






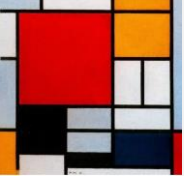

Winterbourne Earls C. E. Primary School

**ART PROGRESSION
INTENT –**

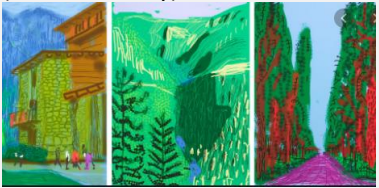
Our Art curriculum develops creativity, challenges, engages and inspires children, whilst equipping them with some knowledge about the subject and teaches necessary skills. It allows the children to experiment, invent and create their own works of art, craft and design. The curriculum has appropriate subject knowledge, skills and understanding to explore and investigate, create and evaluate artwork, as set out in the National Curriculum and so will give the children every opportunity to reach and exceed their potential at Winterbourne Earls Primary School. It will enable pupils to create and critically discuss art work with a real purpose and in relation to the community beyond the school gate. Art is a unique form of expression and when displaying and sharing their work, the children can showcase the skills and progress they have made from Year 1 to Year 6.

Ks1	Strand (with Artist examples)	Skills	Knowledge	Vocabulary
Yr 1	Exploring & developing ideas	<ul style="list-style-type: none"> To take inspiration from artists, artisans and designers, both classic and modern. Explore different methods and materials as ideas develop. Collect visual information from other artists and experiment with their ideas or techniques in own work. 	<ul style="list-style-type: none"> To begin to know that there is a history of art, craft and design throughout the world. To understand that many ideas can be applied in their own work in different ways. To begin to understand that art is as much a process, as it is a finished product. 	
Year 1	Painting  (Jim Dine)	<ul style="list-style-type: none"> To learn the term 'Primary' and 'secondary' colours and to know the colours that are in each category. To learn how to mix colours successfully. To explore colour mixing primaries to make secondary colours. To explore mark making using thick and thin brushes. To use an artist's ideas to create your own piece. 	<ul style="list-style-type: none"> To know that you can't mix the Primary colours- they come from nature. To know the names of the colours To know which primary colours mix together to make which secondary colour e.g. red and blue to make purple. To know how to use mixing skills to create secondary colours. (dip, mix, wash, dip, mix wash) To know that to keep the colours clean, the brush needs washed each colour change and the water needs to be clean. To know when it's appropriate to use a thick or a thin brush for effect/media. To be able to use the given vocabulary to describe the work of an artist. 	Primary colours & Blue Red Yellow Secondary colours & Blue Orange Yellow Thick/Thin line/mark/dab long/short Technique

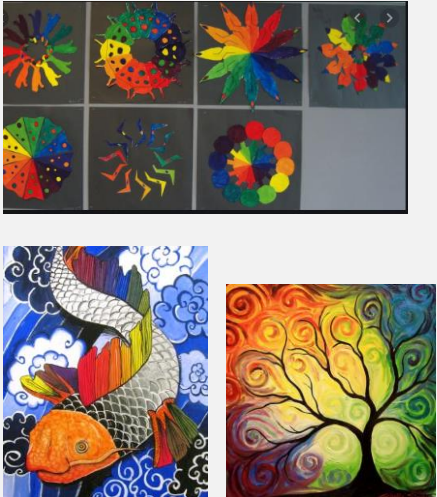
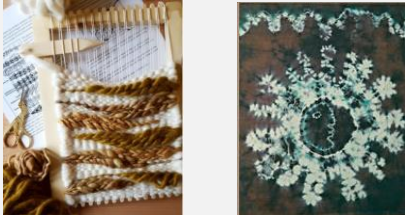
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<p>Collage and Textiles</p>  <p>(Eileen Downes)</p>  <p>(Kris Grover)</p>	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and stuck/ glued. (using tape/glue/PVA) • Explore, sort and arrange a range of materials to create an effect. • Begin to mix collage materials to create texture. • To replicate some of the techniques used by collage artists. 	<ul style="list-style-type: none"> • To know that you can manipulate materials in different ways to create an effect. • To know which materials are appropriate to use for different purposes. • To know how to use an artist's work as a starting point for your own ideas. 	<p>Construct Join/attach Natural/Man made rough/smooth</p>
<p>Sculpture</p>  <p>(Joan Miro)</p>  <p>(Raya Brown)</p>	<ul style="list-style-type: none"> • Use combination of shapes. • Explore and use straws, card, paper, salt dough/play dough and found materials. • Use techniques such as rolling, cutting, moulding and carving. • To replicate some of the techniques used by sculptors and artisans. 	<ul style="list-style-type: none"> • To know and recognise how shapes fit together to create a 3D model. • To experiment and explore different materials, both natural and man made. • To experiment with different techniques and be able to name some of them. • To know how to use tools safely & appropriately. • To know how to use an artist's work as a starting point for your own ideas. 	<p>Join/attach Construct</p> <p>Flatten Cut/carve Mould/shape roll/ pinch/squeeze</p>
<p>Drawing</p> <p>(Piet Mondrian)</p>  	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) staying within the lines, with control. • To describe the work of a notable artist or designer. 	<ul style="list-style-type: none"> • To know when it's appropriate to use lines of different thickness e.g. side of pencil/tip of pencil or thicker pencil/crayon/pastel. • To know how to hold a pencil to have good control over lines and colouring. • To know the names of the different media used. 	<p>Thick/Thin solid/block (of colour) Sketch Crayon Pencil Chalk Oil pastel Chalk pastel</p>




