsor Castle) what features do we know? Drawing – draw lines to outline the style of castle and show different tones with shading and colour. Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Take Inspiration – investigate and Describe Paul Klee and Castle and Sun painting. Recreate with shapes and painting (printing – overlapping shapes)</p> <p>Painting: Sparks and Flames Key Question: Can you paint flames to set London on Fire? Key Links: Great Fire of London Develop Ideas – what do we know about a fire, colours? Share images of different fires. Painting - Use thick and thin brushes to create flames. Mix primary colours to make secondary colours (oranges) for flames. Add white to colours to make tints and black to colours to make tones. Sculpture – use different shapes and materials to collage the Great Fire of London. Printing - use repeating shapes to create the houses to fit in the fire collage</p> <p>Sculpture: Andy Goldsworthy Key Question: Can you create a sculpture using natural resources in the style of Andy Goldsworthy? Key Links: Our Amazing earth, Rangoli patterns and mandala Printing – collect natural materials to create patterns (link with other natural structures Giant’s Causeway) Sculpture – learn about AG and examine different sculptures. Use clay to create the repeating bridges. Take Inspiration from the Greats - Use some of the ideas of Andy Goldsworthy to create pieces.</p> |
| Respond to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as ideas develop. | | |
| Master Techniques | | |
| Drawing: | Draw lines of different sizes and thickness Colour (own work) neatly following the lines Show pattern and texture by adding dots and lines Show different tones by using coloured pencils | |
| Printing: | Use repeating or overlapping shapes Use objects to create prints e.g. fruit, vegetables or sponges | |
| Painting: | Use thick and thin brushes Mix primary colours to make secondary colours Add white to colours to make tints and black to colours to make tones. Create colour wheels. | |
| Sculpture | Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. | |
| Take Inspiration from the Greats | | |
| Describe the work of notable artists, artisans or designers. Use some of the ideas of artists studied to create pieces. | | |

| Key Concepts | | Year 3 |
|--|--|--|
| Develop Ideas | | <p>Painting: Cave Painting Key Question: Can you paint like a cave man? Key Links: Pre-historic Britain Develop Ideas: Study and investigate cave paintings created by Prehistoric people from Stone Age times. Collect information, sketches and resources. Explore ideas in different ways. Painting: Experiment with and mix colours to create Earth-tone paints. Replicate the patterns and paintings of people from the Stone Age. Use inspiration from real Stone Age paintings to create our own cave drawings. Drawing: Use a variety of materials such as pastels, charcoal and paints. Take inspiration from the greats: Create original pieces that are influenced by others.</p> <p>Sculpture: Romans Key Question: Can you create a roman soldier using wire and foil in the style of Giacometti? Key Links: Romans Develop Ideas: Adapt and refine ideas as they develop. Drawing: Sketch out ideas in sketch books. Annotate sketches where necessary to explain ideas. Sculpture: Use and mould wire to create the form of a Roman Soldier. Combine wire and foil together to add texture and convey expression and movement. Add materials to provide interesting detail. Take inspiration from the greats: Replicate some of the techniques used by notable artists, artisans or designers.</p> <p>Printing: Tudor Rose Prints Key Question: Can you make a tudor rose printing block from coiled string glued to a block? Key Links: Tudors Develop Ideas: Adapt and refine the designs as they develop. Explore ideas in a variety of different ways. Printing: Print using layers of two or more colours. Replicate rose patterns found in the natural environment. Make printing blocks from coiled string glued to a block. Use your printing blocks to make precise repeating patterns. Take inspiration from the greats: Create original pieces that are influenced by others.</p> |
| Develop Ideas from Starting Points throughout the curriculum Collect information, sketches and resources Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on artworks using visual language. | | |
| Master Techniques | | |
| Drawing: | Use different hardness of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas Sketch lightly (no need to use a rubber to correct mistakes) Use hatching and cross hatching to show tone and texture | |
| Printing: | Use layer of two or more colours Replicate patterns found in the natural or built environment. Make printing blocks e.g. from coiled string glued to a block. Make precise repeating patterns. | |
| Painting: | Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use water- colour paint to produce washes for the background then add detail. Experiment with adding colour | |
| Sculpture | Create and combine shapes to create recognisable forms (eg shapes from nets or solid materials.) Include texture that conveys feelings, expression or movement Use clay and other mouldable materials Add materials to provide interesting detail. | |
| Take Inspiration from the Greats | | |
| Replicate some of the techniques used by notable artists, artisans or designers. Create original pieces that are influenced by others. | | |

