****

**Stockham Primary School**

**Curriculum Planning – Art - Knowledge and Skills Progression**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Art | | | | |
| EYFS - Foundation | | | | |
| EYFS Framework and development matters | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Use drawing to represent ideas, including movement or loud noises.  Show different emotions in their drawings and paintings.  Explore colour and colour mixing.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Create collaboratively, sharing ideas, resources and skills.  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. | To understand that you can make visual representations of people, places and objects.  To understand that colours can be mixed.  To find out about different artists.  To learn about expressing themselves and their ideas and emotions through art. | To begin to develop drawing skills.  To begin to add details to their drawings.  To develop colour mixing techniques.  To use different media to create representations, including paint, pastels, collage and junk modelling.  To use different techniques to join materials.  To discuss their work, the work of others, and the work of artists.  To work together in a group to produce a collaborative piece of work.  To develop fine motor skills | Art, artist, drawing, colours, names of colours, shape names, material names, pattern, texture, abstract, realism.  Skills vocabulary; cutting, sticking, fastening, joining, folding, printing, collage.  Equipment/tool names; scissors, ruler, tape, glue, brush, pencil, pen.  Art media names; clay, paint, watercolour, pastel, paper. | Exposure to the art of Yayoi Kusama  Exposure to the art of Eric Carle – links to aspirations (career as illustrators) |
| Key facts for memory: | ● Describe colours, shapes and patterns. ● How to combine different materials to create a planned effect. ● How to use cutting and fastening skills to achieve a planned effect. ● Material names. ● Know that art can be used to represent life or emotions. | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 1 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Self portraits  Artist – Julian Opie/Leonardo da Vinci  Julian Opie and Yayoi are all contemporary pop artists taught in F, 1 and 2. | Know that a portrait is a piece of art which represents a person  Know that a face is the main feature of a portrait  Know how the style of portraits have changed over time  Know who Leonardo da Vinci is and what style of artwork he is famous for  Know who Julian Opie is and what style  of artwork he is famous for | * Describe what a portrait is * Describe the main features of a portrait * Compare and contrast the style of artwork overtime * Describe the work of two artists using key vocabulary * Compare and contrast the work of Julian Opie and Yayoi (from foundation) | Feature, Renaissance, Realistic, Pop artist, idealised, mastered, perfect |  |
| Key facts for memory: | Know what a portrait is and be able to describe the main features  To know who Leonardo da Vinci is and what he is famous for  To know who Julian Opie is and what he is famous for  To know that Julian Opie and Yayoi are contemporary pop artists | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Weather – Hokusai Wave Sculptures | Know what a sculpture is  Know who Katsushika Hokusai is and what they are famous for  Know the features of the (The Great Wave) and how it was created | * Painting using primary colours (blue) * Cutting skills * Describe what a sculpture is * Describe who Hokusai is | Media, effects, processes, impasto, sgraffito, texture, mark-marking, emotion |  |
| Key Knowledge for memory: | To know who Katsushika Hokusai is and what they are famous  Describe what a sculpture is and what features make a sculpture | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Flowers- Georgia O’Keeffe | Know who Georgia O’Keeffe is  Why Georgia O’Keeffe considered as a pioneer  How Georgia O’Keeffe showed her emotions and feeling in her art  Describe the techniques used by Georgia O’Keeffe  Most famous piece of art by Georgia O’Keeffe  Know what techniques Georgia O’Keeffe used  The style of art that was popular when Georgia O’Keeffe was growing up | * Sketching using shapes a lines * Describe what is meant by abstract art * Explain how Georgia O’Keeffe developed her art to show emotions and feelings * Observe different colours and develop an understanding of how the artist might be feeling * Use charcoal to create an image thinking about the contrasting shades. | Colour, tone, shade, tints, hints, blend, repeat, collagraph, pattern, contrasting, harmonious |  |
| Key facts for memory: | To know how emotions can be expressed through colour and shade  To know why Georgia O’Keeffe was a pioneer and know what she was famous for | | | |
