

## Significant Artists

Reception	Year 1	Year 2
<p><b>Autumn</b> Compare and discuss paintings by well-known artist Wassily Kandinsky; squares with concentric circles.</p> <p>Explore creating their own version of this piece using media of their choice.</p> <p>Gain a good understanding of the primary and some secondary colours, used in Kandinsky's work.</p> <p><b>Spring</b> Name, compare and discuss paintings by well-known artist; <i>Jackson Pollock– Number 31, convergence and Number 5</i>.</p> <p>Recall and investigate the techniques used in Pollock's work.– drip technique. Children will create their own work in the style of Jackson Pollock.</p> <p>Return to and build on their previous learning (primary colours) refining ideas and developing their ability to represent them.</p> <p><b>Summer</b> Compare works by well-known artists and designers; <i>Henry Matisse– The Snail</i>.</p> <p>Understand the skill of 'collaging;' to harmonise shape and colour to represent an image.</p> <p>Return to, comment and build on their previous learning (primary colours/ using a range of media and materials) refining ideas and making links to prior work.</p>	<p><b>Autumn</b> Compare drawings, paintings and sculptures by well-known artists and designers; <i>Pablo Picasso</i>. Use prior knowledge to recall any famous artists (Matisse, Pollock, Kandinsky). Recall the name of artist and a fact about Picasso, e.g. 'famous Spanish painter and sculptor'.</p> <p>Expose children to a range of Picasso's work, specifically focusing on his range of cubism work; 'The Guitar', 'The Weeping Woman', 'Head of a Woman' and 'Woman in hat and fur collar'.</p> <p>Introduce the term 'cubism', simply define and recall the technique.</p> <p>Discuss and enjoy the artwork of those in our community (peer work/ across classes) and our own. Describe differences and similarities and make links to own work.</p> <p><b>Spring</b> Compare drawings, paintings and sculptures by well-known artists and designers; <i>Georgia O'Keefe</i>. Recall previously learned artists and make links to their work.</p> <p>Recall name of the artist and specifically what they are famous for (painting flowers in close proximity).</p> <p>Appreciate and discuss the work of O'Keefe., making comparisons with your own representations.</p> <p><b>Summer</b> Recall names and techniques used by artists, referencing their use of media.</p> <p>Compare drawings, paintings and sculptures by well-known artists and designers; Andy Goldsworthy, his artistic style and the name of one of his pieces. With reference to his outdoor work. Explore a range of his work.</p>	<p><b>Autumn</b> Compare drawings, paintings and sculptures by well-known artists and designers; <i>Joseph Turner (J.M.W Turner)</i>. Recall the name of at least 4 famous artists and their works/ specific techniques, referring to previous years e.g. Andy Goldsworthy, sculpture, outdoor forms.</p> <p>Discuss and enjoy the artwork of those in our community (peer work/ across classes) and our own. Describe differences and similarities and make links to own work.</p> <p><b>Spring</b> Compare drawings, paintings and sculptures by artists and designers: John Ndambo</p> <p>Using a range of pencil techniques, imitate and then create your own kente cloth.</p> <p>Discuss and enjoy the artwork of those in our community (peer work/ across classes) and our own. Describe differences and similarities and make links to own work</p> <p><b>Summer</b> Compare drawings, paintings and sculptures by well-known artists and designers: Monet, focus on 'The Beach at Trouville'.</p> <p>How is Monet similar/ different to Turner– referencing colour and style. (cold and warm colours/ wash).</p> <p>Discuss and enjoy the artwork of those in our community (peer work/ across classes) and our own. Describe differences and similarities and make links to own work</p>

### End of KS1 expectations

- To understand 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.
- Describe the work of some famous and notable artists and designers;
- Express an opinion on the work of covered artists;
- Use inspiration from artists to create their own work and compare; use key vocabulary to demonstrate knowledge and understanding in this strand.
- To discuss and enjoy the artwork of those in our community (peer work/ across classes) and our own.



