Beamont Primary School

Art and Design



Curriculum INTENT

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| Beamont Primary School - Home**Beamont Primary School- Art progression through EYFS** **Expressive Arts and Design- Creating with materials**  |
| **Playing & Exploring - Engagement** | **Active Learning - Motivation** | **Creating & Thinking Critically - Thinking** |
| * Finding out & exploring
* Playing with what they know
* Being willing to ‘have a go’
 | * Being involved & concentrating
* Keep on trying
* Enjoying achieving what they set out to do
 | * Having their own ideas (creative thinking)
* Making links (building theories)
* Working with ideas (critical thinking)
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| **ELG** **- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function****- Share their creations, explaining the process they have used** **- Make use of props and materials when role-playing characters in narratives and stories** |
| Focus | Drawing  | Painting  | Texture and collage  | Explore  | Vocabulary |
| NurserySkills  | • Create closed shapes with continuous lines, & begin to use these shapes to represent objects • Begin to use a variety of drawing tools• Draw with increasing complexity & detail, such as representing a face with a circle & including details• Show different emotions in their drawings• Explore colour & colour mixing  | • Explore different materials freely, in order to develop ideas about how to use them & what to make• Join different materials & explore different textures• Handling, feeling, enjoying and manipulating materials• Use variety of construction materials | • Join different materials & explore different textures• Develop own ideas & decide which materials to use to express them | • Notice what other children & adults do, mirroring what is observed• Practise artist’s techniques• Discuss likes & dislikes about artwork | Line, thick, thin, wavy, straight, pencil, Finger, stick, chalk, pastel, felt tip, Mark making tools, sponges, different brushes, respond, line, colour, dough, explore, mark making, textural effects, materials, tools, control, fine motor, glue, sticking, paper, fabric, natural materials, Experiment, printing, media, understand, techniques |
| Nursery Knowledge | **Autumn** **Time for change/Seasons & celebrations** | **Spring** **Testing the water/Animals**  | **Summer** **Growing & life cycles/Near & Far**  |
| • Begin to use a variety of drawing tools- pencils, crayons, pencil crayons, pastels, and chalk • Explore different textures and • Can draw a simple representation of myself•Explores what happens when you mix colours •Begin to describe different textures. | •Can describe changes to colours as they are mixed. •Can create simple collages using a variety of texture and can explain how one texture represents an object. •Can describe different textures.  | •Select the appropriate tool or technique to complete a task •Can make their own homes using a variety of materials such as cardboard, plastic, fabric •Can create their own zoo- by making colour and material sections for their chosen animals. •Can create observation drawing of flowers and pastels |
| Children to be exposed to key vocabulary and quality texts within all areas of the provision. Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. There will be a balance of fiction and non-fictions texts used to support learning. Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. Reading will take high priority across provision.  |

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| Beamont Primary School - Home**Beamont Primary School- Art progression through EYFS** **Expressive Arts and Design- Creating with materials**  |
| **Active Learning - Motivation** | **Active Learning - Motivation** | **Creating & Thinking Critically - Thinking** |
| * Being involved & concentrating
* Keep on trying
* Enjoying achieving what they set out to do
 | * Being involved & concentrating
* Keep on trying
* Enjoying achieving what they set out to do
 | * Having their own ideas (creative thinking)
* Making links (building theories)
* Working with ideas (critical thinking)
 |
| **ELG** **- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function****- Share their creations, explaining the process they have used** **- Make use of props and materials when role-playing characters in narratives and stories** |
| Focus | Drawing  | Painting  | Texture and collage  | Explore  | Vocabulary |
| Reception Skills  | • Use a range of tools competently & safely • Explore different textures. Encourage accurate drawings of people• Create representations of both imaginary & real-life ideas, events, people & objects• Explore, use & refine colour mixing techniques• Use colour for purpose, including creating moods | • Experiment to create different textures• Use tools to create different textures• Use a range of materials to create different textures• Manipulate materials to have a planned effect | • Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding | • Respond imaginatively to artworks & objects• Explore, use & refine a variety of artistic effects to express their ideas & feelings• Expresses & communicate working theories, feelings & understandings in the form of art work & objects | Texture, shape, 2D, observation, imagination, scale, size, fine motor skills, Experiment, properties of clay, plasticine, model, observation, imagination, demonstrate, modelling. Experiment, media, understand, textural effects, observation, imagination, Experiment, printing, media, understand, techniques  |