| Year 2 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Super hero logos  Artist – Roy Lichtenstein (pop art).  **Techniques, Artists, styles**  Portraits – human form  Artist – Andy Warhol (Pop art).  **Media and materials, emotions, artists, styles and periods**  Andy Warhol, Julian Opie and Yayoi are all contemporary pop artists taught in F, 1 and 2. | Know some famous Pop artists.  Identify some key features of pop art and its target audience.  Know what inspired some pop artists.  Know what a portrait is.  Identify some key artists **(including Andy Warhol – pop art revisit)**  Know what style of art Andy Warhol was famous for.  Know what artists try to capture in a portrait.  Compare and contrast the style of Andy Warhol to previous pop artists from key stage 1. | Take inspiration from Roy Lichenstein to create a superhero postcard.  Explore how to create patterns and textures linked to context (onomatopoeias)  Describe the work of two artists using key vocabulary.  Exploration of contours of the face.  Finalised intention: class collaboration - printing. | Commercial icons masses  Features, realist, pop artists, mastered, perfect |  |
| Key facts for memory: | Pop art was made for masses and used popular icons.  Understand a contour is how high or low a facial feature is. | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
|  |  |  |  |  |
| Key Knowledge for memory: |  | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Jungle pictures - Sense of Place  Artist– Henry Rousseau  **Media and materials, colour theory, emotions, effects**  Sea inspired art  Artist – Still life  **Techniques, process, effects, visual language, colour theory, styles and periods**  Peter Randall Page  Barbara Hepworth  Noriko Kuresumi | Painters use art to stir emotions.  Weather and colours used can create different emotions.  Know what inspired Henry Rousseau to paint jungle scenes.  Understand why Henry Rousseau’s work can be describes as abstract.  Artists have used the seaside as inspiration for hundreds of years.  Impressionists used beach scenes.  Artists use beach settings to depict different emotions.  Know and explain why artists carried sketch books with them.  Colours can create feeling within a picture. | Experiment with a 3D jungle background to create different effects and emotions.  Use a layering technique in a painting.  Explore different shades of green and items used to create a jungle pattern.  Use complementary colours to shades of green providing contrast.  Make observational studies.  Finalised intention: Collage  Expressive mark making  Use short thick strokes to capture the look of the sea.  Use quick strokes to show movement.  Experiment with pastels and charcoal  Finalised intention: Peter- Randell inspired clay shell form. | Imagination specimens foreground background contrast, texture, line, colour, form  Inspiration, impressionist, romantic, still life, sculptural forms, texture, space | Collection of shells from the beaches for observation sketching and model inspiration. |
| Key facts for memory: | You can create warmer and colder shades of colour as well as tones and tints.  Artists can create depth to a painting by drawing eyes to an image.  Line choices can create movement within a picture. | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 3 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Cityscape – drawing and painting  Artists – Robert Delaunay and Franz Marc: **Effects, Style, Techniques, Colour theory, Effects**  Artist – Camille Pissarro: **Effects, Style, Techniques, Colour theory, Effects** | Learn about the artist Robert Delauney and Franz Marc.  Cityscapes are urban version of landscape painting and often show things like streets, buildings, skylines and urban parks.  Using colours to inform moods to cause different effects.  Using a sketching pencil to make different shades of lines, cross hatching.  Drawing 1 point perspective  The technique of pointillism  Different brush strokes for different effects – including motion in art, dashes and smears and use of shapes and what they represent  Using colours to dipic light, which are reflected on the wet pavements. | Adapt and refine ideas as they progress.    Mix colours effectively.  Use watercolour paint to produce washes for backgrounds then add detail.  Experiment with creating mood with colour.    Annotate sketches to explain and elaborate ideas.    Sketch lightly (no need to use a rubber to correct mistakes).    Use shading to show light and shadow.    