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| Key Vocabulary | <p>Reception Vocabulary soft, smooth, rough, rolling, bumpy, kneading, squashing, pinching, art, collaboratively, ideas, pencil, pastel, smudge, nature, wallpaper, cellophane, tissue paper, fabric, construct</p> <p>Year 1 & 2 Vocabulary Work, art work, idea, starting point, observe, focus, design, improve, portrait, self-portrait, line drawing, detail, landscape, building, pastel, drawing, line, bold, size, space, primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, water colours, watercolour wash, sweep, dab, bold brush stroke, acrylic paint, sculpture, statue, model, 3D sculptor, carving, sculpture, installation, shapes, materials, abstract, geometric,</p> <p>Collage, squares, gaps, mosaic, features, cut, place, arrange, textiles, fabrics, weaving, woven, placement, loom, alternative, over, under, decoration, decorative, batik dye, wax, resist, crayons, ink, apply, set, printmaking, woodcut, relief printing, clay, texture, digital media, roughing, slip, joining, construction, batons, monoprinting, mimic,</p> <p>Year 3/4 Vocabulary Line, pattern, form, detail, questions, observe, refine, light, dark, tinge, shadow, texture, pattern, form, shape, outline, foreground, middle ground, background, abstract, emotion, warm, blend, fresco, architect, decoration, polystyrene printing tiles, block printing.</p> | | | |
| Year group | Year 3 Progression of techniques | Year 3 Teaching opportunities/idea | Year 4 Progression of techniques | Year 4 Teaching opportunities/idea |
| Developing ideas | <p>Practice and develop sketchbook use, incorporating drawing to discover, drawing to show you have seen, drawing to experiment, collecting ideas.</p> <ul style="list-style-type: none"> Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to | <ul style="list-style-type: none"> Making use of school trips to sketch local area, e.g. Beaumont Park (Secret Garden) Study of rocks- see drawing project techniques Use a view frame to focus observation when drawing onto smaller details- from buildings etc Develop questions to ask when looking at artworks and /or stimulus: Describe what you see What do you like/dislike? Why What is the artist saying to us in this artwork? How does it make you feel? How might it inspire you in making your own art? | <ul style="list-style-type: none"> Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. To develop a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links. Draw to: discover, experiment, explore colour, test ideas, |  <ul style="list-style-type: none"> Sketching plants Sketches of Arctic animals Sketching sketches of the Piece Hall and Textile mills. http://www.sandrameech.com/8/alps/ Studying of the artist Sandra Meech – look at her collections of sketches, experiments with media to create her own art work. Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist’s intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. |

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| | <p>experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...</p> | | <p>sticking, looking back, making links, writing notes and reflecting.</p> | <ul style="list-style-type: none"> • Look at a variety of types of source material and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. • Develop questions to ask when looking at artworks and /or stimulus: • Describe the artwork. • What do you like/dislike? Why? • Which other senses can you bring to this artwork? • What is the artist saying to us in this artwork? • How might it inspire you to make your own artwork? • If you could take this artwork home, where would you put it and why? • Take part in small scale crits throughout so that brainstorming becomes part of the creative process. |
| <p>Digital media</p> | <ul style="list-style-type: none"> • To use photographs to develop imaginative artwork • Use digital media to identify and research artists, craftspeople, architects, and designers. • Building on mark-making and observational skills, make drawings of animals, people and vehicles Use scissors to dissect the and reconstruct them into drawings that move, e.g. Making moving drawings • Use digital media to make animations from the drawings that move. | <ul style="list-style-type: none"> • Self Portrait/Egyptian- use self-portrait side photos (taken in pairs) to create an Egyptian style self-portrait. Use a variety of Media. | <ul style="list-style-type: none"> • Use ICT art software to make art works by cropping, cutting and pasting their own images. • Make digital artworks that respond to or extend work in other areas of the curriculum. • Collect images from internet to use as inspiration and store in a folder. • Create images, video and sound recordings and explain why they were created. | <ul style="list-style-type: none"> • Woven Topic – Piece Hall visit. Children to take pictures to create a photomontage of the Piece Hall. Focus on elements of interest. Looking at different perspectives. Look at work by Sasha Ray • In groups, upload images, crop, cut, copy paste to create an imaginative montage.  |