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<p>Print</p>	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Use objects to create prints e.g. fruit, vegetables, sponges, blocks. • To describe the work of a notable artist or designer. 	<ul style="list-style-type: none"> • To experiment with different repeating/overlapping shapes to see what effect they have. • To experiment with different objects to see what effect/texture they have. • To know the names of the different media/tehniques used. 	<p>Print Technique Primary colours Secondary colours Stamp/ press</p>
<p>Digital Media (David Hockney)</p> 	<ul style="list-style-type: none"> • Use a range of tools/programs/apps to create different textures, lines, tones, colours and shapes on a laptop/chrome book or tablet. 	<ul style="list-style-type: none"> • To begin to develop a knowledge of different methods of digital creativity. 	<p>App Tool Lines Tones Textures Colours Shapes Names of tools/apps</p>

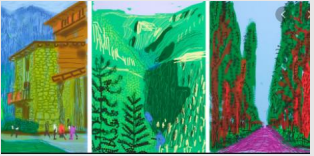
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	Strand (with Artist examples)	Skills	Knowledge	Vocabulary
Y2	Exploring & developing ideas	<ul style="list-style-type: none"> To take inspiration from artists, artisans and designers, both classic and modern. Explore different methods and materials as ideas develop. Collect visual information from other artists and experiment with their ideas or techniques in own work. 	<ul style="list-style-type: none"> To begin to know that there is a history of art, craft and design throughout the world. To understand that many ideas can be applied in their own work in different ways. To begin to understand that art is as much a process, as it is a finished product. 	
Year 2	Painting 	<ul style="list-style-type: none"> Add white to colours to make tints and black to colours to make tones. To mix and create a colour wheel/colour wheel painting using Primary and secondary colours. To use thick and thin brushes. Explore different types of paint. 	<ul style="list-style-type: none"> To know that black and white are not colours. (They are tones/shades) To know how to make a tint and tone of a colour. To know the procedure for colour mixing. (dip, mix, wash, dip, mix wash) to ensure good, clean colours. To know when it's appropriate to use a thick or a thin brush. Experiment and explore different paint types, effects and to know their names. 	Colour wheel Primary/secondary colours Tint Tone Shade Poster paint Watercolour
	Collage and Textiles (Lucy Poskitt) (Marian Clayden) 	<ul style="list-style-type: none"> Use weaving to create a pattern. Create weavings using fabric strips. Begin to sew Join materials/fabrics using glue &/or a stitch. Use simple plaiting. Use dip dye techniques (tie dye). Describe the work of an artist or designer that they are familiar with through learning about their techniques. 	<ul style="list-style-type: none"> To know what you need & how to weave. To know how to create a weaving and what a weaving is. To know what a weaving may be used for in industry/ beyond art. To know how to join materials using glue or by sewing. To know when it is appropriate to use each technique. To know what you need & how to plait. To know what you need & how to dip dye (tie dye). 	Texture Form Recycled warp/weave thread sew dye