Describe the key features of Camille Pissarro’s painting The Boulevard Montmartre at Night  Develop the use of perspective by sketching a street scene outside your school  Use Pissarro’s style of applying paint using dashes and smears to create an effect of busy crowds in a city scene  Use brushstrokes technique of Pissarro to show movement in your cityscape art  Describe how Pissarro has painted the sky to make the contrasts more powerful  Experiment with colour to show the contrast between a dark sky and the artificial lights within a cityscape | Abstract – a style of art in which shapes, designs, textures and colors are represented  in a way that may look unrealistic, but that emphasizes moods or feelings. Abstract  art is characterized by the use of geometric lines and shapes and bright, bold colours.  Aesthetic – pertaining to the artistic and beautiful, a perception that something is  pleasing to the eye.    Analogous Colors – colours that are closely related. For example, blue, blue-violet  and violet all have the color blue in common.    Colour – An element of art. The hue, value, and intensity of an object. The primary  colors are red, blue and yellow: every color except white can be created from various  blending of these three colours  Primary Colours – the hues red, yellow and blue. The primary colors cannot be  produced by mixing any other colors. All other colors are made from these colors  Urban – to do with a city or town  Distort – change or represent in an unreal or unclear way |  |
| Key facts for memory: | Artist - Camille Pissarro, Robert Delauney and Franz Marc  How to draw 1 point perspective.  Painting abstract vertical shapes which represent the crowds.  Using dashes and smears to add effects  Using a sketching pencil to make different shades of lines, cross hatching.  How colour is used to show mood | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Steampunk – drawing and sculpture: **Style, Technique**  Egyptian Masks – drawing and sculptures: | Steampunk was originally a literary genre, a subset of science fiction, with the first authors of the genre considered to be Jules Verne and H. G. Wells  How to hold a pencil when sketching  Sketching is form of no single line  To improve mastery of art and design techniques, including drawing in the context of pencil and charcoal drawings  Learn about the artist David Hockney  How to use tools to add texture onto clay  To select the best tool to create texture, key features | To use different hardness of pencil to show lines, tones and texture. To Develop ideas from a starting point and dapt and refine ideas as a progress. Replicate some of the techniques used by notable artists, artisans and designers.  To evaluate my own art  Create and combine shapes to create  recognisable forms (e.g. shapes made from nets or solid materials).  To annotate sketches to explain and elaborate ideas  To explore; shading to show light and shadow, texture the convey feelings, expressions | Steampunk, culture, lines, tones, texture, techniques, annotate, features, genre, science fiction, sketching, mould  Sculpture, combine, annotate, sketch |  |
| Key Knowledge for memory: | How to hold and press a pencil when sketching.  Develop ideas from a starting point and how to adapt and refine ideas as a progress.  How to mould and add key features using appropriate tools | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Mixed Media  **Artists - Claude Monet / Peter Doig** | Claude Monet was known for painting the same painting several times using different light  Gerhard Richter was known for producing abstract as well as photorealistic paintings and photographs and glass pieces  Knowledge of various drawing and painting techniques  Increased practical knowledge of how various materials work together  How to use different materials to create a mixed media effect. | Demonstrate through practical exercises experimentation with a wide range of techniques and materials  Research visual ideas from a wide range of sources and develop these ideas through a critical review and art practice  Paying attention to detail seen  Applying detail to drawings and paintings  Evaluating own work and making changes to develop own piece.  Selecting materials carefully and placing them carefully and creatively.  Replicate some of the techniques used by notable artists, artisans and designers. | Mixed media, techniques, materials, layers, combine, painting, materials, acrylic paint |  |
| Key facts for memory: | Claude Monet lived between 1840 – 1926.  Claude Monet was known to paint the same picture several times in different lights  Peter Doig lived in London and was born in 1957.  Peter Doig was known for painting landscapes.  Mixed media is a type of artwork that mixes different media or materials into one piece. | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 4 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Roman Mosaic – Printing  Mosaic found at Chedworth Roman heritage site.  Water scenes with oil pastels – Impressionism  Claude Monet – Water Lillies | Understand how historians learn about the Romans through studying mosaics.  Know Roman mosaics have been found in Canterbury and Chedworth.  Increased practical knowledge of geometric designs.  