Drawing

- Mark making- experiment and explorative.
- Mark on a range of surfaces.
- Experiment with grip to assist drawing styles.
- Experiment with various pencils.
- Draw from observations and imagination.
- Experiment with mark marking using alternative tools.
- Create initial sketches for painting
- Begin to draw with accuracy
- Discuss shadows, light and dark.
- Have an awareness of how patterns can be used to create texture.
- Continue to explore line pattern and texture.
- Introduce the terms hatch, cross hatch and stipple.
- Reinforce the concept of tone- explore-work with a basic range of pencils.
- Explore chiaroscuro.(light/dark contrast)
- Explore a variety of drawing starting points (Stimulus) including very close looking through observations from primary and secondary sources.(fossils)
- Introduce life drawing of landscapes and plants in the school grounds.
- Use marks to tell story- marks reflecting what they draw (stoneage)
- Start to understand how to achieve drawing objects with a 3D effect.
- Discuss what is scale and proportion. Start to use scale.

- Self-portrait- accurate observations of facial features- build up to self-portrait in pencil.
- Develop self portrait using mix media/college
- Draw objects in detail e.g. Iron Man character head by Ted Hughes



- Ideas for Skeleton: Look at the work of Leonardo da Vinci and look carefully at the bones found in our bodies.. Created by rolling white paint onto the paper then working into it with oil pastel.

Ideas – creating their own character

- Mark making- experiment and explorative.
- Mark on a range of surfaces.
- Consider scale and proportion
- Create accurate observational drawings
- Identify and draw the effect of light
- Draw for a sustained period of time.
- Explore and use line pattern and texture.
- Introduce zentangle.
- Revise the terms hatch, stipple, cross hatch and scumble.
- Reminders to use tone in work- expand range of graded pencils.
- Explore a variety of drawing starting points (Stimulus) including very close looking through observations from primary and secondary sources.
- Create blind drawings from imagination.
- Scale up work from designs and plans.
- Explore proportions.
- Use a view finder to select an area of a subject for drawing.
- Show light and dark with different media-charcoals, chalks, pastels
- Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. Start here drawing
- Apply these skills to a variety of media, exploring outcomes in an open-

- **William Morris**- Observational drawings of plants including pen and ink. Using view finders to focus in on an area.
- **Africa** – Animal pencil sketches – observational drawing in pencil and charcoal
- Observe closely before drawing
- Create tones to provide depth to work-use a range of media to draw with -chalks, pastels, charcoals etc. Begin to show distance -further objects are smaller
- Ideas for portraits:



- create self-portraits for their new teacher, as part of transition. Take photographs, transfer the images, using oil pastel and biro. Then add simple lines with black felt pen and finished with zentangle patterns.

FROZEN



<http://www.sandrameech.com/6/alps/>

Collect own sketches of winter – developing tone, texture, etc. Use pencil, charcoal, pen, pastel- mix the media for effect

Drawing ideas:

look at a variety of architects and design their own city. Use books to inspire and support the teaching of architecture in our curriculum.