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		<ul style="list-style-type: none"> To know how to use materials and media safely. 	
<p>Sculpture</p>  <p>(Andy Goldsworthy)</p>	<ul style="list-style-type: none"> Include lines and texture. Use rolled up paper, straws, card found materials and clay to make sculptures. To begin to join different materials. Use techniques such as rolling, cutting, moulding and carving. To use ideas from artists studied to influence own artwork. 	<ul style="list-style-type: none"> To know how to create lines and texture in a sculpture. To know that there are a range of media and materials that could be used, both natural/man made. To know how to join materials in different ways. To experiment with different techniques and know what they are called. To know how to work safely with tools. 	<p>Join Form Malleable Texture Roll Cut Mould Carve Natural/Man made</p>
<p>Drawing</p>  <p>(Pablo Picasso)</p>	<ul style="list-style-type: none"> Show pattern and texture by adding dots and lines. To show different tones by using hard/soft pencils and charcoal/chalk. To describe the work of notable artists. 	<ul style="list-style-type: none"> To know when and how to use dots and lines for texture. To begin to know which type of pencil to use for what effect. To know how an artist has achieved an effect and to apply it in own work. 	<p>Shade Tone Pattern Texture Smudge Blend Charcoal/chalk Portrait Consolidate media language from Y1.</p>
<p>Print (Paul Klee)</p> 	<ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic prints from the environment e.g. wallpapers or fabric. Press, roll, rub, repeat and stamp shapes or blocks to make prints. Explore making monoprints.. 	<ul style="list-style-type: none"> To experiment with different repeating/overlapping shapes to see what effect they have and to create a motif. To develop an awareness of how printing is used in the 'real' world. To know different techniques for printing and be able to name them. To know the difference between a print and monoprint. 	<p>Mimic Press Roll Rub Stamp Monoprint Motif repeat block print/textile/fabric</p>




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<p>Digital Media (David Hockney)</p> 	<ul style="list-style-type: none">• Use a wide range of tools/apps to create different textures, lines, tones, colours and shapes.	<ul style="list-style-type: none">• To begin to develop a knowledge of different methods of digital creativity.	<p>App/tool names Lines Tones Textures Colours Shapes</p>
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Ks2	Strand (with Artist examples)	Skills	Knowledge	Vocabulary
Year 3	Exploring and developing ideas	<ul style="list-style-type: none"> • Begin to make first hand observations as a way of recording ideas. • Begin to use sketchbooks to record ideas and artwork. • Question and make observations about starting points, and respond positively to suggestions; • To show/develop perseverance when things don't necessarily go to plan. 	<ul style="list-style-type: none"> • To build up resilience, by making mistakes and suggesting improvements to their work. • To begin to know that sketchbooks are a way to record ideas, practice techniques and initial inspirations. 	
	Drawing (Gustavo Marigo) 	<ul style="list-style-type: none"> • Consolidate the use a variety of drawing media from KS1. • To extend awareness of types of drawing pencil/pens /media and to know their names. • Use pencils of different hardness/softness to show differences in line, tone and texture. • Begin to sketch lightly (no need for rubbers to correct) • To create original pieces influenced by the study of others. 	<ul style="list-style-type: none"> • To know the correct names of the media used. • To know which drawing media is appropriate to use in which piece of work. • To know how to make effects through line, tone and texture. • To apply what has been learned about an artist in own work. 	Portrait sketch light/dark tone/line/pattern/ texture shape/outline Consolidate Ks1 vocabulary
	Print (Mary Ann Strandell) 	<ul style="list-style-type: none"> • Learn to use polystyrene tiles and pencils to create a printing stencil. • Learn to use a roller and printing ink method. • Learn to make a mono print. 	<ul style="list-style-type: none"> • Know that the patterns drawn into the tile will not print. • Know that you need to roll the ink onto the tile, then apply pressure to print the picture. 	Printing tile Relief/impressed Block print Roller Printing ink Background/foreground
	Painting (Linda Lang)	<ul style="list-style-type: none"> • To consolidate accurate colour mixing from Ks1. • To consolidate accurate tint/tone mixing from Ks1. • To begin to use a variety of brushes more 	<ul style="list-style-type: none"> • Use varied brush techniques to create shapes, textures, patterns and lines. • Mix colours effectively and accurately using the correct language, e.g. tint/tone, primary and secondary. 	Colour foreground,/background warm/cold colours blend/ mix line/tone/tint.