| Reception Knowledge  | **Autumn** All about me/ Changes  | **Spring** Animals that live in hot & cold places/Growing  | **Summer 1****Life cycles/Journeys**  |
| • Can draw representations of myself and others •Can use drawings to tell a story •Explores what happens when you mix prime colours •Begin to describe different textures. •Uses colour to express their feelings. •Can create their own home using clay and modelling tools to add detailed features.  | •Can talk about the changes to colours as we mix \*Captures experiences and responses with a range of media, such as paint and other materials or words.•Create own stamps and produce repeating patterns •Can create observation drawing of flowers and pastels •Can use different materials to create their own shoe box zoo representation and explain their choices.  | •Can explain how colours can be changed. •Can complete a simple weave using paper, card or fabric. •can select their own tools and resources and give reasons for their choices.  |
| Painting  | Drawing  | Texture and Collage  |
| Children to be exposed to key vocabulary and quality texts within all areas of the provision. Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. There will be a balance of fiction and non-fictions texts used to support learning. Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. Reading will take high priority across provision.  |

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| Year 1: Art skills progression  |
| **KS1: POS*** **to use a range of materials creatively to design and make products**
* **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination**
* **to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**
* **about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.**
 | **Painting**\*Use a variety of tools and techniques including the use of different brush sizes and types. \*Mix and match colours to artefacts and objects.\*Work on different scales. \*Mix secondary colours and shades using different types of paint.\*Create different textures e.g. use of sawdust.  |
| **Texture and Collage**\*Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. \*How to thread a needle, cut, glue and trim material. \*Create images from imagination, experience or observation \*Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.  | **Drawing**\*Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. \*Use a sketchbook to gather and collect artwork. \*Begin to explore the use of line, shape and colour  |

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| **Year 1 – End points** |
| **Drawing**Ancient civilisations/Michelangelo | * Know that in all parts of the world,Ancient Civilisations**,** drew scenes on the walls of caves **-** to tell stories and to communicate
* Know that Renaissance artists like Michelangelo**,** drew portraits and still life compositions in a realistic way.
* Know that an observational drawing is from a primary source object and something that is present and a secondary source object is a photograph or photocopy.
* **Know that a pencil grip can change how marks are applied on a surface.**
* **Know how to draw lines and dots to create implied texture.**
* Know how to draw a realistic eye and how different cultures (Ancient Egyptians) drew eyes.
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| **Painting**Georgia O’Keefe/Claude Monet | * Know that Japanese and Flemish Renaissance artists painted landscapes & flowers.
* **Know that Georgia O’Keeffe mostly used watercolour and pastels**
* **Know that Georgia O’Keefe is famous for her large-scale flower paintings and bold use of colour**
* Know that landscapes can include perspective to show distance and be created in layers with a fore/mid and background.
* **Know that there are different types of brushes: flat brush, rounded brush or angled brush to create smooth and textured effects**
* **Know that there are different types of medium to paint with: watercolour, inks, ready mixed and acrylic paint.**
* **Know how to draw loose lines to record initial ideas when planning to paint trees, flowers and a landscape.**
* **Know that primary colours, red, yellow & blue mix to make the secondary colours, orange, purple and green and that blue, green and purple belong to the cool colour family and red, orange and yellow belong to the warm colour family.**
* Knows how to mix a shade and a tint of a colour and how to blend tones or gradients of colour.
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| **Sculpture**Ancient Greeks/Theatre masks | * **Know that sculpture is art in 3D (three dimension – width, height, depth) and can be made by carving, modelling or placing materials together.**
* Know how to manipulate paper and card to make sculptural forms.
