

# Being an Artist at Barrs Court Primary



Red Area Yearly Overview - Year A

Enquiry	Skill(s) (NC Curriculum Skills in Bold)	Artist(s)
How are schools the same? (4)	Drawing/Sketching Painting	Lowry
What could my classroom be made of? ( 5)		
How can we help (5)	Drawing/Sketching Sculpture	Aardman Animations: ‘Wallace and Gromit’, ‘Morph’, Pixar’s ‘For The Birds’ and ‘The Happy Duckling’.
What did Brunel do for Great Britain? (6)		
How do we live a healthy life? (6)	Printing	Giuseppe Archimboldo
What is home? (5)	Language of Art Sculpture	Andy Goldworthy
What grows near me? (4)	Textiles	Georgia O Keefe
How will we get around in the future (4)		

Red Area Yearly Overview – Year B

Enquiry	Skill(s) (NC Curriculum Skills)	Artist(s)
What is my hat made of? (5)		
How does Barrs Court Change? Autumn (1)	Painting	Van Gogh Time lapse photography
Who helps who? (4)		
What do artists do (2)	Painting	Damien Hirst Patrick Heron Bridget Riley Georges Seurat
How does Barrs Court Change? Winter (1)	Drawing/Sketching	Time lapse photography Van Gogh (explore new works and recap previous)
Where is Barrs Court Primary School (5)		
Where are we? (4)	Drawing/Sketching (and evaluation)	N/A
How does Barrs Court change? Spring (2)	Collage	Van Gogh (explore new works and recap previous)
How could we play in different ways? (6)	Collage Drawing/Sketching Digital Media (photographs)	LS Lowry Pieter Breughel Goya
How do plants grow near me? (3)	Drawing/Sketching	Dennis Wojtkiewicz
How do we move around?(4)		
How does my school change? Summer (2)	Sculpture	Time lapse photography Van Gogh (explore new works and recap previous)

Blue Area Yearly Overview - Year A

Enquiry	Skill(s) (NC Curriculum Skills)	Artist(s)
Why do we live here? (6)	Drawing/Sketching Collage	Claude Lorrain Giovanni Antonio Canal (also known as Canaletto)
What is sound?(6)		
What is creativity? (3)		
How can we switch off? (6)		
Why are more people becoming vegetarian? (6)		
Where does our water come from? (4)	Painting	David Hockney Monet
What should you flush down the loo? (4)		
Who stood here before us?	Sculpture	N/A

Blue Area Yearly Overview - Year B

Enquiry	Skill(s) (NC Curriculum Skills)	Artist(s)
Where does the darkness come from? (6)	Drawing/Sketching	N/A (based on the story of Rama Sita)
How can we find out about people in the past? (7)	Painting	Study of portraits (people from the enquiry)
What is underneath our feet? (6)		
What is the difference between surviving and being health? (6)	Collage	Roy Lichtenstein Andy Warhol Dennis Wojtkiewicz Edward Ladell Itsuo Kobayashi
How do plants die? (5)	Drawing/Sketching Painting	William Morris
How can you feel the force? (4)		
Why did people travel in the past?		

Green Area Yearly Overview - Year A

Enquiry	Skill(s) (NC Curriculum Skills)	Artist(s)
How are lives saved? (7)		
How do we all live together? (7)		
Where does our food really come from? (6)	Collage	Jason Mecier Andy Warhol 60s and 70s Pop Art
Linnaeus and Darwin: What connects them? (6)	Drawing/Sketching Sculpture	Alberto Giacometti Anthony Gormley
Why are shadows important? (4)	Drawing/Sketching Sculpture	Caravaggio James Turrell Monet
Who were the greatest engineers? The Victorians or the Ancient Britons. (5)		
How big is your footprint: ecological/digital/carbon? (4)	Evaluation Skills Printing	Keith Haring Banksy

Green Area Yearly Overview - Year B

Enquiry	Skill(s) (NC Curriculum Skills)	Artist(s)
What does the earth look like from the Solar System? (6)	Drawing/Sketching Painting	Van Gogh Turner F. E. Church Munch
How can we show what we believe in? (7)	Drawing/Sketching Sculpture	Mayan artists
How can science help the vulnerable? (6)		
Who is trading with whom? (6)		
How are you helping to save our planet? (5)		
What do forces actually do?(4)		
Where is our twin? (6)	Evaluation Skills Textiles	Harriet Powers
What makes a good performance, great? (3)	TBC dependent upon end of year performance.	



## Barrs Court Primary School Art Knowledge and Skills progression – Reception Yearly Overview

	Enquiry	EYFS objectives <b>Expressive Arts and Design</b> (Development Matters, Early Learning Goals)	Key Knowledge and vocabulary	Key skills
Term 1	<b>Who are we?</b>	(DM 4-5) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Self-portrait (draw in sketch book)	<ul style="list-style-type: none"> <li>• Use a mirror to observe and draw</li> <li>• Use a pencil to sketch</li> <li>• Draw shapes suitable for body parts (some shapes requiring an anti-clockwise movement)</li> </ul>
	<b>What is darkness?</b>	(DM 4-5) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  (DM 4-5) Create collaboratively, sharing ideas, resources and skills.  (DM 4-5) Explore, use and refine a variety of artistic effects to express their ideas and feelings.  (ELG) Share their creations, explaining the process they have used	Colour mixing with primary colours. How do we make colours lighter/darker?  Diva lamps (salt dough)	<ul style="list-style-type: none"> <li>• Understand there are 3 primary colours</li> <li>• Understand that when you mix 2 primary colours you make a new colour (secondary)</li> <li>• Add black to make a colour darker</li> <li>• Add white to make a colour lighter</li> <li>• Sculpture – use salt dough to mould the shape of a diva lamp</li> </ul>
Term 2	<b>What stories do we know?</b>	(DM 4-5) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  (DM 4-5) Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Christmas cards – paint/collage  Firework pictures - pastels	<ul style="list-style-type: none"> <li>• Mixed media – use a range of resources to create different textures (collage, paint)</li> <li>• Use pastels on black paper</li> <li>• Draw different lines (straight, spiral, curved)</li> <li>• Blend pastels with fingertips for a different effect</li> </ul>
Term 3	<b>What is a celebration?</b>	(DM 4-5) Return to and build on their previous learning, refining ideas and developing their ability to represent them.  (DM 4-5) Create collaboratively, sharing ideas, resources and skills.  (ELG) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  (ELG) Share their creations, explaining the process they have used.  (ELG) Make use of props and materials when role playing characters in narratives and stories.	Decorate class lion, make decorations for CNY celebration	<ul style="list-style-type: none"> <li>• Collage - cut and stick different materials (paper, fabric)</li> <li>• Add detail to a model (eyes)</li> <li>• Talk about processes when asked about how something was made (End of enquiry challenge with parents)</li> </ul>
Term 4	<b>What is growing?</b>	(DM 4-5) Return to and build on their previous learning, refining ideas and developing their ability to represent them.  (DM 4-5) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Still life – flowers, vegetables, fruit	<ul style="list-style-type: none"> <li>• Use a pencil to sketch</li> <li>• Add colour using pencil crayons</li> <li>• Look carefully at a subject, focussing on lines (straight or curved)</li> <li>• Draw objects from looking at them rather than their pre-existing image in their mind</li> </ul>