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		<p>purposefully and accurately.</p> <ul style="list-style-type: none"> • To use the language of colour accurately when mixing, e.g. primary, secondary and tint/tone. • To learn the cold/warm colour palletes. • To begin to learn and practice how to make a water colour wash. 	<ul style="list-style-type: none"> • Know that a watercolour wash requires the painter to set the paper on a slope, start at the top, use even strokes, a larger brush and clean water to be successful. 	
	<p>Sculpture Ara Pacis (Roman panel)</p>   <p>Bronze age</p>	<ul style="list-style-type: none"> • Use clay and other malleable materials and practice joining techniques explored in Ks1. • Explore how to make different textures in clay/malleable materials, using a variety of tools. 	<ul style="list-style-type: none"> • To know that different tools can produce different textures. • To be familiar with clay and know that it needs some water/dampness to be workable. • To know how to work safely with tools and materials. 	<p>Consolidate Ks1 language for sculpture Structure Names of clay tools Scrape Gouge Smooth Slip fire</p>



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<p>Collage and textiles (Dolan Geiman)</p>  <p>(Kurt Schwitters)</p> 	<ul style="list-style-type: none"> • To create collages with a variety of materials, (both man made & natural) e.g. paper, magazines, leaves, stones seeds, berries & fabrics. • To experiment with sorting and arranging materials with purpose to create effect. • To select colours and materials to create effect, giving reasons for their choices. • To learn and practice a variety of techniques, e.g. overlapping and montage; • To begin to refine work as they go. • To select appropriate materials, giving reasons. • To use a variety of techniques, e.g. using paint or drawing on top of collage/montage, or adding sand to paint to provide texture to create different textural effects. • To replicate some of the effects used by artists and designers. 	<ul style="list-style-type: none"> • To know that some media will join together more successfully than others. (e.g. best glue/tape/PVA to use for paper/card/fabrics) • To begin to know why they have chosen specific materials. • To begin to know when work needs refining- begin to develop a critical eye. • To know the meaning of overlapping and montage. • To learn new techniques, e.g. overlapping, and montage. • Create original pieces that are influenced by the study of others. 	<p>Consolidate Ks1 language for Collage & textiles</p> <p>Texture/ shape/ form, pattern Montage Pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>
<p>Digital media</p>  <p>(Man Ray)</p>	<ul style="list-style-type: none"> • To begin to take photos and images of the world around them, thinking about position of subject/object and light. • To experiment with colour and mono photos. • To explore different effects. 	<ul style="list-style-type: none"> • To know how to take a photo using a camera or i-pad. • To know how to change the colour to black & white. • To know why they have placed the object/subject within the photo frame- to have purpose. 	<p>Photograph Colour Mono/black & white Shutter button Lens (back camera lens/front camera lens on an I pad) Effects</p>



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Ks2	Strand (with Artist examples)	Skills	Knowledge	Vocabulary
	Exploring and developing ideas	<ul style="list-style-type: none"> • Explore ideas from first-hand observations; • Use sketchbooks to record ideas. • Question and make observations about starting points, and respond positively to suggestions; • Adapt and refine ideas; • Start collecting and developing ideas using sketchbooks. • Practice and share their learning and skills with others, giving and receiving feedback to improve. 	<ul style="list-style-type: none"> • To build up resilience, by making mistakes and suggesting improvements to their work. • To know how to create sketchbooks to record observations and use them to review and revisit ideas. 	line, pattern, texture, form, record, detail, question, observe, refine
Year 4	Drawing (Leonardo Da Vinci) 	<ul style="list-style-type: none"> • Use a variety of drawing tools and media with confidence and precision. • Begin to show an awareness of space when drawing; • Use pencils of different hardness/softness to show differences in line, tone, texture. • Learn to shade. • Begin to use lines to represent light and shadow. E.g. learn hatching/ cross hatching • Consolidate and become more confident when sketching (no need for rubbers to correct) • Begin to annotate sketches with thoughts & ideas. (in sketchbook) 	<ul style="list-style-type: none"> • To know how to make effects through tone, texture, light and shadow. • To know which drawing medium is particularly good for which effect. Eg. Charcoal is good to smudge to make shade/shadows, pencils/pens- better to draw lines/hatching. • To know a range of drawing techniques when recording observations and generating ideas. 	portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline


