St Mark's Primary School

Art - Knowledge, skills, vocabulary EYFS - Y6

Aims for the Art curriculum:

See EYFS Expressive Arts and Design Progression Map

EYFS Expressive Arts and Design Progression Map 2022.docx - Google Docs

Key Stage 1

- 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
- To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

- 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.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- To know about great artists, architects and designers in history

This curriculum aims for pupils to leave school with an understanding of the following 3 ideas, which we believe underpin the subject of art.

1) That varying techniques and media in art can create different effects (Drawing, painting, printing and sculpture)
2) That art is influenced by the time, place and culture in which it was made
   (Understanding art as a source that tells us about the artists and the past – history link)
3) That art is produced to express emotions and communicate ideas (Appreciation of art and artists)

Autumn Term

- **Work produced through a whole school 'Creative Day' – to be displayed at a Harvest Art Exhibition with Parents/ carers invited to view, with their children.**
- **Art work to be displayed in the hall and around school.**

Spring Term

- **Work produced through a whole school 'Creative Day' (focus on multicultural art)**
- **Art work to be displayed in the hall and around school.**

Summer Term

- **Whole school art projects – Purbeck Arts Week (PAW).**
- **Work produced through a whole school 'Creative Day' - including local Purbeck Artist workshops (focus on abstract art)**
- **Art work to be displayed in the hall and sent to PAW to be exhibited in the Art Gallery for the viewing by the general public.**

Art Long Term Plan

Painting

National Curriculum Objectives	See EYFS Expressive Arts and Design Progression Map EYFS Expressive Arts and Design Progression Map 2022.docx - Google Docs	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, shape.		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. • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].			
Focus Area:	**EYFS**	**Year 1** **Focus: Mixing colours, thick and thin lines**	**Year 2** **Focus: Colour mixing and different brush strokes**	**Year 3** **Focus: Pattern, texture and colour (abstract art)**	**Year 4** **Focus: Landscape (including watercolour) Volcano**	**Year 5** **Focus: Texture**	**Year 6** **Focus: The effect of colour**
Knowledge and Skills:	**-Name red yellow and blue** -Name some secondary colours -**To know that red, yellow and blue are the primary colours. From these colours other colours can be made (green, purple and orange).** -Use some form of tripod grip to hold a paintbrush / chalk, pencil etc -To use hands, brushes, natural resources -**To know how much paint to put on the paintbrush.** **-To know that paint brushes have different thicknesses; this affects the thickness of the lines they can be used to create.** -To create using paint and different media- paint, paper, natural objects -To stroke the paint brush one way. -To make thick and thin lines (e.g. with different paintbrushes) -Combine materials to create new textures (e.g. paint and sand/lentils)	**-Know how to lighten and darken paints e.g. by adding black and white paints** -That paintbrushes have different thicknesses; this affects the thickness of the lines they can be used to create. **-To paint colour within the lines.** **-That red, yellow and blue are the primary colours.**	-To know how to balance paint with water -That different brush strokes can be used to produce different effects. **-know how to use a large brush to paint large areas and to use a small brush to add detail.** **-Know that red and yellow make orange.** **-Know that yellow and blue make green.** **-Know that blue and purple make brown.**	-That pattern is alternated or repeated elements or symbols. -That different paints have different thicknesses (e.g. acrylic, poster, watercolour) and can create different textures on the page. **-Mix tertiary colours to create a repeated pattern.** **-Know how to create colours using primary colours for example: adding more red to yellow creates a darker shade of orange, adding more blue to yellow creates a darker shade of green, adding more yellow to blue creates a lighter shade of green.** -Use sketchbooks to demonstrate skills taught.	**- That most paintings have a foreground and a background.** - Experiment with different thicknesses of paint (different types of paint and dilution) and the effects different paints can create **-know that adding water dilutes the shade of paint.** **-Know that acrylic can be layered to create a thicker texture.** -Create sketch books to record their observations and use them to review and revisit ideas.	-To know how different textures can be created e.g. by adapting and layering different materials (collage) **-To use dry brush, collage, layering, splattering and stippling to create different textures** - Create sketch books to record their observations and use them to review and revisit ideas	-Create sketch books to record their observations and use them to review and revisit ideas **-To record observations of real objects / landscapes, matching colour to real life** **-Vary the tone, tint and hue of colours to enhance the mood of a picture.** -That the hue (shade) of a colour can be changed by mixing specific colours together e.g. to darken red, use blue or brown and to darken yellow, use a light shade of orange. -That to darken a secondary colour, use the darkest primary colour that was used to create that secondary colour. e.g. to darken an orange, choose red -That a tint can be created by adding white to a colour
Key Famous designers / inventors:		Inspiration from painter Bruegel	inspiration from GFoL painter JMW Turner and Granger	Mondrian Bridget Riley Marlow Moss	David Hockney	Jackson Pollock	Klari Reis Artist's Bio artist who combines science with painting
Key vocabulary:	artist, shapes, colour, paintbrush, strokes, square, rectangle, red, yellow, blue, bold, straight lines, paint, mix, paintbrush, poster paint, palette, green, purple, orange, primary, secondary	thick, thin, thickness, lighten, darken, shades,	**thickness, lighten, darken, shades, textures, primary, secondary, palette**, balance of water, stippling and dry brush, effects, fine, medium, thick brushes	thickness, lighten, darken, shades, textures, primary, secondary, palette, stippling and dry brush, effects, pattern, tertiary colours, block painting	foreground, background, precision, detail	washes, stippling, dry brush splattering,	primary, secondary, palette, effects, tertiary colours, foreground, background, hue, tone, tint, mood