### Significant Artists

Year 3	Year 4	Year 5	Year 6
<p><b>Autumn:</b> Compare drawings, paintings and sculptures by artist Casper David Friedrich.</p> <p><b>Spring:</b> Compare drawings, paintings and sculptures by artist William Harold Dudley.</p> <p><b>Summer:</b> Compare drawings, paintings and sculptures by well-known artist Clarice Cliff.</p> <p><b>Throughout the year:</b></p> <p>Evaluate work of some artists and analyse creative works and how their art / design reflected and shaped our history</p> <p>Recall the name of learned famous artists and their works/ specific techniques.</p> <p>Describe differences and similarities and make links to own work.</p>	<p><b>Autumn:</b> Compare drawings, paintings and sculptures by well-known artists and designers; Isaiah Zegar.</p> <p><b>Spring:</b> Compare drawings, paintings and sculptures by well-known artists and designers; Nick Parker.</p> <p><b>Summer:</b> Compare drawings, paintings and sculptures by well-known artists and designers; Hazam Taha Hussein.</p> <p><b>Throughout the year:</b></p> <p>Know about great artists, architects and designers and how their art / design reflected and shaped our history and contributed to the culture of our nation</p> <p>Recall the name of learned famous artists and their works/ specific techniques.</p> <p>Draw on work of other artists for inspiration and begin to emulate their style</p>	<p><b>Autumn:</b> Compare drawings, paintings and sculptures by well-known artists and designers; James Rizzi.</p> <p><b>Spring:</b> Compare drawings, paintings and sculptures by well-known artists and designers; William Morris</p> <p><b>Summer:</b> Compare drawings, paintings and sculptures by well-known artists and designers; Hannah Hoch and Jerry Uelsmann.</p> <p><b>Throughout the year:</b></p> <p>Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</p> <p>Communicate ideas and comment on artworks using artistic language</p> <p>Recall the name of learned famous artists and their works/ specific techniques.</p>	<p><b>Autumn:</b> Compare drawings, paintings and sculptures by well-known artists and designers; Sir Christopher Wren (Architect)/ Herbert Mason (Photographer).</p> <p><b>Spring:</b> Compare drawings, paintings and sculptures by well-known artists and designers; TBC</p> <p><b>Summer:</b> Compare drawings, paintings and sculptures by well-known artists and designers; Anne Pratt.</p> <p><b>Throughout the year:</b></p> <p>Discuss and describe well-known artists' and architects' work, using artistic language and vocabulary.</p> <p>Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation.</p> <p>Recall the name of learned famous artists and their works/ specific techniques.</p>
<b>End of KS expectations</b>			
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.			

## Media and Materials

Reception	Year 1	Year 2
<p>Children Will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Autumn:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings– painting and drawing. Paint, coloured pencils, paint brushes, cleaning equipment, types of paper.</p> <p><b>Spring:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings– painting and drawing. Paint, paint brushes of varying size, paper of different scales, cleaning equipment.</p> <p><b>Summer:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings– painting and collaging. Material, coloured paper, tissue paper, gum paper, glue (stick and PVA), coloured pencils, scissors.</p>	<p><b>Autumn:</b> In collage, sort and use a range of materials that are cut, torn and glued.</p> <p>In pencil, draw lines of different length and thickness.</p> <p>In textiles, join materials using glue.</p> <p><b>Spring:</b> In painting, mix colours to make secondary colours.</p> <p>In painting, use thick and thin brushes to produce lines and shapes.</p> <p>In pencil, draw lines of different length and thickness.</p> <p><b>Summer:</b> In sculpture, use techniques such as rolling, cutting, moulding and carving.</p>	<p><b>Autumn:</b> In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns. Use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.</p> <p>In painting, mix colours to make secondary colours.</p> <p>In painting, add white to make tints and black to make shades.</p> <p><b>Spring:</b> In pencil, draw lines of different length and thickness and show pattern using dots and lines.</p> <p>In textiles, weave and join materials using glue or stitch.</p> <p><b>Summer:</b> In collage, mix materials to create texture e.g. coiling, overlapping and montage.</p> <p>In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns. Use a paint brush to: dab, smooth,</p>
End of KS1 expectations		
<ul style="list-style-type: none"> <li>· To use a range of materials creatively to design and make products.</li> <li>· To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>· To evaluate and analyse the materials and techniques used.</li> </ul>		