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<p>Print (Andy Warhol)</p> 	<ul style="list-style-type: none"> • Practise using polystyrene tiles and pencils to create a printing stencil. • Practise using a roller and printing ink method. • Learn to make a 2 colour print. 	<ul style="list-style-type: none"> • Know that the patterns drawn into the tile will not print. • Know that you need to roll the ink onto the tile, then apply pressure to print the picture. 	<p>Consolidate previous Vocabulary</p>
<p>Painting (J M W Turner)</p> 	<ul style="list-style-type: none"> • To know which brushes are the best for which effects. • To paint with a range of brushes. • To use the language of colour accurately when mixing, e.g. shade, primary/secondary and tint/tone. • Mix secondary colours accurately. • To learn the term 'Tertiary', what it means and the names of the colours within. • To explore & experiment mixing tertiary colours with a variety of media. • To experiment with colour for effect and mood. • To use watercolour paint to produce washes for backgrounds then add details. • To replicate some of the techniques used by artists. 	<ul style="list-style-type: none"> • Use varied brush techniques to create shapes, textures, patterns and lines. • Mix secondary colours effectively using the correct language, e.g. tint/tone, shade, primary and secondary. • Know the term 'Tertiary, what it means' and the names of the tertiary colours. • Know how to use watercolours effectively. • Know how to apply a watercolour wash effectively. • Begin to develop a critical understanding of artists work, expressing reasoned judgements that can inform their own work. 	<p>colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, wash, tertiary.</p>
<p>Sculpture (Calixte Dakpogan)</p>	<ul style="list-style-type: none"> • Use paper, card, straws cut, to make, join and combine shapes to create recognisable forms. (nets or solid materials) • Add materials to the sculpture to create detail. 	<ul style="list-style-type: none"> • To know the most appropriate materials needed to join and construct. • To know how to build something taller or stronger. • To know how to add expression through decoration. • To use a range of materials to sculpt. 	<p>Mathematical shape language Net Combine Sculpt Create Detail</p>




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		<ul style="list-style-type: none"> • Use a variety of materials for sculpting.(both natural or man-made) • To decorate a sculpture. • To create original pieces influenced by the work of other artists. 	<ul style="list-style-type: none"> • To begin to develop own ideas, with increased proficiency in their execution. 	<p>adapt</p>
<p>Collage and textiles (Cathy Geier)</p>		<ul style="list-style-type: none"> • To create weavings with a variety of materials, (both man made & natural) e.g. plastic bags, wool, string, leaves etc. • To experiment with sorting and arranging materials with purpose to create effect. • Colour fabric/wool/string (to use) with dye. • Cut, shape & stitch materials/fabrics. • Learn basic stitching, cross stitch and back stitch. • To learn and practice tessellation and mosaic. E.g. joining fabric shapes together to make a planned pattern. • To continue to develop resilience when things go wrong. 	<ul style="list-style-type: none"> • Consolidate knowledge of weaving from Ks1. • To select colours and materials to create effect, giving reasons for their choices; • To begin to know when work needs refining- begin to develop a critical eye. • To know how to fit shapes together to tessellate. • To know how to use a variety of techniques (e.g stitching) • To begin to problem-solve independently when things go wrong. 	<p>Consolidate Ks1 language for textiles</p> <p>Texture/ shape/ form, pattern, plan, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>
<p>Digital media https://www2.bfi.org.uk/education-research/teaching-film-tv-media-studies Liaise with Y5 to enable progressive learning next year.</p>		<ul style="list-style-type: none"> • To learn the term 'Cinematography' and know what it means. • To know how to record a short film on the i-pad/camera. • To discuss & explain why and what the film is about. 	<ul style="list-style-type: none"> • To know how to record/ make a sound recording. • To know how to frame the subject and keep them in shot. • To know where the microphone is and how it can be used. 	<p>Cinematography Film/sound recording audiovisual Frame Shot microphone</p>