Art Long Term Plan

Drawing

National Curriculum Objectives	See EYFS Expressive Arts and Design Progression Map EYFS Expressive Arts and Design Progression Map 2022.docx - Google Docs	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, shape,		Pupils should be taught: • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness o different kinds of art, craft and design. • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]			
Focus Area:		**Year 1** **Focus: Light and dark (tone), different lines to create features of an object.**	**Year 2** **Focus: Shading, tone, texture. and pattern.**	**Year 3** **Focus: Tone: highlight and shadow, grades of pencil.**	**Year 4** **Focus: Drawing 3d shapes (using tone)**	**Year 5** **Focus: Positive and negative space**	**Year 6** **Focus: Perspective**
Knowledge and skills:	-That different media creates a different effect e.g. chalk can draw on anything, felt tips are bright, crayons weaker colour -Draw shapes e.g. circle for head -How to get different effects from different media e.g. chalk can smudge -**Create some recognisable shapes** and features e.g. a rainbow or a circle for a sun, a face -Add detail to drawings which represent objects e.g. details on a face, eyes nose mouth -Add detail to drawings which represent each part of the object (e.g face, body, legs)	-That each medium has different qualities e.g. pencil for precision, charcoal for different tone. -That tone shows the lightness and darkness of colour. That tone can be varied through lightness / darkness of lines -The pressure that you apply when drawing can be one way to change the light / darkness of a line **-To identify 2D shapes within objects and pieces of art.** **Draw light and dark lines and patterns (by varying the pencil pressure)**	-That each type of media has different qualities e.g.oil pastels to blend, chalk for smudging, pencil for shading. -That shadow in a drawing is represented by darker areas. -That shadows can be represented in drawings using a range of techniques (drawn from shared examples), shading, smudging, blending, cross hatching. -To produce patterns by repeating lines, shapes, and colour. **-Vary techniques for adding tone and texture to drawings by using different techniques: varying the amounts of pressure and thickness of the line using the side of a pencil to shade; smudging, blending, cross hatching.**	- That different media can be used to create different effects (pencil, oil pastel, charcoal, ink, chalk, pastels, crayons, felt tips) - That sketching is quick-mark making to outline shapes (not details) - That drawings contain details that sketches do not **-That the pressure that you apply when drawing, and the grade of pencil you choose can be used to create different tones and shading effects** -That the grade of a pencil is defined by the number and letter on the side. The harder the pencil (H) the lighter the shade. The softer the pencil (indicated by B and the number) the darker the shade. -Tones are created by the way in which light falls on a 3D object. Where light is strongest, highlights are created, where light is weakest, shadows. **-Create highlights and shadows in drawings.** -Create sketch books to record their observations and use them to review and revisit ideas	**-Tones are created by the way in which light falls on a 3d object. Where light is strongest, highlights are created, where light is weakest, shadows there are often a range of different tones between highlights and the shadows** **-Draw basic shapes: cube, cuboid, cylinder, using techniques for adding different tones** -Create sketch books to record their observations and use them to review and revisit ideas	**-Show an awareness of scale of different shapes (in relation to each other).** -Understand what positive and negative space is within a drawing -Create sketch books to record their observations and use them to review and revisit ideas. **-To identify the use of positive and negative space within compositions.**	-Understand what perspective means (a way of creating depth or distance in work) - That a vanishing point is a spot on the horizon line, something that has been decreasing or disappears altogether, or where all parallel lines appear to meet. **- Tones are created by the way in which light falls on a 3d object. Where light is strongest, highlights are created, where light is weakest, shadows.** - The areas of highlight and shadow on an object will change depending on the angle it is viewed from (due to the way the light falls on it) -Create sketch books to record their observations and use them to review and revisit ideas. **-Draw objects from different angles, altering tone to match real life observations**
Key Famous designers / inventors:		Pablo Picasso - self portraits Van Gogh – self portraits	Monet – sketches 'The Journey home' by Keri Bevan (hot air balloons)	Stone age cave paintings	Hokusai	Study of Cyril Kenneth Bird CBE known by the pen name Fougasse-a British cartoonist.	Georges Seurat who was a revolutionary painter who pioneered the technique Pointillism and Georgia O'Keeffe.
Key vocabulary:	facial features, portrait, draw,	HB pencil, lead, 2D light and dark, thick, thin, repetition, pattern, Vocab linked to chosen media e.g. charcoal, oil pastel, ink	**HB pencil, lead, 2D, light and dark, thick, thin, repetition, pattern,** repetition, hatch, cross hatch, blend, smudge Vocab linked to chosen media e.g. charcoal, oil pastel, ink.	HB pencil, lead, control, smudge, thick, thin, hard soft grade (pencil), repetition, cross hatch, hatching, 3D, depth, hard soft grade (pencil)	HB pencil, lead, control, smudge, thick, thin, hard soft grade (pencil), repetition, cross hatch, hatching, stippling, 3d, depth,		HB pencil, lead, control, smudge, repetition, cross hatch, hatching, stippling, 3d, depth, hard soft grade (pencil), positive and negative space. landscape, pointillism