* **Know clay comes from the ground**
* **Know how to use clay tools and equipment to roll out, sculpt shapes and make impressions like lines, on clay sculpture.**
* **Know how to use hands to make coils, model shapes and join pieces of clay.**
* **Know that ancient Greeks made sculptures and theatre masks.**
* Know how to make a rubbing of a surface of an object.
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| **Pattern and Printing**Mono printingHokusai | * Know that a print is an art technique where an image, a texture or a shape can be reproduced many times on a surfaces like paper or fabric.
* Know that the raised pattern on an object or surface can be reproduced many times by printing.
* **Know that when mono printing only one final image is made.**
* **Know that printing ink is very fluid, dries quickly and is applied using a roller.**
* **Know that Japanese artists are famous for their wood block prints.**
* Know that Hokusai, a Japanese artist, created The Great Wave of Kanagawa using a wood block print.
* **Know that books, packaging, magazines and patterns on clothes are made by printing.**
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| Year 2: Art skills progression  |
| **KS1: POS*** **to use a range of materials creatively to design and make products**
* **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination**
* **to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**
* **about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.**
 | **Painting**\*Mix a range of secondary colours, shades and tones. \*Experiment with tools and techniques, including layering, mixing media, scraping through etc. \* Name different types of paint and their properties. \* Work on a range of scales e.g. large brush on large paper etc. \*Mix and match colours using artefacts and objects.  |
| **3D Form/ Sculpture**\*Manipulate clay for a variety of purposes, including. thumb pots, simple coil pots and models. \*Build a textured relief tile. \*Understand the safety and basic care of materials and tools. \*Experiment with, construct and join recycled, natural and man- made materials more confidently.  | **Textiles/ Collages**\*Use a variety of techniques, including weaving, French knitting, tie- dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. \*Create textured collages from a variety of media. \*Stitch, knot and use other manipulative skills.  |

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| **Year 2 – End points** |
| **Drawing**Leonardo De Vinci | * **Know that Leonardo Da Vinci (Renaissance artist) painted portraits and animals in a realistic way.**
* **Know that in all parts of the world, Ancient Civilisations, drew scenes on the walls of caves - to tell stories and to communicate**
* **Know that an observational drawing is from a primary source object and something that is present and a secondary source object is a photograph or photocopy.**
* Know that a pencil grip can change how marks are applied on a surface.
* Know how to draw lines and dots to create implied texture.
* Know how to draw a realistic eye and how different cultures (Ancient Egyptians) drew eyes.
* Know that drawing pencils have different grades, and that H means hard graphite and B means depth of black graphite
* Know that the higher the number of a pencil, the harder or darker it is.
* Know that ‘tone’ means how light or dark pencil lines or a colour can be.
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| **Painting** Gustav Klimt | * **Know that Japanese and Flemish Renaissance artists painted landscapes & flowers.**
* **Know that Gustav Klimt liked to paint trees (Birch Forest, Beech Forest, Pear Tree)**
* Know that landscapes can include perspective to show distance and be created in layers with a fore/mid and background.
* **Know that there are different types of brushes: flat brush, rounded brush or angled brush to create smooth and textured effects**
* Know that there are different types of medium to paint with: watercolour, inks, ready mixed and acrylic paint.
* Know how to draw loose lines to record initial ideas when planning to paint trees, flowers and a landscape.
* **Know that primary colours, red, yellow & blue mix to make the secondary colours, orange, purple and green and that blue, green and purple belong to the cool colour family and red, orange and yellow belong to the warm colour family.**
* Knows how to mix a shade and a tint of a colour and how to blend tones or gradients of colour.
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| **Sculpture**Mathilde Roussel | * **Know Mathilde Roussel forms sculptures out of recycled materials, soil and grass seeds**
* Know that sculpture is art in 3D (three dimension – width, height, depth) and can be made by carving, modelling or placing materials together.
* **Know how to manipulate paper and card to make a bird sculpture.**
* Know clay comes from the ground.
* Know how to use clay tools and equipment to roll out, sculpt shapes and make impressions like lines, on clay sculpture.
