

Vocabulary	thick, thin, shape, straight, curved, bold, fine, wavy	shade, smudge, blend, dark, light, faded, shadow, smooth, bright,	Bold, delicate, jagged, sharp, soft, blend,	still-life, proportion, detail,	motif, geometric, pattern, shape, abstract, design, line, texture, shade, gradient, detail, cross-hatch, tone, form, colour, highlight, proportion, pressure	
-------------------	--	---	---	---------------------------------	--	--

Painting & Printing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist Links	Kandinsky Van Gough Ohla Darchuk	Paul Klee	Georgie O'Keeffe John Constable	Banksy Kate Shaw David Hockney	Alma Thomas Valerie Ganz Sandra Silberzweig	Georgia O'Keeffe

<p>Skills</p> <p><i>Teachers should:</i> Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning</p> <p>Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)</p>	<p>Develop skill and control when painting Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours <i>Animal Paintings (insp. by Ohla Darchuk), Kandinsky artwork (Transport)</i></p> <p>Apply paint using a range of tools e.g., large brushes, hands, feet, rollers and pads <i>Leaf Printing, Kandinsky artwork</i></p> <p>Explore simple printmaking, such as using found items to be used to press into clay <i>Tree bogart</i></p>	<p>Further improve skill and control when painting. Paint with creativity and expression</p> <p>Continue to mix colours experientially (encourage pupils to “try and see”)</p> <p>Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project <i>Castle and Sun Art (insp. by Paul Klee)</i></p> <p>Explore creating simple mono-prints (one colour) using techniques such as oil pastels and carbon paper <i>Toucan/Macaw prints</i></p>	<p>Increase skill and control when painting, applying greater expression and creativity to own paintings <i>Cave Art, Flower Paintings</i></p> <p>To begin to independently mix primary colours to make secondary colours <i>Volcano Paintings</i></p> <p>Copy and create patterns and textures with a range of paints <i>Landscape paintings</i></p> <p>Create single and multi-coloured prints using a range of printing techniques <i>Landscape Prints</i></p>	<p>Develop skill and control when painting <i>Viking Longboat</i></p> <p>Analyse painting by artists <i>Viking Longboats, Mountains</i></p> <p>Add textural materials to paint in order to create a desired effect <i>Mountains</i></p> <p>Use a motif or stencil to create a mono or repeat print <i>David Hockney (Heritage)</i></p>	<p>Paint with greater skill and expression. Use paint application techniques to create mood and atmosphere in a painting <i>Coal-miner sketching using watercolour (insp. by Valerie Ganz)</i></p> <p>Combine artforms such as collage, painting and printmaking in mixed media projects <i>Ancient Egyptian Headdress Monochromatic Collage</i></p> <p>Use sketchbook ideas to create a detailed block for printing using Polystyrene <i>Ancient Egyptian geometric/pattern printing</i></p>	<p>Paint with greater skill and control.</p> <p>Apply more complex colour theory to own work.</p> <p>Control brush strokes and apply tints and shades when painting.</p> <p>Create abstract prints which involve experimentation with colour, size, shape and repetition. <i>Greek Vases</i></p>
<p>Vocabulary</p>	<p>primary colour, mixing</p>	<p>primary colour, secondary colour, mixing</p>	<p>primary colour, secondary colour, mixing, acrylic, landscape, carve, repeated pattern, texture, multi-coloured, natural</p>		<p>wash, design, motif, print, carve, shape, surface, impression, decorative, repeating, pattern, symmetrical, colour, mood, contrast, monochrome</p>	

Sculpture

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--	---------------	---------------	---------------	---------------	---------------	---------------