		<p>(DM 4-5) Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>(ELG) Share their creations, explaining the process they have used.</p>		
Term 5	How do we care for our pets?	<p>(DM 4-5) Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>(DM 4-5) Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>(ELG) Share their creations, explaining the process they have used.</p>	<p>Sketch pet photographs</p> <p>Create a playdough model of a pet</p>	<ul style="list-style-type: none"> <li>• Use a photo of a subject to observe and draw</li> <li>• Use a pencil to sketch</li> <li>• Draw shapes suitable for body parts (some shapes requiring an anti-clockwise movement)</li> <li>• Sculpture – use malleable materials to make a 3D model with body parts.</li> <li>• Use tools to add detail eg. lines for fur, indentations for eyes etc</li> </ul>
Term 6	Who helps us?	<p>(DM 4-5) Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>(DM 4-5) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>(DM 4-5) Create collaboratively, sharing ideas, resources and skills.</p> <p>(DM 4-5) Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>(ELG) Share their creations, explaining the process they have used.</p>	Junk modelling – emergency vehicles	<ul style="list-style-type: none"> <li>• Junk modelling – select appropriate shapes to make an emergency vehicle</li> <li>• Make decisions about the best way to join shapes</li> <li>• Cut and shape objects to make them suitable</li> <li>• Talk about their creation, explaining what they did and why</li> </ul>



## Barrs Court Primary School **Art** Knowledge and Skills progression – **Red Area Yearly Overview - Year A**

	Enquiry	National Curriculum Objectives	Key Knowledge and vocabulary	Key skills
Term 1	How are schools the same? (4)	<p>To use drawing, painting to develop and share their ideas, experiences and imagination.</p> <p>To Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>Key Artist - L.S.Lowry</b>  <b>Key information (See Powerpoint in Curriculum Folder- Art- Key Artists)</b>            LS Lowry is well known for painting industrial scenes and matchstick characters. Lawrence Stephen Lowry was born in Stretford, Lancashire, in 1887. When Lowry was twenty-one his family had money worries and they moved to Pendlebury where there were lots of factories and cotton mills. Lowry couldn't get a place in art school. Instead, he got a job as a clerk and took private art lessons, practising in his spare time. He liked to paint and draw things that he saw around the city as he did his job each day. LS Lowry even has a big gallery named after him in the North West of England near to where he lived.</p> <p><b>Key Skill - Sketching (2 lessons)</b>            Children sketch people and buildings using observational skills.  <b>Year 1 children</b> will focus on drawing lines, different shapes, thicknesses using different grades of pencils.  <b>Year 2 children</b> will build on this knowledge of drawing and will use charcoal and pastels to create different drawing styles. Children will show patterns and textures in their drawings by adding dots and lines. Children will show different tones by using a range of coloured pencils.  <b>All children</b> will be taught the skill of how to hold pencils correctly to allow for control. All children will think critically about their work, making improvements as they go.</p> <p><b>Key Skills - Painting (2 lessons)</b>            Children will develop their painting skills and will learn about colour mixing.  <b>Year 1 children</b> learn about what primary colours are and why they are important. Children experiment with colour to create their own colour wheels. Children will name the colours that they have made and describe how they have made the different colours. Children will use thick and thin brushes to make colour wheels. They will begin to understand the reasons behind why we use thick and thin brushes.  <b>Year 2 children</b> will build upon their knowledge of primary colours. They will recap what primary colours are and explain why they are they important. Children will build on their knowledge of colour mixing. They will mix primary colours to make secondary colours to create colour wheels. What colours have you made? How did you make those colours? Once children are confident with mixing secondary colours, children add white to colours to make tints and black to colours to make tones (children create colour charts). Children will explain how they have made light and dark colours.</p> <p><b>Key Vocab</b>  <b>Sketching Vocab Year 1</b> – Industrial, landscape, gallery, matchstick, line, thick, thin  <b>Sketching Vocab Year 2</b> – Charcoal, tone, pattern, texture, sketch.  <b>Painting Vocab Year 1</b> - Colour, colour wheel, thickness  <b>Painting Vocab Year 2</b> - Mix, colour wheel, primary/secondary colours, tints and tones, texture.</p>	<p><b>Sketching - Progression of skills</b>  <b>Year 1</b>            -Draw lines of different shapes and thicknesses, using different grades of pencils.  <b>Year 2</b>            -Use charcoal and pastels to create different drawing styles.            -Show patterns and textures in drawings by adding dots and lines.            -Show different tones by using a range of coloured pencils.</p> <p><b>Painting - Progression of skills</b>  <b>Year 1</b>            -Children experiment with colour to create colour wheels.            -Use a variety of tools, including thick and thin brushes.            -Children name colours.  <b>Year 2</b>            -Mix primary colours to make secondary colours (colour wheels).            -Add white to colours to make tints and black to colours to make tones (create colour charts).</p>
	What could my classroom be made of? ( 5)	ARTSWEEK ENGINEERING FOCUS	ARTSWEEK ENGINEERING FOCUS	ARTSWEEK ENGINEERING FOCUS
Term 2	How can we help? (5)	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; - develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and</p>	<p><b>Key Artist – Aardman Animations</b>            Children watch and explore the animations produced by Aardman Animations. (Aardman Animations are based in Bristol – possible visit/visitor). Children explore 'Wallace and Gromit', 'Morph', Pixar's 'For The Birds' and 'The Happy Duckling'. Children will discuss the work, develop their sketching skills and draw a 'blob' person.</p> <p><b>Key Skill - Sketching (2 lessons)</b>            Children sketch people developing their observational sketching skills.</p>	<p><b>Drawing – Progression of skills</b>  <b>Year 1</b>            -Draw lines of different shapes and thicknesses, using different grades of pencils.  <b>Year 2</b>            -Use charcoal and pastels to create different drawing styles.            -Show patterns and textures in my drawings by adding dots and lines.            -Show different tones by using a range of coloured pencils.</p>



		<p>similarities between different practices and disciplines, and making links to their own work.</p> <p><b>Year 1 children</b> will focus on drawing lines and forming different shapes to draw their morph character. Children will experiment with using different grades of pencils.</p> <p><b>Year 2 children</b> will build on their knowledge of drawing and will use charcoal and pastels to create different drawing styles of their morph inspired character. Children will show patterns and textures in their drawings by adding dots and lines. Children will show different tones by using a range of coloured pencils. Demonstrate to children how to add different tones by applying more or less pressure. What effect does this have on the picture?</p> <p><b>Key Skill - Sculpture</b> Children will build on their knowledge of sculpting to make a ‘blob person’ demonstrating a random act of kindness EG hugging, giving a bunch of flowers.</p> <p><b>Year 1 children</b> will develop their sculpting skills by selecting clay to sculpt a blob person. Children will roll and shape the clay to make a 3D form and then use tools to add lines and add texture. Children will use the techniques such as rolling, cutting, moulding and carving.</p> <p><b>Year 2 children</b> will build on their sculpting skills by using clay to mould, form and shape to make a 3D form. Children will mould the clay by rolling, pinching, twisting and scratching. Children will learn how to make a slip by mixing clay with water to make a smooth sculptural surface. Children will use tools confidently to add lines and shape to their work. Children will experiment with bonding techniques in order to attach different features to their sculptures. Children will learn the bonding techniques: slip, score, scratch and blend.</p>  <p><b>Key Vocab</b> <b>Sculpture Vocab Year 1</b> - Scrunch, roll, texture, shape, lines, 3d form <b>Sculpture Vocab Year 2</b> - Mould, form, shape, smooth, bond, texture, slip, bond, pinch, roll, twisting, score, scratch, blend.</p>	<p><b>Sculpture - Progression of skills</b> <b>Year 1</b> -Use tools to add lines and add texture -Scrunch, roll and shape materials to make a 3D form. <b>Year 2</b> -Mould, form, shape and bond materials to create a 3D form. -Apply a smooth surface to a sculptural form. -Add line and shape to their work. -Use bonding techniques to add parts into their sculpture.</p>
What did Brunel do for Great Britain? (6)	ENGINEERING FOCUS	ENGINEERING FOCUS	ENGINEERING FOCUS