* **Know how to use hands to make coils, model shapes and join pieces of clay.**
* Know how to make a rubbing of a surface of an object.
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| **Pattern and Printing**Claire Harrup | * Know that a print is an art technique where an image, a texture or a shape can be reproduced many times on a surfaces like paper or fabric.
* **Know that the raised pattern on an object or surface can be reproduced many times by printing.**
* Know that when mono printing only one final image is made.
* Know that printing ink is very fluid, dries quickly and is applied using a roller.
* **Know that Japanese artists are famous for their wood block prints.**
* **Know that Claire Harrup is an illustrator and printmaker based in the UK.**
* Know that books, packaging, magazines and patterns on clothes are made by printing.
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| Year 3: Art skills progression  |
| **Y3: POS*** **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]**
* **about great artists, architects and designers in history.**
 | **Drawing**\*Experiment with different grades of pencil and other implements.\*Plan, refine and alter their drawings as necessary. \*Use their sketchbook to collect and record visual information from different sources.\*Draw for a sustained period of time at their own level.\*Use different media to achieve variations in line, texture, tone, colour, shape and pattern.  |
| **Textiles/ Collages**\* Use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. \*Name the tools and materials they have used. \*Develop skills in stitching. Cutting and joining.\*Experiment with a range of media e.g. overlapping, layering etc.  | **Printing**\*Print using a variety of materials, objects and techniques including layering. \*Talk about the processes used to produce a simple print.\*To explore pattern and shape, creating designs for printing  |

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| **Year 3 – End points** |
| **Drawing**Clara Petters/ Rembrandt | * Know that some items and objects within a still life composition symbolise different things e.g. roses – love, apples - temptation
* **Know that Renaissance Artists painted realism in still life and animals and birds**
* **Know that Clara Peeters was the first still life artist to include fish in her paintings.**
* **Know that Rembrandt is known for the use of light and shadow in his portraits.**
* **Know how artists create movement using pencil marks and effects in their art works.**
* **Know how to create and add tone to drawings to show light and dark and to achieve form in still life and architectural drawings**
* Know how to add 1- and 2-point perspective to a drawing to portray form.
* Know that a horizon line runs horizontally, and vanishing points are where lines meet.
* Know that to portray distance in a composition, objects further away are smaller and in less detail.
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| **Painting**Johannes Vermeer | * Know that famous renaissance artists painted landscape and still life compositions with realism and perspective.
* **Know that some artists paint hidden meanings and sometimes paint themselves in a landscape and the colours they choose may tell a story or convey a mood.**
* **Know that Johannes Vermeer paintings depict scenes of daily life**
* **Know how to mix and blend evenly, primary, secondary and tertiary colours to add form to a composition and how to use a colour wheel to support colour mixing.**
* Know how to consider composition placing objects/trees/buildings in a landscape with perspective such as a horizon line.
* Know that perspective allows artists to portray form in their artwork and a horizon line and vanishing points are used.
* **Know that texture in a painting can be achieved by layering using differing brush strokes or by using a sponge.**
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| **Sculpture**Franz Messerschmidt | * **Know that Franz Messerschmidt was a sculptor famous for character heads contorted into extreme facial expressions**
* Know sculpture is an art form made in three dimensions where sculptors use modelling and constructing - to create their work.
* **Know that papier mache is used to make a sculptural form from recycled paper**
* **Know that a gargoyle is found on old churches and cathedrals to divert rainwater away from the building**
* Know that a kiln is used to dry out an artist’s clay sculptures and pottery.
* Know how to hand sculpt, model shapes and join pieces of clay to make an open hollow form.
* Know how to use clay tools and equipment to roll out, sculpt shapes, join pieces and make impressions and indents like lines, on clay sculpture.
* **Know how to use pencil and shading to draw eyes with realism and detail.**
* **Know how to use pencil and shading to draw animal eyes and how to represent an animal eye in clay.**
* Know how to adapt the thumb pot technique to construct a hollow form clay sculpture.