Art Long Term Plan

Printmaking

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Focus Area:		N/A	**Year 2** **Focus: Using a printing block (Printing & Pattern)**	**Year 3** **FOCUS: Using print to create clear repeating patterns**	N/A	**Year 5** **FOCUS: To layer prints to create different details and add multiple colours**	N/A
Knowledge and skills:	-To know objects shape / textures can be transferred to paper (e.g. hand print / rubbing) -To roll printing ink/paint over found objects to create prints -Make a repeated press print pattern with chosen objects (beads, straws buttons, sponges etc) paint & press		-That shapes can be cut / or indents made in an object (e.g. polystyrene). That the indented shape will not hold paint and appear as the same colour as the background materials that are being printed upon. -That a block can be used to repeat the same print again and again. -That colour can be added to fabric in a variety of ways: fabric crayons, dipping printing. **Create a repeating pattern with a print.**	**-Patterns can be created through repeating lines, colours and shapes.** -That different materials can be used to create different textures. - That the tessellation of shapes can be used to create repeating patterns. - That prints can be made on top of each other (overlays) or over other pictures / collages. **- That shapes can be cut / indented into an object.** **- That the indented shape will not hold paint / and appear as the same colour as the background materials that is being printed upon.** -Create sketch books to record their observations and use them to review and revisit ideas. **-Develop prints with increasing detail e.g. detail added to the inside of shapes using polystyrene.**		-That different prints can be layered on top of each other – to add different details and colours to a print -Create sketch books to record their observations and use them to review and revisit ideas **-Build up layers of prints within a composition to add different colours and detail.**	
Key Famous designers / inventors:			Bridget Louise Riley -English painter known for her singular op art paintings. Richard Long's 'Mud Hand Circle'	William Morris – looking at pattern Henri Rousseau 'Tiger in a tropical storm'		Dame Zandra Lindsey Rhodes English fashion and textile designer.	
Key vocabulary:			**Print, paint, press,** design, block, repeated pattern	**Print, press, design, block, repeating pattern,** roller, tessellation, texture, detail		**Print, design, block, roller, repeating pattern, tessellation, relief printing,** plate, embossed, layers, positive, negative.	

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Sculpture

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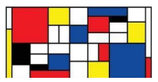
Focus Area:		**Year 1** **Focus: Clay: using tools**	**Year 2** **Focus: 3d Art: create a model**	**Year 3** **Focus: Clay: Pinch and coil**	**Year 4** **Focus: 3D Art: design and stability**	**Year 5** **Focus: Clay: Pinch and slab**	**Year 6** **Focus: 3D Art: design and reinforcing**
Knowledge and skills:	-Mould dough /clay by pinching, rolling, stretching and squeezing -Mould dough / clay into a shape of a specific object (e.g. dog, boat) by pinching, rolling, stretching and squeezing **- To know that we can manipulate play dough/salt dough into different shapes by pinching, rolling, stretching and squeezing; roll into a cylinder, roll into a ball, twist, flatten.** **-To know what happens to the salt dough/clay when left overtime.** **To know that art is not always flat (it can be 3D).** **To know how different textures and shapes can be created by cutting and tearing.