Tonal drawings ideas:

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| | <p>Make larger scale drawing from observation and imagination</p> | | <p>ended manner throughout the other projects described here.</p> <ul style="list-style-type: none"> • Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities • Layering of media, mixing of drawing media, e.g. Wax resist with coloured inks | <p>Who were the Roman Emperors? What did they look like and how do we know? Look at photographs of Roman statues to help inspire tonal drawings. Use white and black oil pastel on parcel paper.</p> <p>Ideas for proportion and scale: Inspiration from electric circuits. Use scissors and paper to develop drawing skills. Turn the floor into the paper.</p> <p>Ideas for light and shade:</p>  <p>look at water and how to accurately draw a glass filled with liquid. Quiet observational drawing</p> |
| <p>Painting/colour</p> | <ul style="list-style-type: none"> • Experiment with different effects and textures inc blocking in colour, washes, thickening paint etc. • Work confidently on a range of scales e.g thin brush on small pictures. • To use watercolour paint – using brushes and water carefully for effect. <p>Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills</p> <p>Explore painting on new surfaces using colour as decoration Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect</p> | <ul style="list-style-type: none"> • Volcanoes Topic: Look at the work of Andy Warhol – think about the colours used. Compare to other volcano art work. – using paint, tissue, paint blowing, and ink create an imaginative volcanic image. • Kandinsky study of impact in his time and legacy. • Watercolour ammonites -rocks topic • Cave paintings | <ul style="list-style-type: none"> • Make and match colours with increased accuracy. • Use more specific colour language e.g tint, tone, hue. • Choose paints and implement appropriately. • Plan and create different effects and textures with paint according to that they need for the task. • Show increasing independence and creativity with the painting process. • To use complimentary colours • To use pastels to blend complimentary colours. • Create a one-off project sketchbook which can inform future sketchbook practice, consolidating old skills and introducing new skills (including: creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared | <p>Create colour wheel with complementary colours</p> <ul style="list-style-type: none"> • Look at examples in art -contrasts Africa – looking at colours of Africa- the plains, deserts and animals. Colour mixing. Painting the collage animal face. • Create an African plain sunset using pastel and charcoal.  <ul style="list-style-type: none"> • Africa -Create own Masai Mara influenced pictures. Gakonga (Kenya) |

the outcome, e.g. Stencils
composition and mark making and
Exploring colour

starting point). Taking ownership of your
sketchbook

- Combine artforms such as collage,
painting and printmaking in mixed media
projects e.g. Screenprinting inspired by
matisse
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- **Frozen landscapes** -selecting colours and
blending to create a frozen landscape -



building on from Yr.3 – texture and tone.

- **FROZEN-** Inspired by the book Ice Palace
and the work of Sandra Meech- the
children are
to create a
journey of
the frozen
landscape in
the story the
Ice Palace.










- **Dragon
Scales-**




Imaginative
drawings of
Dragons- close up.
Eyes and scales.

Selecting a range of colours for effect. -
mixed media

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| <p>Sculpture/design and making</p> | <ul style="list-style-type: none"> To shape the vessel and create a thumb pot lid of appropriate size. Clay: to be able to roll consistently sized coils to create a vessel. To make and use slip to join the coils together. <ul style="list-style-type: none"> Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object. <p>Plan, design and make models. Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture, e.g. Roald Dahl and Quentin Blake sculpture resource</p> <p>Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick).</p> | <ul style="list-style-type: none"> Egyptian canopic jar – thumb pot construction. Coil pot – Stone Age  <p>Clay angels- Artist inspiration Sue Davis: Leaves found materials and printing blocks are indented into the clay. Drawing and making flowers/pollinators- influence Mr Finch</p> | <ul style="list-style-type: none"> Develop design skills and collaborative working skills through fashion design. Explore paper and card manipulation skills to build 3d forms. Explore paper and card manipulation skills to build 3D forms. 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 materials Select and arrange 3D materials to convey feelings, expression and movement when creating collage and sculpture. To make and use slip to join the coils together. To shape the vessel and add handles. <p>To add designs to the claywork. Work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or imagination. Combine with developing visual literacy skills so that the 3d sketches explore how we read and communicate emotion and idea, e.g. Quick clay figurative sketches</p> | <ul style="list-style-type: none"> Africa- create animals from Africa- built up observational drawings leading to abstract. Use layers of cardboard Greek pots-clay- design and make based on the work of ancient artists. With handles Dragon scales – develop dragon foil sculptures from a build up of drawings.    <p>Christmas cards – create a collage Christmas card – layering to convey movement</p>  <p>Ideas: Fashion design</p> |
| <p>Collage</p> | <ul style="list-style-type: none"> Experiment with a range of media e.g. overlapping, layering etc. Collage and sculpture: Select and arrange materials and for a striking effect when creating collage and sculpture. | <ul style="list-style-type: none"> Self Portrait/Egyptian heads- see above. | <p>Choose collage or textiles as a means of extending work already achieved. Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually, e.g. Building_nests</p> | |