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| **Printing and textiles**Andy Warhol | * **Know that Andy Warhol used images from popular culture making him one of the best-known pop artists.**
* Know that a print is an image that can be reproduced many times on surfaces like paper or fabric using press print techniques.
* Know how to develop a press print (impressed print) from an observational drawing using a polystyrene tile.
* **Know how to make a negative print and a surrounding background.**
* **Know how to hand dye fabric with fabric dye.**
* **Know how to transfer a design from paper to fabric using tracing**
* **Know that embellishment in art is to add a decorative detail like beads, sequins, buttons**
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| Year 4: Art skills progression  |
| **Y4: POS*** **Sculpture – Ancient Greek pottery**
* **Painting**
* **Mosaic and Collage**
 | **3D Form/ Sculpture**\*Make informed choices about the 3D technique chosen. \*Show an understanding of shape, space and form.\*Plan, design, make and adapt models. \*Talk about their work understanding that it has been sculpted, modelled or constructed. \*Use a variety of material  |
| **Painting**\*Make and match colours with increasing accuracy. \*Use more specific colour language e.g. tint, tone, shade, hue. \* Choose paints and implements appropriately.\*Plan and create different effects and textures with paint according to what they need for the task. \*Show increasing independence and creativity with the painting process  | **Collage**\*Match the tool to the material. \*Combine skills more readily. \* Choose collage or textiles as a means of extending work already achieved. \* Refine and alter ideas and explain choices using an art vocabulary.\*Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. \*Experiments with paste resist  |

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| **Year 4 – End points** |
| **Drawing**Lady Elizabeth Wilbraham | * Know how to draw horses with realism and detail using different mark making.
* **Know that Lady Elizabeth Wilbraham is known for being the first female architect**
* **Know how artists create movement using pencil marks and effects in their art works.**
* **Know how to create and add tone to drawings to show light and dark and to achieve form in still life and architectural drawings**
* Know how to add 1- and 2-point perspective to a drawing to portray form.
* Know that a horizon line runs horizontally, and vanishing points are where lines meet.
* Know that to portray distance in a composition, objects further away are smaller and in less detail
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| **Painting**William Turner | * **Know that artists in the Romanticism era of art painted landscapes using usually showing movement in water in a composition**.
* **Know that William Turner is world renowned for painting landscapes using water colours**
* **Know that Japanese artists quite often painted birds in landscapes.**
* Know that some artists paint hidden meanings and sometimes paint themselves in a landscape and the colours they choose may tell a story or convey a mood.
* Know that Johannes Vermeer paintings depict scenes of daily life
* **Know how to mix and blend evenly, primary, secondary and tertiary colours to add form to a composition and how to use a colour wheel to support colour mixing.**
* **Know how to consider composition placing objects/trees/buildings in a landscape with perspective such as a horizon line.**
* Know that perspective allows artists to portray form in their artwork and a horizon line and vanishing points are used.
* Know that texture in a painting can be achieved by layering using differing brush strokes or by using a sponge
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| **Sculpture**Sir Grayson Perry | * Know sculpture is an art form made in three dimensions where sculptors use modelling or constructing - to create their work.
* **Know that clay coil pots are a part of Chinese history.**
* **Know that a kiln is used to dry out an artist’s clay sculptures and pottery.**
* Know how to use clay tools and equipment to roll out, sculpt shapes, join pieces and make impressions and indents like lines, on clay sculpture.
* Know how to hand roll coils of clay, model shapes and join pieces of clay.
* **Know how famous artists and potters make pots from clay.**
* Know that papier mache can be to make a sculptural form from recycled paper
* **Know Sir Grayson Perry is a sculptor known for his animal pots**
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| **Printing and textile**Henri Matisse | * **Know that Henri Matisse was a printmaker, sculptor and a painter.**
* Know that a print is an image that can be reproduced many times on surfaces like paper or fabric using relief print techniques.
* **Know how to develop a relief print (a collagraph) using layered card.**
* **Know how to use a wax resist technique on fabric.**
* **Know how to transfer a design from paper to fabric using tracing**
* Know that printing is used in everyday life in textiles such as quilt covers, curtains and clothes.