Term 3	<p><b>How do we live a healthy life? (6)</b></p>	<p>To use a range of materials creatively to design and make products</p> <p>To Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>Key Artist - Giuseppe Archimboldo</b> <b>Key Information (See Powerpoint in Curriculum Folder- Art- Key Artists)</b> Giuseppe Arcimboldo was born in 1527 in Italy. Giuseppe Arcimboldo is well known today for painting portraits of people made out of different types of fruits, vegetables, meat and fish. He would pick food that had a connection to whatever he was painting. For example, when creating a picture of Autumn, he used fruits and vegetables that grew in Autumn.</p> <p><b>Key Skill - Printing</b> <b>Year 1 children</b> will give examples of print they can you see in their environment. Children will experiment with making prints by using objects to create repeating patterns. Children will demonstrate the techniques of rolling, pressing, stamping and rubbing to make prints to copy an original print. <b>Year 2 children</b> will explain what they already know about printing. Children will build on the techniques of rolling, pressing, stamping and rubbing to make prints. Children will experiment with shape and pattern to make an original print inspired by the work of Archimboldo. Children will experiment with using repeated pattern and materials to make texture within their print.</p> <p><b>Key Vocab</b> Self-portrait, surreal, portrait, Archimboldo, print <b>Printing Vocab Year 1</b> - Colour, shape, printing, printmaking, objects, press, roll, stamping, rubbing, repeating, copy <b>Printing Vocab Year 2</b> - Woodcut, relief printing, objects, press, roll, stamping, rubbing</p>	<p><b>Printing - Progression of skills</b> <b>Year 1</b> -Use a variety of materials, e.g. sponges, fruit, blocks. -Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. -Children copy an original print. <b>Year 2</b> -Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture. -Develop a wide range of art and design techniques in using colour and texture to make an original print.</p>
Term 4	<p><b>What is a home? (5)</b></p>	<p>To use a range of materials creatively to design and make products.</p> <p>Use sculpture to develop and share ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, shape, form and space.</p> <p>To Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>Key Artist - Andy Goldsworthy</b> <b>Key Information (See Powerpoint in Curriculum Folder- Art- Key Artists)</b> Andy Goldsworthy is a British artist, known for his sculptures and photography. He is an environmentalist, which is someone who wants to protect the environment around them. He was born in 1956. Andy makes sculptures with natural materials on sites in the UK and around the world. He has made them in forests, fields, cities, lakes and fields. They are known as land art. As well as making sculptures, Andy takes photographs of his work over time to show how they change.</p> <p><b>Key Skill - Language of Art</b> <b>Year 1 children</b> will discuss: What is happening? What is the emotion? What is your opinion? How realistic is it? What message is the artist sharing? <b>Year 2 children</b> will discuss: How realistic is it? What message is the artist sharing? Children can evaluate and analyse Andy Goldsworthy's work.</p> <p><b>Key Skill - Sculpture</b> <b>Year 1 children</b> will make collector habitats by developing their sculpting skills. Children will experiment with sculpture using clay. Children will roll and shape the clay to make a 3D form and then use tools to add lines and add texture. <b>Year 2 children</b> will build on their sculpting skills, using clay to mould, form and shape to make a 3D form. Children mould the clay by rolling, pinching, twisting and scratching. Children experiment with using a slip to make a smooth sculptural surface. Children use tools confidently to add lines and shape to their work. Children experiment with bonding techniques to add parts to their sculpture. Bonding techniques include slip, scoring, scratching and blending.</p> <p><b>Key Vocab</b> Collector habitats, environmentalist, sculpture <b>Sculpture Vocab Year 1</b> - Scrunch, roll, texture, shape, lines. <b>Sculpture Vocab Year 2</b> - Mould, form, shape, smooth, bond, texture, slip, bond, pinch, roll, twisting, score, scratch, blend.</p>	<p><b>Sculpture - Progression of skills</b> <b>Year 1</b> -Use tools to add lines and add texture -Scrunch, roll and shape materials to make a 3D form. <b>Year 2</b> -Mould, form, shape and bond materials to create a 3D form. -Apply a smooth surface to a sculptural form. -Add line and shape to their work. -Use bonding techniques to add parts into their sculpture.</p>

Term 5	What grows near me? (4)	<p>To use a range of materials creatively to design and make products.</p> <p>Develop a wide range of art and design techniques in using colour, shape, form and space.</p> <p>To Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>Key Artist – Georgia O Keefe</b> <b>Key information (See Powerpoint in Curriculum Folder- Art- Key Artists)</b> Georgia Totto O’Keeffe was born on 15<sup>th</sup> November 1887 in Wisconsin, USA. Georgia began experimenting with painting close up views of flowers. She used oil paints in vibrant, bold colours. Georgia O’Keeffe is recognised as being a pioneer of American modernism. She was highly praised for her art, which was unusual for a woman in a male dominated art world. She died on 6<sup>th</sup> March, 1986 aged 98 years old.</p> <p><b>Key Skill – Textiles</b> <b>Year 1 and 2 children</b> will develop the skills and techniques in weaving, dyeing and plaiting. Children explore decorating and embellish textiles to add detail, colour and effect.</p> <p><b>Key Vocab</b> <b>Textiles Vocab Year 1</b> - Textiles, fabric, weaving, woven, placemat, loom, over/under, decoration <b>Textiles Vocab Year 2</b> - Alternate, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p><b>Textiles – Progression of skills</b> -Look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. -Explore decorating and embellishing their textiles to add detail, colour and effect. -Show pattern by weaving; -Use a dyeing technique to alter a textile’s colour and pattern; -Decorate textiles with glue or stitching, to add colour and detail;</p>
Term 6	How will we get around in the future? (4)	ENGINEERING FOCUS	ENGINEERING FOCUS	ENGINEERING FOCUS



Barrs Court Primary School **Art** Knowledge and Skills progression – **Red Area Yearly Overview - Year B**