| Key Concepts Y4 | | Key Concepts Y5 | | Fox Year A |
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| Develop Ideas | | Develop Ideas | | <p>Sculpture: Egyptians Key Question: Can you sculpt a clay cartouche? / Can you make a sarcophagus from a net? Key Links: River Nile/Egyptians Develop Ideas: Collect information, sketches and resources and present ideas imaginatively in a sketch book. Adapt and refine ideas as they progress. Spot the potential in unexpected results as work progresses. Drawing: Sketch ideas lightly in sketchbooks. Annotate ideas to explain and elaborate. Sculpture: Use clay and other mouldable materials Add materials to provide interesting detail. Use tools to carve and add shapes, textures and pattern. Combine visual and tactile qualities. Take inspiration from the greats: Create original pieces that are influenced by others.</p> <p>Painting: Seurat and Pointillism Key Question: Can you paint a pointillism painting like Seurat? Key Links: Colour Creations - Kandinsky KS1 Develop Ideas: Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Comment on artworks with a fluent grasp of visual language. Painting: Use careful brushwork to emulate the style of pointillism. Mix colours effectively. Experiment with adding colour. Printing: Make precise repeating patterns of dots. Take inspiration from the greats: Replicate some of the techniques used by notable artists, artisans or designers. Create original pieces that are influenced by others.</p> <p>Drawing: Observational (from photo) Key Question: Can you draw a detailed Spitfire? Key Links: WW2 Develop Ideas: Develop Ideas from Starting Points throughout the curriculum. Collect information, sketches and resources. Present ideas imaginatively in a sketch book. Drawing: Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight, movement, and perspective). Choose a style of drawing suitable for the work e.g.</p> |
| Develop Ideas from Starting Points throughout the curriculum Collect information, sketches and resources Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on artworks using visual language. | | Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language. | | |
| Master Techniques | | Master Techniques | | |
| Drawing: | Use different hardness of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas Sketch lightly (no need to use a rubber to correct mistakes) Use hatching and cross hatching to show tone and texture | Drawing: | Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight, movement, perspective) Choose a style of drawing suitable for the work e.g. realistic or impressionistic | |
| Printing: | Use layer of two or more colours Replicate patterns found in the natural or built environment. Make printing blocks e.g. from coiled string glued to a block. Make precise repeating patterns. | Printing: | Build up layers of colours Recreate an accurate pattern, showing fine detail. | |
| Painting: | Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use water- colour paint to produce washes for the background then add detail. Experiment with adding colour | Painting: | Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. (Link to local geography day and create palette of local colour.) Use the qualities of acrylic and watercolours paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and qualities of paint to create texture. Begin to develop a | |

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| | | | personal style of painting, drawing upon ideas from other artists. | realistic or impressionistic. Use different hardness of pencils to show line, tone and texture. Use hatching and cross hatching to show tone and texture. |
| Sculpture | Create and combine shapes to create recognisable forms (eg shapes from nets or solid materials.) Include texture that conveys feelings, expression or movement Use clay and other mouldable materials Add materials to provide interesting detail. | Sculpture | Show life like qualities and real-life proportions or if more abstract, provoke different interpretations. Use tools to carve and add shapes, textures and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form | |
| Take Inspiration from the Greats | | Take Inspiration from the Greats | | |
| Replicate some of the techniques used by notable artists, artisans or designers. Create original pieces that are influenced by others. | | Give details (Including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of styles and influences (e.g. by Owls the children have covered impressionists, fine art, environmental art, modern art, illustration and developed a range of techniques in drawing, painting and sculpture.) Can children, given a stimulus, respond to it in their own way drawing on techniques and influences from their time in school? | | |