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| Year 5: Art skills progression  |
| **Y5: POS*** **Drawing from a 3D perspective**
* **Jean Michel Basquiat – Printing**
* **Sculpture – Creating a clay tile**
 | **Drawing**\*Use a variety of source material for their work. \*Work in a sustained and independent way from observation, experience and imagination. \*Use a sketchbook to develop ideas. \*Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.  |
| **Printing**\*Explain a few techniques, including’ the use of poly-blocks, relief, mono and resist printing. \*Choose the printing method appropriate to task. \*Build up layers and colours/textures. \* Organise their work in terms of pattern, repetition, symmetry or random printing styles. \*Choose inks and overlay colours.  | **3D Form/ Sculpture**\*Describe the different qualities involved in modelling, sculpture and construction. \* Use recycled, natural and manmade materials to create sculpture.\* Plan a sculpture through drawing and other preparatory work.  |

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| **Year 5 – End points** |
| **Drawing**Zaha Hadid | * **Know how to analyse and annotate an expressionist artist’s drawings of landscapes, animals and portraits looking for light and dark, perspective and how they used pencil marks to create depth and form.**
* **Know that Zaha Hadid was the architect that designed the London Aquatics centre built for the Olympics**
* Know how to add light and shadow to drawings when the direction of the light source or sources is known.
* **Know that when drawing from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion and that objects will appear differently when viewed from different viewpoints and angles.**
* **Know how to draw reflection on an object or in a landscape.**
* Know how to create 1- 2- and 3-point perspective in drawings, to portray form to make the viewers eye go on a journey.
* Know that composition allows for a balanced artwork so the focal point may not be centred but is in the foreground to highlight its importance.
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| **Painting**Renoir | * Know that cubism is a style of painting that was developed which shows objects from many angles at once.
* **Know that abstract art is a form of art with no recognisable subject – it doesn’t represent images of our everyday life.**
* **Know that Renoir painted portraits and was known for his use of light**
* Know how to choose the correct brush to portray light and shadow clearly and refine the outline of an object.
* Know how to use directional brush strokes to create form and movement in a painting.
* Know how to add perspective when creating a painting (1 and 2 -point perspective).
* Know how to use scaling and composition for a balanced artwork.
* Know how to map out the composition of a painting and that the paintbrush, colours, shapes, tone and composition can be used in different ways to inform mood.
* **Know that pointillists use small, distinct dots of colour in patterns to form an image**
* **Know how to stipple**
* Know that when complementary colours are mixed, they produce muted colours
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| **Sculpture**Edgar Degas/Auguste Rodin | * Know that sculptors create sculptures in different poses for different meanings and to show different emotions.
* Know how to create a figure of a person and the idea of it being in proportion.
* **Know how to sculpt using silver foil and wire, and how to use an armature.**
* **Know that they can measure shapes from observation using a scaling method using their thumb and pencil – relates this method to scaling of human figure – 7 ½ head lengths.**
* K**now how to draw a human face in proportion.**
* **Know that the Romans made busts of gods and emperors.**
* **Know that Edgar Degas & Auguste Rodin were sculptors fascinated by movem**ent
* Know how to create reliefs, indentations, impressions and how to smooth clay with clay tools.
* Know how to draw the human figure in proportion
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| **Printing mixed media**Melanie | * Know that print maker Melanie Yazzi uses symbols and patterns from the Native American people of the USA in her designs
* **Know that some artists create art from their heritage, customs and beliefs.**
* **Know that mixed media means made up of different mediums**
* **Know how to create a personal, original piece of art in response to a poem or other stimulus**.