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| <p>Textiles</p> | <ul style="list-style-type: none"> • Use a variety of techniques, inc. 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. • Use basic cross stitch and back stitch. • Single finger knitting | <p>Create simple cross stitch on binca fabric- Christmas Calendars/Cards</p>  | <ul style="list-style-type: none"> • Shape and stitch materials • Create more complex weaving • Explore add texture using Couch materials • Match the tool to the material. • Combine skills more readily. • Refine and alter ideas and explain choices using an art vocabulary. | <p>Woven Topic -</p> <ul style="list-style-type: none"> • Couching (Examples from the Woven project) • Weaving of different materials for effect.  <ul style="list-style-type: none"> • FROZEN- Topic - Sew and weave using different fabrics /yarns – creating a collaborative picture. <p>William Morris Topic: Study of the impact of William Morris. Create own wallpaper designs and printing blocks using polystyrene. Compare to Morris Mackintosh Print paper and/or fabric pieces</p> |
| <p>Printing</p> | <ul style="list-style-type: none"> • 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 | <p>Idea – inspired by the shapes and patterns found in ammonite fossils, linked to their science topic Rocks and Fossils. Children to make their own collaged backgrounds to print on. They then use a polystyrene block to create a relief print, inspired by ammonite fossils.</p> | <ul style="list-style-type: none"> • <i>Mastered printing techniques of using layers of colour and repeating patterns.</i> • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want • Resist printing including marbling. | |

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| <p>Work of other artists</p> | <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Look at and talk about the work of artists. | <ul style="list-style-type: none"> Andy Warhol – Vesuvius  <ul style="list-style-type: none"> Architectural Landmarks from around the world and local Huddersfield area to compare-e.g. Eiffel Tower, Castle Hill. | <ul style="list-style-type: none"> Create original pieces that are influenced by the studies of notable artists, artisans and designers. Look at and talk about the work of artists who use different mediums and identify what techniques may have been used. | <ul style="list-style-type: none"> William Morris http://www.sandrameech.com/6/alps/ Sasha Ray - photomontage Morris Mackintosh Buildings during the industrial revolution. Picasso |
| <p>Evaluating and Assessing</p> | <p>Evaluating As a class Enjoy listening to other peoples views about artwork made by others. Feel able to express and share an opinion about the artwork. Think about why the work was made, as well as how.</p> <p>In small groups Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people’s work, using things you have seen or experienced yourself. Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p> <p>One to one Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</p> | <p>Assessing Assessment Questions Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> Tell me about that you are making and what inspired you What might you do next? Tell me about the materials and techniques you are using What have you discovered? How do you feel about the end result? What kinds of problems did you encounter and how did you get round them? Tell me about things you really liked or enjoyed What would you like to explore more of? <p>Remember! “Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported”</p> | <p>Evaluating As a class Enjoy listening to other peoples views about artwork made by others. Feel able to express and share an opinion about the artwork. Think about why the work was made, as well as how.</p> <p>In small groups Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people’s work, using things you have seen or experienced yourself. Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p> <p>One to one Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</p> | <ul style="list-style-type: none"> Assessment Questions Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils: Tell me about that you are making and what inspired you What might you do next? Tell me about the materials and techniques you are using What have you discovered? How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? Tell me about things you really liked or enjoyed What would you like to explore more of? Remember! “Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported” |