	Enquiry	National Curriculum Objectives	Key Knowledge and Vocabulary	Key skills
Term 1	What is my hat made of? (5)	ENGINEERING FOCUS	ENGINEERING FOCUS	ENGINEERING FOCUS
	How does Barrs Court change - Autumn? (1)	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>Key Artist – Van Gogh</b>  <b>Key information (See Powerpoint in Curriculum Folder- Art- Key Artists)</b>  Gogh was born in 1853 in the Netherlands. He died in 1890. He painted portraits and landscapes, and mainly used watercolours and oil paints. He is famous for using bright colours and bold brushstrokes. Children study Van Gogh’s sky-based pictures. Children will label and describe the colours, shapes and patterns Van Gogh uses.</p> <p><b>Key Artist – N/A</b>  Children will watch time lapse photography of changes in the day EG Sunrise to sunset.  Seasons time lapse - BBC Teach  A year in 40 seconds time-lapse</p> <p><b>Key Skill – Painting</b>  <b>Year 1 children</b> learn about what primary colours are and why they are important. Children experiment with colour to create their own colour wheels. Children will name the colours that they have made and describe how they have made the different colours. Children will use thick and thin brushes to make colour wheels. Children will understand the reasons behind why we use thick and thin brushes. Once children are confident with creating colour wheels, children use this knowledge and skills to create a seasonal skyline.  <b>Year 2 children</b> will build on their knowledge of colour mixing children and will understand colour further by experiment by making secondary colours. Children will develop their colour mixing skills by make a colour wheel focusing on secondary colours. What colours have you mixed to make? Once children are confident with mixing secondary colours children add white to colours to make tints and black to colours to make tones (create colour charts). Ask children to explain how they have made the different colours. How can you make the colour lighter? Darker?</p> <p>Once children are confident with these skills, children use this colour knowledge to create a seasonal sky.</p> <p><b>Key Vocab</b>  Van Gogh, seasonal changes  <b>Painting Vocab Year 1</b> - Colour, colour wheel, thickness  <b>Painting Vocab Year 2</b> - Mix, colour wheels, primary colours, secondary colours, tints and tones, texture.</p>	<p><b>Painting - Progression of skills</b>  <b>Year 1</b>  -Experiment with colour to create colour wheels.  -Use a variety of tools, including thick and thin brushes.  -Children name colours.  <b>Year 2</b>  -Mix primary colours to make secondary colours to create colour wheel.  -Add white to colours to make tints and black to colours to make tones (create colour charts).</p>
Term 2	Who helps who? (4)			
	What do artists do? (2)	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>Find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>Key Artists (See Powerpoints in Curriculum Folder- Art- Key Artists)</b></p> <p><b>Damien Hirst, ‘Spot Paintings’ (1986-2011)</b>  Since emerging onto the international art scene in the late 1980s, Damien Hirst has created installations, sculptures, paintings, and drawings that examine the complex relationships between art and beauty, religion and science, and life and death. From serialized paintings of multicolored spots to animal specimens preserved in tanks of formaldehyde, his work challenges contemporary belief systems, tracing the uncertainties that lie at the heart of human experience.  <b>Patrick Heron, ‘Cadmium... ’ (1969)</b></p>	<p><b>Painting – Progression of skills</b>  <b>Year 1</b>  -Children experiment with colour to create colour wheels.  -Use a variety of tools, including thick and thin brushes.  -Children name colours.  <b>Year 2</b>  -Mix primary colours to make Secondary colours to create colour wheels.  -Add white to colours to make tints and black to colours to make tones (create colour charts).  -Create different textures (e.g. using sand, sawdust, flour).</p>

			<p>Patrick Heron (30 January 1920 – 20 March 1999) was a British abstract and figurative artist, critic, writer, and polemicist, who lived in Zennor, Cornwall. Influenced by Cézanne, Matisse, Braque and Bonnard. Heron's artworks are most noted for his exploration and use of colour and light. He is known for both his early figurative work and non-figurative works, which over the years looked to explore further the idea of making all areas of the painting of equal importance.</p> <p><b>Bridget Riley, 'Hesitate' (1964)</b> Bridget Louise Riley CH CBE is an English painter known for her op art paintings. She lives and works in London, Cornwall and the Vaucluse in France.</p> <p><b>Georges Seurat</b> – pointillism Georges Pierre Seurat was a French post-Impressionist artist. He devised the painting techniques known as chromoluminarism and pointillism and used conté crayon for drawings on paper with a rough surface.</p> <p>Children explore the artwork in detail. What do you like/dislike about the artwork? What can you see? What colours have been used? What tools do you think have been used? What is your opinion of the work? What message is the artist sharing?</p> <p><b>Key Skill – Painting</b> <b>Year 1 children</b> will apply their knowledge of colour mixing and mixing primary colours to make secondary colours to paint their own dot inspired painting. Children are encouraged to use a selection of different tools EG sponges, sticks, thick and thin brushes to create their dot-inspired painting. <b>Year 2 children</b> will apply their knowledge of colour mixing. (Mixing primary colours to make secondary colours and adding white to colours to make tints and black to colours to make tones children paint their own dot inspired painting). Children will also experiment with different textures by adding sand, sawdust and flour to the paint. What effect does it have?</p> <p><b>Key Vocab</b> Damien Hirst, Partick Heron, Bridget Riley, Georges Seurat, pointillism, dots, paint brushes, sponges, fingers, pencils. <b>Painting vocab Year 1</b> - Colour, colour wheel, thickness <b>Painting Vocab Year 2</b> - Mix, colour wheels, primary colours, secondary colours, tints and tones, texture.</p>	
Term 3	<b>How does Barrs Court change? Winter (1)</b>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>Key Artist – Van Gogh</b> <b>Key information (See Powerpoint in Curriculum Folder- Art- Key Artists)</b> Recap with children the paintings of Vincent Van Gogh from Term 1. What can remember about the Vincent Van Gogh’s work? Inspired by Vincent Van Gogh’s painting, children will draw their own Winter sky scene Landscape with Snow (Paysage enneigé) by Vincent Van Gogh.</p> <p><b>Key Artist – N/A</b> Children will watch time lapse photography of changes in the day EG Sunrise to sunset. Seasons time lapse - BBC Teach A year in 40 seconds time-lapse</p> <p><b>Key Skill - Drawing</b> <b>Year 1 children</b> will use the pencils to draw lines of different sizes and thickness. Children will colour their own work neatly following the lines. <b>Year 2 children</b> will use charcoal and pastels to draw in different styles. They will show pattern and texture by adding dots and lines. They will show tones by using coloured pencils.</p> <p><b>Sketching Vocab Year 1</b> - Line thick, thin, grades <b>Sketching Vocab Year 2</b> - Tone, pattern, texture, sketch, grades</p>	<p><b>Drawing – Progression of Skills</b> <b>Year 1</b> -Draw lines of different shapes and thicknesses, using different grades of pencils. -Children will colour their own work neatly following the lines. <b>Year 2</b> -Use charcoal and pastels to create different drawing styles. -Show patterns and textures in my drawings by adding dots and lines. -Show different tones by using a range of coloured pencils.</p>
	<b>Where is Barrs Court Primary School? (5)</b>			

Term 4	<b>What are we? (4)</b>	<p>Use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>Key Artist – N/A</b> Children choose three different types of animal to draw, including a human. Children need to pay attention to colour, pattern, texture and line. Children can use magnifying glasses to compare physical features (such as legs, claws, fingers, hair, skin, fur or feathers etc) and structures of insects and features of common animals (fish, amphibians, reptiles, birds or mammals including pets and humans). Children complete detailed sketches of animals experimenting with different grade pencils, different textures and patterns.</p> <p><b>Key Skill - Drawing</b> <b>Year 1 children</b> build on their observational skills and drawing skills to draw animals paying particular attention to detail to their features. Children draw lines of different shapes and thicknesses. Children will experiment with the different grades of pencils and the effects different grades can produce. <b>Year 2 children</b> build on their knowledge of sketching and observational skills, using pencils to show pattern and texture by adding dots and lines. They will use sketching pencils to show different tones and textures.</p> <p><b>Key Skill – Evaluation</b> Children will spend some time evaluating their sketches. <b>Year 1 children</b> recognise and describe key features of their own and work of others. They will describe what they think about the work of others. <b>Year 2 children</b>, when looking at creative work, can express clear preferences and can give some reasons using basic language of art.</p> <p><b>Sketching Vocab Year 1</b> - Line thick, thin, grades <b>Sketching Vocab Year 2</b> - Tone, pattern, texture, sketch, grades</p>	<p><b>Drawing – Progression of Skills</b> <b>Year 1</b> -Draw lines of different shapes and thicknesses, using different grades of pencils. <b>Year 2</b> -Use charcoal and pastels to create different drawing styles. -Show patterns and textures in my drawings by adding dots and lines. -Show different tones by using a range of coloured pencils.</p>
	<b>How does Barrs Court change? Spring (2)</b>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>Key Artist – N/A</b> Children will watch time lapse photography of changes in the day EG Sunrise to sunset. Seasons time lapse - BBC Teach A year in 40 seconds time-lapse</p> <p><b>Key Artist – Van Gogh</b> Recap with the children that artwork that we have previously studied in the How does Barrs Court Change Enquiries. Which artist have we studied? Which paintings have we studied? What can you tell me about these paintings? Then share and discuss the Spring paintings by Vincent van Gogh (click to follow link). <i>In memory of Mauve 1888</i> <i>Orchard in Blossom with a View of Arles 1889</i> <i>Almond Blossom, 1890</i> What have you noticed about these paintings? How does Van Gogh paintings reflect spring? What colours are used? What is your opinion of the painting? Do you notice any similarities form the other paintings that we have studied? Children then create their own seasonal collage.</p> <p><b>Key Skill - Collage</b> <b>Year 1 children</b> experiment and combine a selection of different materials to make a collage. Children cut, tear and glue the materials. Children then sort the materials and arrange the materials to make a collage. <b>Year 2 children</b> further develop their collaging skills by selecting their materials carefully and purposefully. Children cut, tear and glue materials and arrange to make a collage. Children consider how to make texture by combing and mixing different materials. Children evaluate their collages.</p> <p><b>Key Vocab</b> Collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p><b>Collage – Progression of Skills</b> <b>Year 1</b> -Children explore creating a variety of images on different backgrounds with a variety of media EG paper, magazines, etc. -Children experiment with sorting and arranging materials and refining their work. -Children use a combination of materials that have been cut, torn and glued; sort and arrange materials. <b>Year 2</b> -Children add texture by mixing materials.</p>