## Media and Materials

Year 3	Year 4	Year 5	Year 6
<p><b>Throughout the year:</b></p> <p>Create sketchbooks to record and revisit observations. In print, press, roll, rub and stamp and recreate print from environment, e.g. wrapping paper etc.</p> <p><b>Autumn:</b> In painting, create a colour wheel.</p> <p><b>Spring:</b> In collage, consider the effect of chosen materials and technique.</p> <p><b>Summer:</b> In sculpture, include texture that conveys feelings, expression or movement and refine use of tools.</p>	<p><b>Throughout the year:</b></p> <p>Use a sketchbook to record observations and develop ideas. In print use layers of two or more colours.</p> <p><b>Autumn:</b> In textiles, use basic cross and back stitch.</p> <p>In collage use mosaic and montage.</p> <p><b>Spring:</b> In digital media, use a range of tools to create images, video and sound recordings.</p> <p><b>Summer:</b> In drawing, use a range of pencils and techniques to show effect, movement, perspective and reflection.</p> <p>With coloured pencil, can block colour and control depth</p> <p>In painting use watercolours, to produce washes for background.</p> <p>Select the brush size and type depending on the task</p> <p>Mix thicknesses of paint for different purposes</p>	<p><b>Throughout the year:</b></p> <p>Use a sketchbook to record observations and develop ideas</p> <p>In print use layers of two or more colours.</p> <p><b>Autumn:</b> In drawing, use a range of pencils and techniques to show effect, movement, perspective and reflection. With coloured pencil, can block colour and control depth</p> <p>In painting use watercolours, to produce washes for background.</p> <p>Select the brush size and type depending on the task</p> <p>Mix thicknesses of paint for different purposes</p> <p><b>Spring:</b> In textiles, use basic cross and back stitch.</p> <p><b>Summer:</b> In collage use mosaic and montage.</p> <p>In digital media, use a range of tools to create images, video and sound recordings.</p>	<p><b>Throughout the year:</b></p> <p>Use a sketchbook to record observations and develop ideas</p> <p><b>Autumn:</b> In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration. Mix and match paint colours for purpose, match colour, tones, tints to enhance mood.</p> <p><b>Spring:</b> In collage, combine visual and tactile qualities.</p> <p><b>Summer:</b> In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration.</p> <p>Enhance digital media by editing, including sound, video and animation, still images and installations.</p>
<p><b>End of KS expectations</b></p> <ul style="list-style-type: none"> <li>· Produce a sketch book that has recorded observations and used to review and revisit ideas</li> <li>· Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</li> <li>· Be proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> </ul>			

## Skills

Reception	Year 1	Year 2
<p><b>Autumn:</b> Pupils will develop their colour mixing techniques to enable them to match colours they see and want to represent. Share their creations, explaining the process they have used.</p> <p><b>Spring:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings– painting. Investigate and experience their freedom and creativity when using the drip technique, understanding the changing effect on materials when using a specific approach.. Create collaboratively, sharing ideas and skills.</p> <p><b>Summer:</b> Explore, use and refine a variety of artistic effects to express their ideas and feeling– collaging. Using a variety of materials and tools, experiment with colour, form, design and texture to create a collage. Share creations with peers, making reference to their chosen artist and process.</p>	<p><b>Autumn:</b> Children begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials.</p> <p>Understand ‘cubism’, simply define and recall the technique.</p> <p>Children use a range of pencils and practise type of lines, shading, toning and marks in sketchbook. to create a self-portrait.</p> <p>Children are given the opportunity to exhibit, evaluate and analyse their own work. Children appreciate the work of their peers.</p> <p><b>Spring:</b> In sketchbooks record the different and specific effects linked to each utensil, e.g. different types of brush to produce the cleanest marks/ marks of varying shapes, different thickness and depth of line using pencils. Making links to which type of media is most like O’Keefe.</p> <p>Plan a floral piece in sketchbooks.</p> <p>Children return and build on the skill of colour mixing.</p> <p>Exhibit and peer assess work, acknowledging good elements of work, be specific when explaining why you like the work.</p> <p><b>Summer:</b> Recreate pieces in the style of Goldsworthy outside, in the environment using materials from the outdoors.</p> <p>Explore sculpture work using play dough or salt dough, using the correct vocabulary to describe techniques, rolling, joining, cutting, carving and smoothing.</p>	<p><b>Autumn:</b> Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials..</p> <p>Recap colour mixing to create the colours needed in a sunset, recap cool and warm colours. Use sketchbooks to practise different brush strokes.</p> <p>Introduce the term ‘wash’ and watercolour paints.</p> <p>Children are given the opportunity to exhibit, evaluate and analyse their own work. Children appreciate the work of their peers.</p> <p><b>Spring:</b> Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials..</p> <p>Explore the use of pattern and colours to express meaning.</p> <p>Children are given the opportunity to exhibit, evaluate and analyse their own work. Children appreciate the work of their peers.</p> <p><b>Summer:</b> Children work collaboratively.</p> <p>Carefully select the best use of materials and media to represent an artists work. Discuss the background of the Monet piece, the use of cool colours and sweeping brush strokes.</p> <p>Children are given the opportunity to exhibit, evaluate and analyse their own work. Children appreciate the work of their peers.</p>

### End of KS1 expectations

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Produce creative work, exploring their ideas and recording their experiences.
- 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.