Artist Links	Will Kurtz		Clay thumb pots inspired by Stone Age potters	Darrell Wakelam	Jason Heppenstall Inukshuk inspired by the Inuits	Henry Moore
<p>Skills</p> <p><i>Teachers should:</i> Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning</p> <p>Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)</p>	<p>Handle and manipulate rigid and malleable materials and say how they feel. <i>Tree bogart</i> <i>Animal sculpture</i></p> <p>Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do <i>Tree bogart - clay</i></p> <p>Use basic tools to help deconstruct (scissors) and then construct (glue sticks). <i>Will Kurtz</i></p>	<p>Use modelling materials, such as clay, plasticine or Modroc to create a realistic or imagined form</p> <p>Begin to build simple models using clay (e.g. simple thumb pots, fossils), including rolling out clay on a board</p>	<p>Create natural forms (e.g. shells, flowers, leaves, animals), showing an awareness of different viewpoints of the same object</p> <p>Decorate 3D models using relief patterns based upon observational drawing skills. <i>Clay thumb pots</i></p> <p>Use a variety of materials (e.g. fabric, textured paper, magazines, beads, natural materials) to create form/sculpture <i>Weaving Loom</i></p>	<p>Use 3-D materials to sculpt form and add embellishments and decorations to enhance form <i>3D paper sculpture sea creatures – artist link Darrell Wakelam</i> <i>Clay mountains</i></p>	<p>Use cylindrical and spherical forms to create 3D models <i>Sculptures inspired by Canadian Inukshuks</i></p> <p>Carve and sculpt media using a range of tools and techniques <i>Clay salmon sculptures (insp. by Jason Heppenstall)</i></p>	<p>Use 3-D shapes to create an abstract form/sculpture choosing appropriate materials and tools, demonstrating the awareness of influence of a specific art genre. <i>Modroc figures inspired by Henry Moore abstract sculptures (World War 2)</i></p>
Vocabulary					mould, sculpt, carve, shape, form, sculpture, slip, roll, compress, trim, surface, acrylic paint	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketchbooks	Use sketchbooks to experiment with materials	Use sketchbooks to develop skills and experiment with materials	Use sketchbooks to generate ideas and to make records of experimenting with different materials	<p>Planning and refining ideas</p> <p>Develop skills and ideas using various techniques</p>	<p>Develop and discuss ideas through sketches</p> <p>Enhance knowledge of skill and technique using various media (charcoal, sketching pencils, watercolour paint)</p>	Work collaboratively to explore and develop ideas Record and experiment with various media and try out techniques before applying them
Appreciating	Outline personal likes and dislikes regarding a piece of art other than their own	Explain what they like/dislike about an artwork, comparing it with other pieces of artwork	Use a range of artistic vocabulary to compare artworks of a particular genre or movement –	<p>Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists and genres</p> <p>- Compare and evaluate artworks within a similar theme reviewing approaches</p>	Explain how a piece of artwork makes them feel, explaining view by reference to effects e.g., colour and pattern	Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.
Work of other artists	<p>Describe the work of famous, notable artists and designers</p> <p>Express an opinion on the work of famous, notable artists</p>	<p>Use inspiration from famous, notable artists to create their own work and compare</p> <p>Use key vocabulary to demonstrate knowledge and understanding of other artists' and designers' work</p>	<p>Use inspiration from famous artists to replicate a piece of work</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills</p>	<p>Express an opinion on the work of famous, notable artists and refer to techniques and effect</p> <p>Use key vocabulary to demonstrate knowledge and understanding of other artists' and designers' work</p>	<p>Give detailed observations about notable artists', artisans' and designers' work</p> <p>Use key vocabulary to demonstrate knowledge and understanding of other artists' and designers' work</p>	<p>Give detailed observations about notable artists' and designers' work</p> <p>Offer facts about notable artists' and designers' lives</p> <p>Use key vocabulary to demonstrate knowledge and understanding of other artists' and designers' work</p>

Evaluating	Outline personal likes and dislikes regarding their own work and their peers	Explain the main successes and challenges encountered when completing a piece of artwork - Evaluate a hat for the races made from card and different fabrics (Heritage and Diversity)	Make suggestions for ways to adapt and improve work (self-assess and improve work)	Comment on similarities/differences between own and others work, describing how they feel about both - Compare and evaluate artworks within a similar theme	Compare and comment on ideas, methods and/or approaches in own and others' work	Explain how studying other artist's work has influenced and developed their own. Adapt and refine work in light of evaluations.
-------------------	--	---	--	---	---	---