Term 5	How could we play in different ways? (6)	<p>Use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>Key Artist – LS Lowry, Pieter Breughel, Goya</b>  Share the paintings of children playing games in the past. LS Lowry - The Playground (1945) Pieter Breughel - Children’s games (1560) Goya - The Seesaw. What can you see? What are the children doing? How do you think the children are feeling? Do you play any of these games? Do you think the paintings are realistic? What do they paintings illustrate? What is your opinion of the paintings? Children take photos of the Barrs Court Primary School playground. What games can they see happening in the playground? What are the children doing? How do you think the children are feeling? Using the photos, children create a photomontage of the playground.</p> <p><b>Key Skill - Collage</b>  <b>Year 1 children</b> experiment and combine a selection of different materials to make a collage. Children cut, tear and glue the materials. Children then sort the materials and arrange the materials to make a collage.  <b>Year 2 children</b> further develop their collaging skills by selecting their materials carefully and purposefully. Children cut, tear and glue materials and arrange to make a collage. Children consider how to make texture by combing and mixing different materials. Children evaluate their collages.</p> <p><b>Key Skill - Drawing</b>  <b>Year 1 children</b> will zoom in on one of the pictures and draw detailed sketches of the children playing in the playground. Building on their observational skills, children draw lines of different shapes and thicknesses confidently. Children will experiment with the different grades of pencils and the effects different grades can produce.  <b>Year 2 children</b> build on their knowledge of sketching and observational skills and draw detailed sketches of the children playing in the playground. They use pencils to show pattern and texture by adding dots and lines. They will use sketching pencils to show different tones and textures.</p> <p><b>Key Vocab</b>  <b>Collage Vocab</b> - Collage, squares, gaps, mosaic, features, cut, place, arrange.</p> <p><b>Sketching Vocab Year 1</b> - Line thick, thin, grades  <b>Sketching Vocab Year 2</b> - Tone, pattern, texture, sketch, grades</p>	<p><b>Digital Media – Progression of Skills</b>  <b>Year 1 and 2</b>  -Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p> <p><b>Collage – Progression of Skills</b>  <b>Year 1</b>  -Children explore creating a variety of images on different backgrounds with a variety of media EG paper, magazines, etc.  -Children experiment with sorting and arranging materials and refining their work.  -Children use a combination of materials that have been cut, torn and glued; sort and arrange materials.  <b>Year 2</b>  -Children add texture by mixing materials.</p> <p><b>Drawing – Progression of Skills</b>  <b>Year 1</b>  -Draw lines of different shapes and thicknesses, using different grades of pencils.  <b>Year 2</b>  -Use charcoal and pastels to create different drawing styles.  -Show patterns and textures in my drawings by adding dots and lines.  -Show different tones by using a range of coloured pencils.</p>
	How do plants grow near me? (3)	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	<p><b>Key Artist –Dennis Wojtkiewicz.</b>  Dennis Wojtkiewicz is an American Hyperrealist painter and draughtsman. Wojtkiewicz graduated from Southern Illinois University and is artist associated with the Hyperrealist movement. He is best known for his large scale renderings of sliced fruit and flowers. He relies on using paints and pastels for his drawings. Share pictures of his work. What do the children notice? What can they see? Has he included seeds? Can they spot the veins of the fruit? How has he created texture?</p> <p>Children to explore a selection of fruit and vegetables. Where possible, children will cut the fruits and vegetables to expose seeds – pumpkin, squash, melon, tomatoes, bananas etc. Children will create drawings of cross sections of frusit and vegetables, paying attention to colour and texture of skin. Children will also pull out a seedling from its pot to see roots and create a detailed line drawing of the plant including roots.</p> <p><b>Key Skill - Drawing</b>  <b>Year 1 children</b> zoom in on the fruits and vegetables and draw detailed sketches. Building on their observational skills, children draw lines of different shapes and thicknesses confidently. Children will experiment with the different grades of pencils and the effects different grades can produce.  <b>Year 2 children</b> build on their knowledge of sketching and observational skills to draw detailed sketches of the fruits and vegetables. They use pencils to show pattern and texture by adding dots and lines. They will use sketching pencils to show different tones and textures.</p> <p><b>Sketching Vocab Year 1</b> - Line thick, thin, grades  <b>Sketching Vocab Year 2</b> - Tone, pattern, texture, sketch, grades</p>	<p><b>Drawing – Progression of Skills</b>  <b>Year 1</b>  -Draw lines of different shapes and thicknesses, using different grades of pencils.  <b>Year 2</b>  -Use charcoal and pastels to create different drawing styles.  -Show patterns and textures in my drawings by adding dots and lines.  -Show different tones by using a range of coloured pencils.</p>
Term 6	How do we move around?(4)	ENGINEERING FOCUS	ENGINEERING FOCUS	ENGINEERING FOCUS

	<p>How does my school change-summer? (2)</p>	<p>Use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>Key Artist – N/A</b> Children will watch time lapse photography of changes in the day EG Sunrise to sunset. Seasons time lapse - BBC Teach A year in 40 seconds time-lapse</p> <p><b>Key Artist – Van Gogh</b> Share and discuss the summer paintings by Vincent van Gogh. Summer Evening, Wheatfield with Setting sun, 1888 Wheatfields, 1888 Farmhouse in Provence, 1888 Sunflowers, 1853-1890</p> <p><b>Key Skill - Sculpture</b> Children make their own 3D sunflowers inspired by the work of Vincent Van Gogh. <b>Year 1 children</b> scrunch, roll and shape materials to create their own 3d sunflower. Children use tools to add lines and add texture. <b>Year 2 children</b> mould, form, shape and bond materials to create a 3D form. Children add line and shape to their work. Children use bonding techniques to add parts into their sculpture.</p>	<p><b>Sculpture – Progression of Skills</b> <b>Year 1</b> -Use tools to add lines and add texture -Scrunch, roll and shape materials to make a 3D form. -Mould, form, shape and bond materials to create a 3D form. <b>Year 2</b> -Apply a smooth surface to a sculptural form. -Add line and shape to their work. -Use bonding techniques to add parts into their sculpture.</p>
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## Barrs Court Primary School Art Knowledge and Skills progression – Blue Area Yearly Overview - Year A