| Key Concepts Y4 | | Key Concepts Y5 | | Fox Year B | |
|--|--|---|--|--|--|
| Develop Ideas | | Develop Ideas | | Printing: Mayans | |
| Develop Ideas from Starting Points throughout the curriculum Collect information, sketches and resources Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on artworks using visual language. | | Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language. | | Key Question: Can you make a repeating Mayan pattern? Key Links: Rainforest, Mayans Take Inspiration from the Greats: Look at Mayan carvings and art work focusing on pattern and shape. Develop Ideas: Explore patterns in sketch books. Master Techniques: Printing: Create a printing block using string or wooden sticks. Use two colour to create a repeated print pattern. Y5: Build up more layers of colour. Show more accurate details in print. | |
| Master Techniques | | Master Techniques | | Sculpture: Greek Vase | |
| Drawing: | Use different hardness of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas Sketch lightly (no need to use a rubber to correct mistakes) Use hatching and cross hatching to show tone and texture | Drawing: | Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight, movement, perspective) Choose a style of drawing suitable for the work e.g. realistic or impressionistic | Key Question: Can you create an ancient Greek artefact using clay? Key Links: Ancient Greece Develop Ideas: Take Inspiration from the Greats. Look at Greek artefacts of vases focussing on colour and form. Use this to influence the Design of own Greek vases from a template looking at Greek myths. Decorate template of Greek vase on orange card using black pens. Master Techniques: Sculpture. Use clay to create a pinch pot or a coiled pot. Decorate the clay pot using paint thinking about colour and pattern. Y5: Use tools to carve and add shapes, textures and pattern. | |
| Printing: | Use layer of two or more colours Replicate patterns found in the natural or built environment. Make printing blocks e.g. from coiled string glued to a block. Make precise repeating patterns. | Printing: | Build up layers of colours Recreate an accurate pattern, showing fine detail. | Drawing: Tudor Family Shields Key Question: Can you draw your own Tudor family shield? Key Links: Portraits Y1 / Tudors Y3 Develop Ideas: Develop Family Shield Ideas from Starting Points throughout the curriculum – Self Portraits etc... | |
| Painting: | Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use water- colour paint to produce washes for the background then add detail. Experiment with adding colour | Painting: | Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. (Link to local geography day and create palette of local colour.) Use the qualities of acrylic and watercolours paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. | Collect information, sketches and resources to help create a Tudor family shield design. Adapt and refine ideas as they progress Master Techniques: Drawing. Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas in sketchbooks. Sketch ideas lightly (no need to use a rubber to correct mistakes). Use hatching and cross hatching to show tone and texture. Take Inspiration from the greats. Replicate some of the techniques used by notable artists, artisans or designers. Create original pieces that are influenced by others. | |

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| | | | Use brush techniques and qualities of paint to create texture. Begin to develop a personal style of painting, drawing upon ideas from other artists. | |
| Sculpture | Create and combine shapes to create recognisable forms (eg shapes from nets or solid materials.) Include texture that conveys feelings, expression or movement Use clay and other mouldable materials Add materials to provide interesting detail. | Sculpture | Show life like qualities and real-life proportions or if more abstract, provoke different interpretations. Use tools to carve and add shapes, textures and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form | |
| Take Inspiration from the Greats | | Take Inspiration from the Greats | | |
| Replicate some of the techniques used by notable artists, artisans or designers. Create original pieces that are influenced by others. | | Give details (Including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of styles and influences (e.g. by Owls the children have covered impressionists, fine art, environmental art, modern art, illustration and developed a range of techniques in drawing, painting and sculpture.) Can children, given a stimulus, respond to it in their own way drawing on techniques and influences from their time in school? | | |