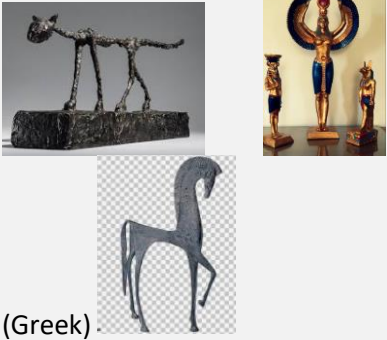

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Ks2	Strand (with Artist examples)	Skills	Knowledge	Vocabulary
Year 5	Exploring and developing ideas	<ul style="list-style-type: none"> • Practice and share their learning and skills with others, beginning to offer and receive feedback to improve. • Begin to see own and other’s work with an art critics eye. • Begin to give reasons for choices. • Begin to spot potential in unexpected results as work progresses. • To use sketchbooks to record their observations - to review and revisit ideas. 	<ul style="list-style-type: none"> • Develop their knowledge of known techniques by experimenting and predicting what might happen. • Continue to develop their knowledge about the different kinds of art, craft and design, as an influence on their work. • Know that they need to review and revisit ideas in their sketchbooks; • Begin to offer constructive feedback using appropriate vocabulary; • Begin know & understand that art criticism is not telling you that you have ‘done something wrongly’, it’s just a different viewpoint. • Begin to think critically about their art work & the work of others; 	
	Drawing (Banksy)  (Le Corbusier)	<ul style="list-style-type: none"> • Continue to use a variety of drawing tools and media. • Become more proficient in techniques already learned during lower Ks2. • Practice the techniques and skills that are weaker, or practice using media that is less familiar. • Begin to learn new techniques, e.g. creating one point perspective, adding interesting effects- reflections, shadows or direction of light. • Continue to collect sketches in books and present their ideas imaginatively. • Continue to annotate sketchbooks to explain 	<ul style="list-style-type: none"> • To know the art vocabulary learned in lower ks2 and use it accurately. • Know a range of tools, media and techniques and how to use them proficiently. • Begin to know how to depict perspective, shadows and direction of light in drawings; • To be reflective in the use of sketch books & use to improve their drawing skills. • To know that an annotation in a sketchbook alongside a drawing, helps the artist to remember e.g. an emotion, feeling, something related to senses, weather etc. 	Previously learned Art vocab from lower ks2 and ks1. line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. Realstic/realism Architectural


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<p>VILLA SAVOYE</p> 	<p>ideas.</p> <ul style="list-style-type: none"> • Practice drawing in a realistic style. 		<p>Vanishing point</p>
<p>Print (Hokusai)</p> 	<ul style="list-style-type: none"> • Use layers of 2 (or more) colours • Replicate patterns observed in natural/man made environments • Make printing blocks (e.g. string glued to cardboard/wooden tiles) • Make precise repeating patterns 	<ul style="list-style-type: none"> • Know how to print layers of colour accurately to gain the best effect • Know how to create a string printing block • Know that printing blocks have been used by crafts people throughout history. 	<p>Print Block Layer Roll Print ink</p>
<p>Painting (Joan Eardley)</p> 	<ul style="list-style-type: none"> • Begin to sketch (lightly) before painting to combine line and colour. • Mix Secondary and Tertiary colours confidently and accurately when needed. • Begin to develop a colour palette based on colours observed and apply them in work. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush strokes and layers to depict texture. • Begin to add other materials to paint to enhance the texture. E.g. sand/rice/soil. • Replicate some of the techniques used by artists, artisans and designers. • Learn that there are different art movements throughout history. 	<ul style="list-style-type: none"> • Know how to use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • Know how to apply paint using a variety of brushes/tools to create interesting effects and textures. • Know how to mix textures (rough & smooth) & add texture to work. • Know that artists have an influence on each other's work and there are different art movements throughout history. 	<p>blend, mix, line, tone, shape, absorb, colour, expressionist abstract</p>
<p>Sculpture (Giacometti) (Egyptian)</p>	<ul style="list-style-type: none"> • Use a variety of natural & man made materials for sculpting and experiment with joining and constructing. • Create and combine shapes to create 	<ul style="list-style-type: none"> • Know how to use tools and materials to add shape, add texture and pattern; • To know how to cut and join materials e.g. glue, tape, PVA, glue gun, wire, 	<p>form, structure, texture, shape, transparent/opaque manipulate</p>