	Enquiry	National Curriculum Objectives	Key Knowledge and vocabulary	Key skills
Term 1	Why do we live here? (6)	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] and collage.</p> <p>Learn about great artists, architects and designers in history</p>	<p><b>Key Artists - Claude Lorrain, Canaletto</b>  Learners are introduced to perspective drawing using pencil through studying the art of famous artists, including Claude Lorrain and Canaletto. Claude Lorrain was a French painter, draughtsman and etcher of the Baroque era. He spent most of his life in Italy, and is one of the earliest important artists, apart from his contemporaries in Dutch Golden Age painting, to concentrate on landscape painting. Giovanni Antonio Canal, known as Canaletto, was born in Venice, the son of a theatrical scene painter. He was very influential, famed for his precisely depicted and evocative views of the city (vedute). Canaletto's early pictures for local patrons are his most accomplished: these carefully designed, individual, and atmospheric studies include 'The Stonemason's Yard' (click to follow link). What do you notice about these artists work? What is your opinion of the artwork? What do you think about the colour used? What is perspective?</p> <p>Children use viewfinders to create a perspective drawing of an area of housing near the school.</p> <p><b>Key Skill - Drawing</b>  <b>Year 3 children</b> will use a viewfinder to help develop their sketching by working on just one specific area. Children will sketch lightly without using a rubber to correct mistakes. Children will use hatching and cross hatching to show tone and texture in their drawings.  <b>Year 4 children</b> will use shading to show light and shadow (smudge and blend). Children use different harnesses of pencils to show line, tone and texture. Children use a variety of different shaped lines to represent movement.</p> <p><b>Key Skill - Collage</b>  Children use their detailed sketches to create a collage. Children explore collage using a variety of media and different techniques using as overlapping, tessellation and montage.  <b>Year 3 children</b> continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.  <b>Year 4 children</b> continue to explore creating collage with a variety of materials and media. Children carefully select colours and materials to create effect, giving reasons for their choices. Children refine work as they go to ensure precision. Children learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><b>Key Vocab – Drawing</b>  Claude Lorrain, Canaletto, perspective, sketching, background, fore, collage  <b>Drawing Vocab Year 3</b> - Tone, pattern, shade, viewfinder, smudge, cross hatching  <b>Drawing Vocab Year 4</b> - Grades of pencil, scale, refine, alter, smudge, blend</p> <p><b>Key Vocab – Collage</b>  <b>Collage Vocab Year 3 and 4</b> - Texture, shape, form, pattern, mosaic, overlapping, tessellation, montage</p>	<p><b>Drawing – Progression of Skills</b>  <b>Year 3</b>  -Use a viewfinder to help me in my sketching.  -Sketch lightly without using a rubber to correct mistakes.  -Use hatching and cross hatching to show tone and texture in my drawings.  <b>Year 4</b>  -Use shading to show light and shadow (smudge and blend).  -Use different harnesses of pencils to show line, tone and texture.  -Use a variety of different shaped lines to represent movement.</p> <p><b>Collage – Progression of Skills</b>  <b>Year 3</b>  -Create collage with a variety of media, e.g. paper and magazines.  -Experiment with sorting and arranging materials with purpose to create effect.  -Learn new techniques, e.g. overlapping, tessellation, mosaic and montage.  <b>Year 4</b>  -Select colours and materials to create effect, giving reasons for their choices  -Refine work as they go to ensure precision  -Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</p>
Term 2	What is sound?(6)			

	What is creativity? (3)	Create sketchbooks to record their observations and use them to review and revisit ideas.  Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  Learn about great artists, architects and designers in history.	Information to follow.	
Term 3	How can we switch off? (6)			
Term 4	Why are more people becoming vegetarian? (6)			
Term 5	Where does our water come from? (4)	Improve their mastery of art and design techniques - painting with a range of materials. Learn about great artists in history.  Explore artists who have been influenced by rivers and water including David Hockney and Monet.	<p><b>Key Artists – David Hockney and Monet</b> Children will develop their of painting techniques to create different effects of water and flow, layering paint, scraping paint, thick paint with different sized brushes. Children study the work of the artists David Hockney and Monet. Children will study the paintings:</p> <p>David Hockney, Swimming Pool Paintings Monet, Waterlilies</p> <p>Children will evaluate these paintings and give their opinions about the artwork.</p> <p><b>Key Skill - Painting</b> <b>Year 3 children</b> will continue to build on their knowledge of colour mixing to create different tones, tints and shades of colour. Children will experiment with mixing paint to create different tones (mixed with grey), tints (mixed with white) and shades (mixed with black) of colour (hue) and can observe and describe the effect. Children will experiment with paint to create shadows and consider the use of tones and tints to add effect. Children will use watercolour paint to produce washes for backgrounds and then add detail. Children will experiment with a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. Children will identify what colours work well together. <b>Year 4 children</b> will continue to build on their knowledge of colour mixing to create different tones, tints and shades of colour. Children will experiment with mixing paint to create different tones (mixed with grey), tints (mixed with white) and shades (mixed with black) of colour (hue) and can observe and describe the effect. Children will experiment with paint to create shadows and consider the use of tones and tints to add effect. Children will experiment in creating mood and feelings with colour. Children will create a colour palette based upon colours observed in the natural or built world. Children will understand the different properties of different paints. Children will think carefully about the techniques –apply colour, using dotting, scratching, splashing to imitate an artist. Children will think critically about their work and suggest improvements</p> <p>Do you like the work? Explain why? What do you think about the painting? Do you like the work? Explain why? What colours have been used? Does the painting look realistic?</p> <p><b>Key Vocab – Painting</b> <b>Painting Vocab Year 3</b> - Washes, shape, texture, pattern, tone. <b>Painting Vocab Year 4</b> - Dotting, splashing, scratching, colour palette, mood, tone and shading.</p>	<p><b>Painting – Progression of Skills</b> <b>Year 3</b> -Use watercolour paint to produce washes for backgrounds and then add detail. -Use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. -Identify what colours work well together. <b>Year 4</b> -Experiment in creating mood and feelings with colour. -Create a colour palette based upon colours observed in the natural or built world. -Understand the different properties of different paints -Techniques: apply colour, using dotting, scratching, splashing to imitate an artist</p>

	What should you flush down the loo? (4)			
Term 6	Who stood here before us?	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Learn about great artists, architects and designers in history.</p>	<p><b>Key Artist – N/A</b> Children are introduced to clay and the skills involved in making simple pinch pots. Once children are confident with the skills of making pinch pots children can move onto making a clay head.</p> <p><u>Pinch Pot Techniques</u> Rotate the ball in your hand, making small pinches between thumb and fingers and gradually moving up the wall. Aim for an even thickness, leaving the rim slightly thicker. Tip: Keep your thumb inside and fingers on the outside, if your finger muscles get tired, take a rest! Make two pinch pots of the same diameter.</p> <p><b>Key Skill - Sculpture</b> <b>Year 3 children</b> will build on their knowledge of clay and will begin to add layers onto their work to create texture and shape. Children explore how to make features on the clay using tools and techniques for sculpting clay. Children manipulate clay by rolling, joining (using scratch and slip) and scratching it to create a flat, circular slab with an intricate pattern. Children create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) <b>Year 4 children</b> will use a variety of tools and techniques for sculpting in clay confidently. Children talk about what the tools can be used for. Children use framework (such as wire of moulds) to provide stability and form. Children add materials to provide interesting detail.</p> <p><b>Key Vocab – Sculpture</b> <b>Sculpture Vocab Year 3</b> - Mouldable, form, shape, smooth, bond, combine <b>Sculpture Vocab Year 4</b> - Mouldable, form, shape, smooth, bond, combine, nets, texture, framework, stability</p>	<p><b>Sculpture – Progression of Skills</b> <b>Year 3</b> -Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). -Use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials.</p> <p><b>Year 4</b> -Use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials. -Use a framework (such as wire of moulds) to provide stability and form. -Add materials to provide interesting detail.</p>