| Key Concepts | | Owls Year A | |
|--|---|---|--|
| Develop Ideas | | | |
| <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses</p> <p>Comment on artworks with a fluent grasp of visual language.</p> | | <p>Sculpture: China Key Question: Can you make a terracotta warrior out of clay? Key Links: Shang Dynasty Develop ideas: Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language. Sculpture: Show life like qualities and real-life proportions or if more abstract, provoke different interpretations. Use tools to carve and add shapes, textures and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form</p> | |
| Master Techniques | | | |
| Drawing: | <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight, movement, perspective)</p> <p>Choose a style of drawing suitable for the work e.g. realistic or impressionistic</p> | <p>Drawing: Viking Art Key Question: Can you draw a Viking in detail? Key Links: Vikings</p> | |
| Printing: | <p>Build up layers of colours</p> <p>recreate an accurate pattern, showing fine detail.</p> | <p>Develop Ideas: Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> | |
| Painting: | <p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world. (Link to local geography day and create palette of local colour.)</p> <p>Use the qualities of acrylic and watercolours paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and qualities of paint to create texture. Begin to develop a personal style of painting, drawing upon ideas from other artists.</p> | <p>Drawing: Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight, movement, perspective). Choose a style of drawing suitable for the work e.g. realistic or impressionistic.</p> | |
| Sculpture | <p>Show life like qualities and real-life proportions or if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, textures and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form</p> | <p>Painting: Titanic Key Question: Can you paint a picture of the Titanic? Key Links: Titanic Develop Ideas: Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Painting: Sketch (lightly) before painting to combine line and colour. Use the qualities of acrylic and watercolours paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and qualities of paint to create texture. Begin to develop a personal style of painting, drawing upon ideas from other artists.</p> | |
| Take Inspiration from the Greats | | | |
| <p>Give details (Including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> | | <p>Self Expression (Year 6 only) Key Question: Can you create a piece of art work drawing on skills and influences from your art lesson across KS2?</p> | |

Create original pieces that show a range of styles and influences (e.g. by Owls the children have covered impressionists, fine art, environmental art, modern art, illustration and developed a range of techniques in drawing, painting and sculpture.)




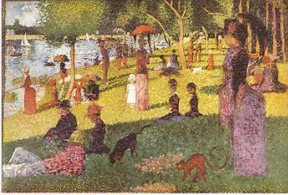



Can children, given a stimulus, respond to it in their own way drawing on techniques and influences from their time in school?

| Key Concepts | | Owls Year B | |
|---|---|--|--|
| Develop Ideas | | Printing: Islamic Art Patterns | |
| Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language. | | <p>Key Question: Can you use natural colours in your printing and print building up layers? Key Links: Islamic Civilisations Develop Ideas To explore ideas of Islamic Art Patterns. To explore layering of colours when printing. Printing To produce a print inspired by Islamic Art Patterns including the fine detail. Painting To create a natural colour palette.</p> | |
| Master Techniques | | Sculpture: Masks | |
| Drawing: | Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight, movement, perspective) Choose a style of drawing suitable for the work e.g. realistic or impressionistic | <p>Key Question: Can you make a Greek Mask using modrock? Key Links: Greek ideas Develop Ideas To investigate the qualities of modrock. To design a Greek mask sketching in a sketch book. Sculpture To use a wire framework for the mask structure. To use tools to create shapes and pattern to the masks.</p> | |
| Printing: | Build up layers of colours Recreate an accurate pattern, showing fine detail. | Painting: City Scene | |
| Painting: | Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. (Link to local geography day and create palette of local colour.) Use the qualities of acrylic and watercolours paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and qualities of paint to create texture. Begin to develop a personal style of painting, drawing upon ideas from other artists. | <p>Key Question: Can you paint like Lowry? Key Links: Victorians Develop Ideas To comment on a Lowry painting using appropriate visual language. Painting To sketch a Lowry-inspired painting lightly. To create a colour palette inspired by the industrial times. To use the industrial colour palette to complete the Lowry painting. Take Inspiration from the Greats Give details (Including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists.</p> | |
| Sculpture | Show life like qualities and real-life proportions or if more abstract, provoke different interpretations. | | |