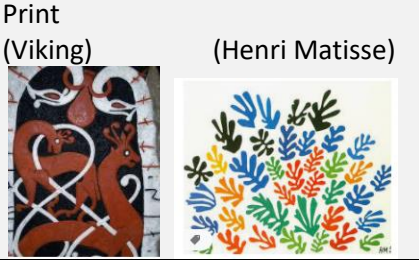

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 <p>(Greek)</p>	<p>recognizable forms (e.g. shapes made from nets, chicken wire or solid materials such as foil or modrock)</p> <ul style="list-style-type: none"> • Begin to use frameworks (such as chicken wire) to provide stability and form. • Develop own ideas more independently and increase proficiency in execution. 	<p>string etc.</p> <ul style="list-style-type: none"> • Use materials other than clay to create a 3D sculpture • Know how to use the learned vocabulary during discussions and the critical understanding of artists work. 	<p>recycled</p> <p>foil modrock chicken wire wire cutters</p>
<p>Collage and textiles (Egyptian) (Greek)</p>  <p>(Enid Marx)</p>	<ul style="list-style-type: none"> • Shape and stitch materials and fabrics. • Use basic stitch, cross stitch and back stitch. (or choose from known techniques) • Show precision. • Quilt, pad and gather fabrics. • Create weavings 	<ul style="list-style-type: none"> • Know how to add collage to a painted or printed background; • Know how to create and arrange accurate patterns; • Be able to use a range of mixed media; • Can plan and design a collage; <p>Be able to use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>	<p>Consolidate prior vocabulary</p> <p>Tapestry</p>
<p>Digital Media https://www2.bfi.org.uk/education-research/teaching-film-tv-media-studies Liaise with Y4 to follow on from previous learning.</p>	<ul style="list-style-type: none"> • To learn the term 'Cinematography' and know what it means. • To know how to record a short film on the i-pad/camera. • To create own short film/sound recording that communicates with the viewer. 	<ul style="list-style-type: none"> • To know how to record/ make a sound recording. • To know how to frame the subject and keep them in shot. <ul style="list-style-type: none"> • To know where the microphone is and how it can be used. 	<p>Consolidate previous learning.</p>



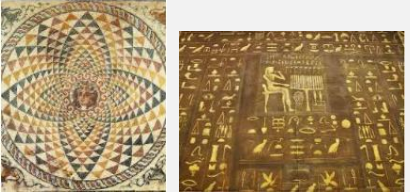


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Ks2	Strand (with Artist examples)	Skills	Knowledge	Vocabulary
Year 6	Exploring and developing ideas	<ul style="list-style-type: none"> • Practice and share their learning and skills with others, offering and receiving constructive feedback to improve. • See own and other’s work with an art critic’s eye. • Give reasons for choices made. • Continue to use sketchbooks to record their observations - to review and revisit ideas- to collect ideas from other artists, from ancient to the modernist period. 	<ul style="list-style-type: none"> • Apply their knowledge of known techniques through discussion and predicting what might happen. • Continue to develop their knowledge about the different kinds of art, craft and design, as an influence on their work. • Know that they need to review and revisit ideas in their sketchbooks regularly; • Know & understand that art criticism is a constructive tool used in the art world. • Think critically about their art work & the work of others; • Know how to offer constructive feedback using appropriate art vocabulary; 	
	Drawing (Jackson Pollock) 	<ul style="list-style-type: none"> • Continue to use a variety of drawing tools and media. • Demonstrate proficiency in techniques already learned. • Continue to practice the techniques and skills that are weaker, or practice using media that is less familiar. • Continue to depict shadows, direction of light, perspective and reflections in work. • Begin to learn new techniques, e.g. how to show movement • Use lines to represent movement. • To collect sketches in books and present their ideas imaginatively. • Annotate sketchbooks to explain & elaborate ideas. 	<ul style="list-style-type: none"> • To know the art vocabulary/terminology learned across both key stages and be able to use it appropriately during discussions or analysis. • Know a range of tools, media and techniques and how to use them proficiently. • Begin to know how to depict perspective, shadows and direction of light in drawings; • To know that a sketchbook is a way that artists and designers collect ideas (magpie-ing) and techniques for later use. 	Ks1 vocabulary Lower ks2 vocabulary Line, fast/slow, heavy/light Movement emotion. Realism Expressionism Abstract