Know mosaics are traditionally made from tiny pieces of coloured stone called tesserae.  To know that natural colours were used for Mosaics. Created from natural materials.  Understand that impressionism is creating an impression is of the subject/object by using light, colour and their surroundings as an influence.  To understand what is meant by ‘en plein air’.  Name Claude Monet as an impressionist artist. | To investigate Roman mosaics, discovering what they depicted.    Identify and create repeating patterns.  Explore how artifacts provide evidence of how other past civilisations lived.  Develop the technique of printing individual small squares using a printing stick.  Attempt to create ‘impressions’ rather than exact shapes.  Layer stokes of colour to create the look over movement.  Understand how different strokes can depict flowing water. | Geometric, Mosaic, Pattern, Print.  Impressionism, strokes, movement, ‘en plein air’. |  |
| Key facts for memory: | Roman Mosaics were used to record history and depict stories.  Describe a geometric pattern.  Claude Monet is an impressionist artist.  Layered colour can create emotion in a painting. | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Pop Art – Self Portrait  Andy Warhol – Marilyn Monroe Portrait. | Name Andy Warhol as a Pop Art artist.  Understand the colour layering process used by Andy Warhol.  Know that the Pop Art movement was inspired by commercial products and popular culture. | Identify and mix primary, secondary and tertiary colours.  Recognise own facial features and draw with accuracy.  Layer prints each with additional detail to build a full self-portrait. | Commercial, Popular culture, primary, secondary and tertiary. |  |
| Key Knowledge for memory: | Secondary and Tertiary colours can be mixed using primary colours. | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Observational drawing – Changes in natural light.  Artist - | To know light changes how we view an object or subject.  Understand how different materials react to light.  To know dark colours absorb light and light colours reflect light. | To use different hardness of pencil to show lines, tones and texture.  Develop ideas from a starting point and adapt and refine ideas as a progress.  To evaluate my own art and technique. | Perspective, tone, shade, |  |
| Key facts for memory: |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 5 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Sense of Place  Enivronmental/Land Art  Media and materials  Techniques  Artists  Process | To know what environmental/land art is  To name Andy Goldsworthy as an environmental artist | To describe some of the features of Andy Goldsworthy’s artwork  To give an opinion on environmental/land art and refer to colour, texture and space.  Use natural materials to create some environmental art and then refine techniques  To explore how land art changes over time | Space, texture, colour, form | Create artwork outside in school grounds |
| Key facts for memory: | To know that land art/environmental art is art that is usually made from natural resources and found outside.  To name Andy Goldsworthy as a famous environmental artist | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Human Form – animal collages Spring 2023  Media and Materials  Techniques  Process |  |  |  |  |
| Key Knowledge for memory: |  | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Still life  Space  Texture  Colour |  |  |  |  |
| Key facts for memory: |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 6 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| North American Art (Pacific North West) - | * To know about the style of art work created by the artists of the Pacific North West. * Know about the cultural and belief systems behind the artwork of the people of the Pacific Northwest. | * Choose colours appropriately for their own Pacific Northwest inspired artwork. * Accurately draw outline animal shapes in the style of the Pacific Northwest artwork. * Incorporate patterns within their designs. | Pacific Northwest, outline, pattern, | Exposure to the artwork of Pacific Northwest artists.  Children made aware of places they could see these for themselves. |
| Key facts for memory: |  | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| The Art of Anatomy- Da Vinci | * To know which techniques da Vinci used to sketch a body / body parts. | * Use da Vinci’s techniques to make sketches of human forms and body parts. | Mechanics, proportions, dissection, anatomist, physician, acquired, poise, wireframes, master, meticulous, foreshortening, contours, topography, chisels, printing press | Exposure to artwork of Leonardo Da Vinci |
| Key Knowledge for memory: |  | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
|  |  |  |  |  |
| Key facts for memory: |  | | | |