## Barrs Court Primary School Art Knowledge and Skills progression – Blue Area Yearly Overview - Year B

	Enquiry	National Curriculum Objectives	Key Knowledge and vocabulary	Key skills
Term 1	Where does the darkness come from? (6)	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. In this case it is stencils and cut-outs.</p>	<p><b>Key Artist – N/A</b> Children study Hindu Art and the story of Rama Sita. Children draw, cut and join to make characters and props needed for retelling the story of Rama and Sita. Children make black and white illustrations. Children use pencils to show a variety of different shaped lines to represent movement.</p> <p><b>Key Skill - Drawing</b> <b>Year 3 children</b> build on their knowledge of sketching. Children practise the skill of sketching lightly without using a rubber to correct mistakes. Children use hatching and cross hatching to show tone and texture in their drawings. <b>Year 4 children</b> build on their knowledge of sketching. Children develop the skill of shading to show light and shadow (smudge and blend). Children experiment with a range of different harnesses of pencils to show line, tone and texture. Children use a variety of different shaped lines to represent movement</p> <p><b>Key Vocab – Drawing</b> <b>Drawing Vocab Year 3</b> - Tone, pattern, shade, viewfinder, smudge, cross hatching, <b>Drawing Vocab Year 4</b> - Grades of pencil, scale, refine, alter, smudge, blend.</p>	<p><b>Drawing – Progression of Skills</b> <b>Year 3</b> -Use a viewfinder to help me in my sketching. -Sketch lightly without using a rubber to correct mistakes. -Use hatching and cross hatching to show tone and texture in my drawings. <b>Year 4</b> -Use shading to show light and shadow (smudge and blend). -Use different harnesses of pencils to show line, tone and texture. -Use a variety of different shaped lines to represent movement.</p>
Term 2	How can we find out about people in the past? (7)	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p>	<p><b>Key Artist – N/A</b> Children study a range of different portraits (use portraits of people that you have been studying in your Enquiry). Discuss the features of the portraits. What colours are used? Why? What is your opinion of the portrait? Analyse famous portraits. In my opinion..... Children paint an individual from just an historical description.</p> <p><b>Key Skill - Painting</b> <b>Year 3 children</b> continue to develop their colour mixing techniques. Children develop their skills of using tones, tints and shades. Children are able to say how they have made the colours. Children develop their use of watercolour paint to produce washes for backgrounds and then add detail. Children confidently use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. Children are able identify what colours work well together. <b>Year 4 children</b> continue to build on their knowledge of colour mixing to create different tones, tints and shades of colour. Children will experiment with paint to create shadows and consider the use of tones and tints to add effect. Children will experiment in creating mood and feelings with colour. Create a colour palette based upon colours observed in the natural or built world. Children will understand the different properties of different paints. Children will think carefully about the techniques: apply colour, using dotting, scratching, splashing to imitate an artist.</p> <p><b>Key Vocab – Painting</b> <b>Year 3 Vocab</b> - Washes, shape, texture, pattern, tone. <b>Year 4 Vocab</b> - Dotting, splashing, scratching, colour palette, mood, tone and shading.</p>	<p><b>Painting – Progression of Skills</b> <b>Year 3</b> -Use watercolour paint to produce washes for backgrounds and then add detail. -Use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. -Identify what colours work well together. <b>Year 4</b> -Experiment in creating mood and feelings with colour. -Create a colour palette based upon colours observed in the natural or built world. -Understand the different properties of different paints -Techniques: apply colour, using dotting, scratching, splashing to imitate an artist.</p>
Term 3	What is underneath our feet? (6)			

Term 4	<p><b>What is the difference between surviving and being health? (6)</b></p>	<p>Create sketch books to record their observations and use them to review and revisit ideas; - improve their mastery of art and design techniques, including drawing, painting and sculpture (printing?) with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Find out about great artists, architects and designers in history</p>	<p><b>Key Artists: Roy Lichtenstein, Andy Warhol, Dennis Wojtkiewicz, Edward Ladell, Itsuo Kobayashi</b></p> <p><b>Roy Lichtenstein</b> - pop art/cubism/expressionism <b>add information</b></p> <p><b>Andy Warhol</b> - pop art/abstract/contemporary. Andy Warhol was a Pop Artist. He began using silkscreen printmaking to make images. This involves pushing ink through a screen to create an image. It can be used to make lots of copies of the same image. Warhol used this printmaking technique to make artworks that used a repeated image from popular culture, often in different colours. He made pictures of soup cans and coke bottles. He made paintings of American celebrities such as Marilyn Monroe and Elvis Presley. He founded his studio, “The Factory”, where lots of artists, writers and musicians would visit him.</p> <p><b>Dennis Wojtkiewicz.</b> Dennis Wojtkiewicz is an American Hyperrealist painter and draughtsman. Wojtkiewicz graduated from Southern Illinois University and is artist associated with the Hyperrealist movement. He is best known for his large scale renderings of sliced fruit and flowers.</p> <p><b>Edward Ladell.</b> Edward Ladell was a British painter known for his still-life paintings of fruit, flowers, and glass vessels. Reminiscent of the 17th-century Dutch still-life traditions, he set his subjects on a marble ledge draped with an oriental rug.</p> <p><b>Itsuo Kobayashi.</b> Japanese chef Itsuo Kobayashi (click to follow link) has been painting and describing in detail the dishes he’s eaten for the past 32 years in a series of notebooks and standalone works. Children consider what they will use as their stimulus to create their own food based artwork: painting, collage or a print.</p> <p>Talk about the artwork and ask the children to evaluate and describe the work. What features do you like? What message is the artist trying to portray? Is the work realistic?</p> <p>Children choose a message they would like to convey to others to encourage them to become healthier, e.g. eat less fat, exercise more, eat fresh, etc. Ask children to choose a recipe adaptation that matches their art message, e.g. if they’ve chosen ‘eat less fat’ then their muffin recipe could replace butter with sunflower oil.</p> <p><b>Key Skill – Collage</b> <b>Year 3 children</b> continue to explore creating collage with a variety of media, e.g. paper and magazines. Children experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. <b>Year 4 children</b> continue to develop their skills of collaging. Children select colours and materials to create effect, giving reasons for their choices. Children refine work as they go to ensure precision. They learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><b>Key Vocab – Collage</b> <b>Collage Vocab Year 3 and 4</b> - Texture, shape, form, pattern, mosaic, overlapping, tessellation, montage.</p>	<p><b>Collage – Progression of Skills</b> <b>Year 3</b> -Children continue to explore creating collage with a variety of media, e.g. paper and magazines. -Children experiment with sorting and arranging materials with purpose to create effect. -Children learn new techniques, e.g. overlapping, tessellation, mosaic and montage. <b>Year 4</b> -Select colours and materials to create effect, giving reasons for their choices -Refine work as they go to ensure precision -Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</p>
Term 5	<p><b>How do plants die? (5)</b></p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>	<p><b>Key Artist – William Morris</b> Children will evaluate and analyse the work of William Morris. William Morris was a British textile designer, poet, artist, novelist, architectural conservationist, printer, translator and socialist activist associated with the British Arts and Crafts Movement. He was a major contributor to the revival of traditional British textile arts and methods of production. Children will continue to develop their sketching techniques by designing their own William Morris design and print.</p> <p><b>Key Skill – Drawing</b> <b>Year 3 children</b> will use a viewfinder to help develop their sketching by working on just one specific area. Children will sketch lightly without using a rubber to correct mistakes. Children will use hatching and cross hatching to show tone and texture in their drawings. <b>Year 4 children</b> will use shading to show light and shadow (smudge and blend). Children use different harnesses of pencils to show line, tone and texture. Children use a variety of different shaped lines to represent movement.</p>	<p><b>Drawing – Progression of Skills</b> <b>Year 3</b> -Use a viewfinder to help me in my sketching. -Sketch lightly without using a rubber to correct mistakes. -Use hatching and cross hatching to show tone and texture in my drawings. <b>Year 4</b> -Use shading to show light and shadow (smudge and blend). -Use different harnesses of pencils to show line, tone and texture. -Use a variety of different shaped lines to represent movement.</p> <p><b>Printing – Progression of Skills</b> <b>Year 3</b> -Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p>