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	<ul style="list-style-type: none"> • Practice drawing in an expressionistic/ abstract style using appropriate media. 		
<p>Print (Viking) (Henri Matisse)</p> 	<ul style="list-style-type: none"> • Build up layers of colours • Create an accurate pattern, showing detail. • Use a range of visual elements to reflect the purpose of their work. 	<ul style="list-style-type: none"> • Know how to layer colour when printing • Know how to plan the pattern before printing. • Know that sketches and annotations can help to plan and organise a print (preparatory) 	<p>Consolidate previously learned vocabulary. Expressionism</p>
<p>Painting (Claude Monet)</p> 	<ul style="list-style-type: none"> • Continue to sketch (lightly) before painting to combine line and colour. • Mix Secondary and Tertiary colours confidently and accurately. • Continue to develop a colour palette based on colours observed and apply them in work. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush strokes and layers to depict texture. • Create original pieces that are influenced by the work of notable artists. • Begin to learn about the impressionist movement and the key artists. 	<ul style="list-style-type: none"> • Create a colour palette, demonstrating mixing techniques; • Know how to use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>	<p>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
<p>Sculpture (Greek) (Egyptian)</p>	<ul style="list-style-type: none"> • Use clay and other mouldable materials • Add materials to the clay to provide interesting details. • Use tools to carve and add shapes, texture 	<ul style="list-style-type: none"> • Know how to use tools and materials appropriately, safely and to their best effect. • To know how to cut and join 	<p>form, structure, texture, shape, mark, soft, join, cast mould Coil</p>

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 <p>(Beth Cavener)</p> 	<p>and pattern.</p> <ul style="list-style-type: none"> • Include texture that conveys feelings, expression or movement. • Show life like qualities, or real life proportions. If abstract, provoke different interpretations. • Combine visual and tactile qualities. • Use frameworks, such as wire, to support clay sculptures, providing stability and form. • Replicate some of the techniques used by notable artists. 	<p>clay, e.g. using wire, coils, slabs and slips.</p> <ul style="list-style-type: none"> • Know that making sketches, or drawings with annotations, can often be a useful tool to inform or generate ideas before(preparatory) and during sculpting. 	<p>Slab Slip framework</p>
<p>Collage (Greek) (Egyptian)</p>  <p>(Laurel True)</p> 	<ul style="list-style-type: none"> • Mix textures (rough/smooth, plain and patterned) • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 	<ul style="list-style-type: none"> • Know how to add collage to a painted or printed background; • Know how to create and arrange accurate patterns; • Be able to use a range of mixed textures. • Know how to plan and design a collage/mosaic 	<p>Consolidate previously learned vocabulary. Mosaic/ Tile Tessellate Adhesive Grout/cement shard</p>
<p>Digital Media (Annie Leibovitz)</p> 	<ul style="list-style-type: none"> • Enhance digital media by editing (may include sound/video/animation/still images and installations) • Show how the work of those artists studied was/is influential in both society and to other artists. 	<ul style="list-style-type: none"> • Know which tools to use to edit relevant media. • Know why photographers will edit and its influence/impact on fashion/news/print/social media. 	<p>Edit Enhance Flawless Photojournalism photoshop</p>