**Skills**

Year 3	Year 4	Year 5	Year 6
<p><b>Throughout the year:</b></p> <p>Use and apply art and design techniques and improve their control and use of materials.</p> <p>Use range of artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette.</p> <p><b>Autumn:</b> Explore a colour wheel, to gain a greater depth into warm and cold colours.</p> <p>Study 'the wanderer above the sea fog'. Discuss layers of image, background and foreground.</p> <p>Create own image, based on stimulus.</p> <p><b>Spring:</b> Explore different sculptures by famous artist Clarice cliff, consider meaning and purpose.</p> <p>Consider shape and colour carefully.</p> <p><b>Summer:</b> Practise the skill of pencil work, considering line and depth to produce observational drawings.</p>	<p><b>Throughout the year:</b></p> <p>Apply art and design techniques with creativity, experimentation and increasing awareness</p> <p>Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey.</p> <p><b>Autumn:</b> Produce mosaic pieces, based on intricate and individual designs.</p> <p>Practise beginning to use cross and back stitch.</p> <p><b>Spring:</b> Explore a range of digital media and IT tools, to create a stop motion video with a poignant and relevant message– deforestation.</p> <p><b>Summer:</b> Refine the skill of watercolour, carefully selecting brushes and changing pressure/ brushes strokes and continuous line.</p>	<p><b>Throughout the year:</b></p> <p>Apply art and design techniques with creativity, experimentation and increasing awareness.</p> <p>Use range of artistic vocabulary to discuss and evaluate work e.g. reflection, contemporary, convey.</p> <p><b>Autumn:</b> Begin to show mastery in terms of painting, drawing and material selection, exhibit skills across a range of pieces.</p> <p><b>Spring:</b> Refine the skill of stitching, beginning to use cross and back stitch competently to produce a planned design in the style of William Morris.</p> <p><b>Summer:</b> Continue to explore different digital media and how it can be used; creating a digital photomontage.</p>	<p><b>Throughout the year:</b></p> <p>Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks e.g. atmosphere, symbolise, mastery, evocative</p> <p>Master art/design techniques with wide range of materials</p> <p><b>Autumn:</b> Discover famous architects and their work, discovering their impact on our buildings and their place in history.</p> <p><b>Spring:</b> Show the skill of collaging and sculpture to create a Mayan mask with increased details.</p> <p><b>Summer:</b> Master the skill of drawing with increased detail, composing botanical images based on the work of famous artists.</p>
<b>End of KS expectations</b>			
<p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>			





## Vocabulary

Reception	Year 1	Year 2
Colour Colours names Artist Mix Paint brush Primary and (some) secondary colours Texture Material Evaluate Exhibit Museum Line Curve Stick Pattern	Primary / secondary colour, Light Dark. Design Statue Sculpture Model Fold Bend Attach Pattern Print Shape Portrait Thick Thin Broad Narrow Fine Print Edit Analyse Abstract	Tone, Tint Pattern, Texture. Soft Charcoal Print Rubbing Smudge Detail Symmetry Decoration Texture Thread Combine Tone Sketch Proportion Wash Smooth, Wash Sponge Stipple, warm, cool Stroke
<b>End of KS1 expectations</b>		
· Use correct artistic vocabulary.		



## Vocabulary

Year 3	Year 4	Year 5	Year 6
Surface Position Shade Printing Relief Observe Perspective palette. Pressure Enhance Detailed Delicate Natural Repeat Layer Background Foreground Intense Accurate Assemble	Tapestry Architecture Reflection Contemporary Convey Proportion Appearance Character Personality Manipulate Techniques Representational Imaginary Stippled Continuous Materials	Expression Angle , Convey Viewpoint Bird eye view Relief Etching Pressure Engraving Indentation Modify Water-based Oil-based Complex Contrast Textures	Still life Scale Proportion Atmosphere Symbolise, Mastery Evocative Tonal Reflection Stippling Bleeds Sequence Dynamic
<b>End of KS expectations</b>			
Use range of artistic vocabulary to discuss and evaluate work.			