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| | <p>Use tools to carve and add shapes, textures and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form</p> | |
| Take Inspiration from the Greats | | |
| <p>Give details (Including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of styles and influences (e.g. by Owls the children have covered impressionists, fine art, environmental art, modern art, illustration and developed a range of techniques in drawing, painting and sculpture.)</p> <p>Can children, given a stimulus, respond to it in their own way drawing on techniques and influences from their time in school?</p> | | <p>Drawing: Ben Kwok (Additional Project) Key Question: Can you draw a British animal in the style of Ben Kwok? Key Links: Vikings</p> <p>Develop Ideas To curate ideas by Ben Kwok imaginatively in a sketch book. To use a range of pencils and pens to create patterns inspired by Ben Kwok</p> <p>Drawing To draw a realistic animal. To decorate animal with patterns using fine line pens.</p> <p>Self Expression (Year 6 only) Key Question: Can you create a piece of art work drawing on skills and influences from your art lesson across KS2?</p> |

| Drawing | | | | | |
|------------------|--|--|--|--|--|
| | Year 1 | Year 2 | Year 3 | Year 4/5 | Year 5/6 |
| Examples of work | Self-Portraits – All About Me  | Castles  | | Draw a Spitfire  | Draw Viking Art  |
| | | | | Tudor Family Shields  | |
| Vocabulary | thick thin sketch texture | shade smudge blend | grades of pencil scale refine alter | Consolidate prior vocabulary | Consolidate prior vocabulary |

Painting - Printing

| | Year 1 | Year 2 | Year 3 | Year 4/5 | Year 5/6 |
|------------|---|---|--|--|--|
| Knowledge |  <p>Colour Creations: Kandinsky and Mondrian</p> | <p>Sparks and Flames – The Great Fire of London</p>  | <p>Cave Paintings – Prehistoric Britain</p>  | <p>Seurat and Pointillism</p>  | <p>Painting - Titanic Painting</p>  |
| | | | | <p>Mayans: Printing</p>  | <p>Painting - Lowry</p>  |
| Vocabulary | <p>printing technique brush size primary/secondary colours gouge scrape</p> | <p>shade acrylic / poster / watercolour artefact mono-printing motif wash</p> | <p>acrylic / poster / watercolour artefact mono-printing motif wash</p> | <p>colour scheme / blocking spectrum tint tone hue relief/impressed method. block printing</p> | <p>Atmosphere Consolidation of all previous vocabulary</p> |

3D Design and Sculpture

| | Year 1 | Year 2 | Year 3 | Year 4/5 | Year 5/6 |
|------------|---|--|---|--|---|
| Knowledge | <p>Travel and Transport: Make a papier mache hot air balloon (Man Made Materials)</p> |  <p>Andy Goldsworthy: Sculpture using natural materials</p> | <p>Romans-</p>  <p>People in Action: Giacometti Sculpture using wire and foil. Roman soldier.</p> |  <p>Ancient Egyptians: Make a clay cartouche</p> |  <p>Greek Masks.</p> |
| | | | |  <p>Ancient Greek Vases: Sculpture using Clay and carving in soap</p> | <p>Chinese Art: Make a Terracotta Warrior out of clay</p>  |
| Vocabulary | <p>roll knead sculpt(ure) texture construct</p> | <p>join slip form malleable</p> | <p>carving surface transparent opaque manipulate recycled</p> | | |