* Know that a poetry zine is usually a staple bound booklet that allow writers, photographers, and artists to share their ideas
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| Year 6: Art skills progression  |
| **Y6: POS*** **Quilting – Textiles**
* **Drawing and Painting – Close observational sketches**
* **Pattern and Design – Landscape Collage**
 | **Textiles**\*Awareness of the potential of uses of material.\*Use different techniques, colours and textures etc. when designing and making pieces of work. \*To be expressive and analytical to adapt, extend and justify their work.  |
|  **Drawing and Painting**\*Investigate a variety of ways to make different marks with dry and wet media. \*Identify artists who have worked in a similar way to their own work. \*Develop ideas using different or mixed media, using a sketchbook. \* Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. \*Create shades and tints using black and white.\*Choose appropriate paint, paper and implements to adapt and extend their work. \*Carry out preliminary studies, test media and materials and mix appropriate colours. \* Work from a variety of sources, including those researched independently.\* Show an awareness of how paintings are created (composition).  | **Collage**\*Awareness of the potential of uses of material.\*Use different techniques, colours and textures etc. when designing and making pieces of work. \*To be expressive and analytical to adapt, extend and justify their work.  |

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| **Year 6 – End points** |
| **Drawing**Hundertwasser. | * **Know how to analyse and annotate an expressionist artist’s drawings of landscapes, animals and portraits looking for light and dark, perspective and how they used pencil marks to create depth and form.**
* **Know that Friedensreich Hundertwasser is a famous artist and architect known for brightly coloured abstract artwork and architecture identified by its irregular shaped windows and doors.**
* **Know how to add light and shadow to drawings when the direction of the light source or sources is known.**
* Know that when drawing from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion and that objects will appear differently when viewed from different viewpoints and angles.
* Know how to draw reflection on an object or in a landscape.
* Know how to create 1- 2- and 3-point perspective in drawings, to portray form to make the viewers eye go on a journey.
* Know that composition allows for a balanced artwork so the focal point may not be centred but is in the foreground to highlight its importance.
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| **Painting**Lubiana Himid | * **Know that cubism is a style of painting that was developed which shows objects from many angles at once.**
* Know that abstract art is a form of art with no recognisable subject – it doesn’t represent images of our everyday life.
* **Know that Lubiana Himid paints stories about friendships, love and kindness.**
* Know how to choose the correct brush to portray light and shadow clearly and refine the outline of an object.
* Know how to use directional brush strokes to create form and movement in a painting.
* Know how to add perspective when creating a painting (1 and 2 -point perspective).
* Know how to use scaling and composition for a balanced artwork.
* **Know how to map out the composition of a painting and that the paintbrush, colours, shapes, tone and composition can be used in different ways to inform mood.**
* **Know that pointillists use small, distinct dots of colour in patterns to form an image**
* **Know how to stipple**
* Know that when complementary colours are mixed, they produce muted colours
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| **Sculpture**Henry Moore/Barbara Hepworth | * **Know that Henry Moore and Barbara Hepworth are modern sculptors**
* Know that abstract artists use negative space, shape, form, texture, composition to make the viewer’s eyes run over the shape of the sculpture.
* Know that some sculptors try to give the impression of movement within their work.
* **Know how artists use wire to create sculptural form and how to shape, wrap, twist, cut and join the wire to create 3-dimensional form.**
* **Know how to create reliefs, indentations, impressions and how to smooth the surface of clay.**
* Know how to sculpt holes through free standing clay sculptures.
* Know that refining lines, shapes, tonal gradients will help to create a more accurate and realistic outcome in drawing.
* Know that the space surrounding a subject is called negative space and keeps the focus on the subject.
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| **Textiles**Dia De los Muertos | * Know that textile artists make their art from a variety of fabrics
* **Know that wet felting is the process of using a combination of friction/agitation, soap and water to make felt out of wool fibres**
* **Know that Día de Los Muertos (The Day of The Dead) is a Traditional Mexican Festival that celebrates the lives of deceased relatives.** Know that stitching is used to add embellishment to textile work, like buttons, sequins or beads
* **Know that Batik is a wax-resist technique where molten hot wax is applied to the fabric with a brush or tjanting tool prior to dyeing to keep the colour from reaching the fibre.**
* **Know that textile artists make items that we wear and use in our daily lives as well as textile art.**
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