** -To make choices about the materials they use -Use simple tools and techniques to shape, assemble and join materials.	-That pottery is a type of sculpture. That some artists use pottery to convey their ideas (choose example artists) -That when joining pieces of clay together, the surfaces between the join should be made rougher (e.g. scratched). This makes the join more likely to hold -That clay can be moulded to create different shapes **Mould clay to a desired shape using: pinching, rolling and stretching, twisting, scratching and**	-That sculpture is when the artist's thoughts are represented by a (3D) model / picture. -Use simple tools and techniques to shape and assemble materials. -Show an awareness of the shape and colour of the sculpture when replicating likeness. Create a model or 3D picture that represents an idea or replicates an object/person or place.	**-That sculpture is when the artist's thoughts are represented by a (3d) model.** **-That when joining pieces of clay together, the surfaces between the join should be made rougher (e.g. scratched). This makes the join more likely to hold.** -That clay can be moulded to create different shapes e.g. pinch and coil methods. -That specific tools can be used to add marks (as decoration and to create texture. **-Create a 3D sculpture, using pinch and coil methods, showing different techniques for decoration.**	**- Sculpture is when the artist's thoughts are represented by a 3D model).** - a sculpture needs to be designed, with a clear thought process behind what each element represents - an internal structure can be used to create stability. That this can be coated with a material (e.g. mache) and decorated -Create 3D structures using a basic structure adding an additional material. (e.g. covering structure or adding extra detail/texture). -**Be able to identify 3D shapes within a sculpture and replicate some of these.**	**- When joining pieces of clay together, the surfaces between the join should be made rougher (e.g. scratched).** -Understand how to create different 3D shapes e.g. using retainers (making a sculpture around a 3D shape that an then be removed) **- Show an awareness of the finishing of the product e.g. by adding decorative detail, smoothing cracks or adding texture**	**- That an internal structure can be used to create stability.** - Apply their scientific knowledge to designing, building and structuring their sculpture. -Reinforcing a sculpture internally and externally to ensure it is stable. - Show an awareness of the finished product, designing their 3D model and showing attention to detail in decoration. **-Show an awareness of the finishing of the product e.g. by adding decorative detail, matching textures / materials**
Key Famous designers / inventors:		Edward Degas - Little Dancer	Alexander Calder -Mobile	Rachel Ducker -sculpting the human form using wire, and Jess Miler using clay.	Dame Barbara Hepworth. Katie Essam, a textile artist.	Andy Goldsworthy OBE -British sculptor Clarice Cliff - English ceramic artist	Lulu tribe
Key vocabulary:	whirl, artist, artist, natural, create, design, build, observe, Collage, squares, gaps, cut, tear.	clay, marking, design, moulding, tools, shaping, sculpt, shaper, cutting, rolling pin,	**glue, staple, cellotape, masking tape, pperclp, split**	decorate, shaping, sculpt, set, shape, mould, pinch, slab	Mod Roc/Paper mache, decorate, finishing touches, final product, set, firm, shaping, sculpt, set, shape, stability	**decorate, shaping, sculpt, set, shape, mould, pinch, slab** smoothing, retainers, decorative detai	**Finishing touches, final product, set, firm, shaping, sculpt, shape, stability intent(ion), structure**

Art Long Term Plan

That art is influenced by the time, place and culture in which it was made

(Art history; different movements and influences, and how art can portray the past as a historical source)

National Curriculum Objectives	See EYFS Expressive Arts and Design Progression Map EYFS Expressive Arts and Design Progression Map 2022.docx - Google Docs	Pupils should be taught: • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Pupils should be taught: • Be taught about great artists, architects and designers in history			
Year Groups	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Knowledge and skill:	Artist: Mondrian **To know that Mondrian is a famous painter who uses colour and shape.**  Artist: Paul Klee **To know that Paul Klee is a famous painter who uses colour and shape.**  Artist: Kandinsky **To know that Kandinsky is a famous painter who uses a range of shapes and colour.**  Artist: Van Gogh **To know that Van Gogh is an artist who likes paint.**  Artist: Van Gogh **To know that Van Gogh is an artist who creates observational drawings.**   Artist: Andy Goldsworthy **To know that Andy Goldsworthy uses natural objects to create art work.**  	**-Know the name of the focus artist.** -Know approximately when the piece of artwork was made. **-Identify what the subject of a piece of artwork is.** **-Describe features of a piece of art (things that can be identified, colours, shapes).** -Replicate some of the identified features within their own artwork. Artist: Artist: Artist:	**-Know the name of the focus artist.** -That art work is an example of a primary source and can tell us about the past . **-Describe features of a piece of art (things that can be identified, colours, shapes).** -Replicate some of the identified features within their own artwork. -Be able to identify similarities and differences between theirs and a focus artist's work. Artist: Artist: Artist:	**-That art work is an example of a primary source and can tell us about the past.** **-That art has always been used to express ideas and beliefs.** Artist: Artist: Artist:	-Identify who the artist is, what the artwork is of and when and where it was created. -That (like in history) there are different time periods in art each with a distinct style. **-Be able to name some of the different artists previously studied and identify their work** Artist: Artist: Artist:	-That (like in history) there are different time periods in art each with a distinct style. -Recognise different styles of art **-Identify who the artist is, what the artwork is of, when and where it was created) and what its intended purpose / the artist's view of the subject was.** Artist: Artist: Artist:	**-That art has always been used to express ideas.** - That art is made for a variety of purposes (commissioned, religious beliefs, propaganda) -That art can portray the subject from a different perspective to enhance a chosen belief **-Identify who the artist is, what the artwork is of, when and where it was created and what its intended purpose / the artist's view of the subject was.** Artist: Artist: Artist:

Art Long Term Plan

Appreciation and Evaluation

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Focus Area:		**Year 1** Focus: Say how different pieces of art make them feel and what they like / dislike about them	**Year 2** Focus: Identify different techniques that have been used in artwork (Texture)	**Year 3** Focus: Evaluate their choices and the choices of the artist to create effects (different techniques e.g. brush strokes, shading)	**Year 4** Focus: The artist's message	**Year 5** Focus: Evaluate their choices and the choices of the artist to create effects.	**Year 6** Focus: Evaluate their choices and the choices of the artist to create effects.
Knowledge and skills:	-To say what they did and how they did it (materials, tools techniques) -To describe their picture and say what it is -Say what they like or dislike about an artist's work -Look at the work of artists and say what they see. **To know that we can get ideas about how to design and make something by looking at examples.** -I can select appropriate resources and say what I am going to make -To compare their work to someone else's (e.g. artists) and notice some things that are the same and different -To talk about a process (how they have used a tool) to make a picture / print	-That each individual (including themselves) has a range of experiences and ideas which they can draw upon to help create something imaginative -Talk about how different pieces of art make them feel **-Identify what they like and dislike about the artwork they are shown (famous artworks)** -That each individual (including themselves) has a range of experiences and ideas which they can draw upon to help create something imaginative.	-That art has always been used to express ideas **-Talk about how different pieces of art make them feel and what they make them question / think about.** **-Identify painting techniques in an artist's work**. Use of different tools to create texture, thickness of lines and shades, different brush strokes, stippling, dry brush.	**-That art has always been used to express ideas.** -That art works can be interpreted in different ways and may create opinions and emotions that vary in different people. **-Talk about how different pieces of art make them feel and what they make them question / think about** **-Identify what they like and dislike about chosen art work in reference to the techniques (e.g. brush techniques) that the artist has used.** **-Evaluate the choices that they have made (e.g. techniques) against how they wanted to portray the subject of their art.**	-That art has always been used to express ideas. -That art work can be interpreted in different ways and may create opinions and emotions that vary in different people. -State what an artist's message behind a piece of work might be (how they want you to feel about what they have created). **-Evaluate the choices that they have made against how they wanted to portray the subject of their art (include a focus on foreground and background, techniques used and how different media have been used.**	**-That artists make choices about the techniques and colours they use to create specific effects.** -Develop an idea upon which to base a piece of art -Experiment with different ways in which a subject / object can be represented (e.g. media, colours, techniques) **-Identify what they like and dislike about shown artwork in reference to the techniques (brush techniques) and colours and shades of colours (warm and cold) that the artist has used**. -Compare and contrast paintings of similar content made with different colour palettes. -Identify painting techniques in an artist's work, and discuss the symbolism of the colour used (how it is intended to make you feel) **-Evaluate the choices that they have made against how they wanted to portray the subject of their art -colour.**	**-That artists make choices about the techniques and colours they use to create specific effects.** -Experiment with different ways in which a subject / object can be represented (e.g., media, colours, techniques different angles) -To identify common features of an artist's style- link to own handwriting -To notice common themes across an artist's portfolio of work **-Evaluate the choices that they have made against how they wanted to portray the subject of their art (include a focus on foreground and background, techniques used and how different media's perspective and the angle the subject has been drawn / painted / sculpted from.**
Key vocabulary:		feeling, vocabulary linked to an artist	message, vocabulary linked to an artist	**message, feeling, techniques, portrayal, evaluate, opinion,**	**message, feeling, techniques, portrayal, evaluate, opinion, foreground, background**	**message, techniques, portrayal, evaluate, opinion, foreground, background** compare, contrast	**message, feeling, techniques, portrayal, evaluate, opinion,** propaganda, motive, commissioned, perspective,