			<p><b>Key Skill – Printing</b> <b>Year 3 and 4 children</b> will make their own printing block using coiled string glued to a block. Children will explore what effect making their own block has on shape and texture. Children will use more than one colour to layer in a print. <b>Year 4 children</b> - Will replicate patterns from observations, make repeated patterns with precision and children will think critically about their work and begin to make suggesting on how to improve.</p> <p><b>Key Vocab – Drawing</b> <b>Drawing Vocab Year 3</b> - Tone, pattern, shade, viewfinder, smudge, cross hatching, <b>Drawing Vocab Year 4</b> - Tone, pattern, shade, viewfinder, smudge, cross-hatching, grades of pencil, scale, refine, alter, smudge, blend.</p> <p><b>Key Vocab – Printing</b> <b>Printing Vocab Year 3 and 4</b> - Line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>-Use more than one colour to layer in a print. <b>Year 4</b> -Replicate patterns from observations -Make printing blocks -Make repeated patterns with precision</p>
	How can you feel the force? (4)			
Term 6	Why did people travel in the past?			



# Barrs Court Primary School Art Knowledge and Skills progression – Green Area Yearly Overview - Year A

	Enquiry	National Curriculum Objectives	Key Knowledge and vocabulary	Key skills
Term 1	How are lives saved? (7)			
Term 2	How do we all live together? (7)			
Term 3	Where does our food really come from? (6)	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Learn about great artists, architects and designers in history Artists: Jason Mecier, Andy Warhol.</p>	<p><b>Key Artists - Jason Mecier, Andy Warhol and 60s and 70s Pop Art.</b></p> <p>Pop Artist <b>Jason Mecier</b> creates one of a kind outrageous mosaic portraits. He meticulously fabricates anybody out of anything, from Kevin Bacon out of bacon, to Honey Boo Boo out of 25 lbs of rubbish.</p> <p><b>Andy Warhol</b> was a Pop Artist. He began using silk screen printmaking to make images. This involves pushing ink through a screen to create an image. It can be used to make lots of copies of the same image. Warhol used this printmaking technique to make artworks that used a repeated image from popular culture, often in different colours. He made pictures of soup cans and coke bottles. He made paintings of American celebrities such as Marilyn Monroe and Elvis Presley. He founded his studio, “The Factory”, where lots of artists, writers and musicians would visit him.</p> <p><b>Pop art</b> is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture. Different cultures and countries contributed to the movement during the 1960s and 70s. It began as a revolt against the dominant approaches to art and culture and traditional views on what art should be. Young artists felt that what they were taught at art school and what they saw in museums did not have anything to do with their lives or the things they saw around them every day. Instead, they turned to sources such as Hollywood movies, advertising, product packaging, pop music and comic books for their imagery.</p> <p>Children explore the work of the Pop Artists and create their own collage based on the work of one of these artists. Children must incorporate a message within their artwork about where their food comes from.</p> <p><b>Key Skill - Collage</b>  <b>Year 5 children</b> continue to build upon their collaging skills. Children experiment with mixing textures, sorting and arranging materials with purpose to create effect. Children add collage to a painted or printed background.  <b>Year 6 children</b> create and arrange accurate patterns, use a range of mixed media and plan and design a collage.</p> <p><b>Key Vocab</b>            Pop Art, Andy Warhol, silk screen imagery, repeated, commercial  <b>Collage Vocab Year 5 and 6</b> - Texture, shape, form, pattern, mosaic, overlapping, tessellation, montage, shape, form, arrange, fix.</p>	<p><b>Collage – Progression of Skills</b>  <b>Year 5</b>            -Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect.            -Add collage to a painted or printed background.  <b>Year 6</b>            -Create and arrange accurate patterns.            -Use a range of mixed media.            -Plan and design a collage.</p>



Term 4	<p><b>Linnaeus and Darwin: What connects them? (6)</b></p>	<p>Improve their mastery of art and design techniques inc. drawing, painting and sculpture with a range of materials.</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Know about great artists, architects and designers in history.</p>	<p><b>Key Artists - Alberto Giacometti and Anthony Gormley.</b> Children know that Giacometti was one of the most important sculptors of the 20th century. His work was particularly influenced by artistic styles such as Cubism and Surrealism. Philosophical questions about the human condition played a significant role in his work and he is most famous for his solitary figures. Gormley is a British sculptor who is also best known for his modernist work with human form. Gormley uses casts of his own body to create many of his sculptures. Many of his sculptures can be found around the UK but also in NY and Brazil.</p> <p><b>Key Skill – Language of Art</b> Children can describe and compare the artist’s work using complex language of art. <b>Year 5 children</b> develop a greater understanding of vocabulary when discussing their own work and the work of others. Children regularly analyse and reflect on their progress taking account of intention and opinions. <b>Year 6 children</b> can give reasoned evaluations on both their and others work. Children can take account of the starting points intentions and context behind the work. Children use the language of art with greater sophistication to discuss art.</p> <p><b>Key Skill – Drawing</b> Children will sketch detailed plans of their own human figures. <b>Year 5 children</b> use lines to create movement in a drawing. Children will develop the skill of creating a sense of distance and proportion in a drawing. Children use a choice of techniques to depict movement, perspective, shadows and reflections. <b>Year 6 children</b> use a variety of techniques to demonstrate good use of light and dark form (e.g. reflections, shadows and direction of sunlight). Choose a suitable style of drawing for the work (e.g. realistic or impressionistic)</p> <p><b>Key Skill - Sculpture</b> <b>Year 5 and 6</b> children can take a 2d drawing and create a 3D form. Children use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials. Children experiment with and combine materials and processes to design and make 3D form. Children add texture that conveys feelings, expression and movement. (e.g wrinkles on a portrait sculpture.) Children create models on a range of scales. Children combine tactile and visual qualities. Children know the properties of a wide range of different sculptural materials and how to use them.</p> <p><b>Key Vocab</b> Sculpture, cubism, surrealism, philosophical questions, human form, mod roc <b>Drawing Vocab Year 5</b> - Shadows, reflection, proportion, perspective <b>Drawing Vocab Year 6</b> - Line, thickness, shadows, reflection, hatching and cross hatching, texture, tone, grade.</p> <p><b>Sculpture Vocab Year 5 and 6</b> - Mouldable, form, shape, smooth, bond, combine, nets, texture, framework, stability</p>	<p><b>Drawing – Progression of Skills</b> <b>Year 5</b> -Use line to create movement in a drawing. -Create a sense of distance and proportion in a drawing. -Use a choice of techniques to depict movement, perspective, shadows and reflections. <b>Year 6</b> -Use a variety of techniques to demonstrate good use of light and dark form (e.g. reflections, shadows and direction of sunlight). -Choose a suitable style of drawing for the work (e.g. realistic or impressionistic)</p> <p><b>Sculpture – Progression of Skills</b> <b>Year 5</b> -Can take a 2d drawing and create a 3D form. -Use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials. -Experiment with and combine materials and processes to design and make 3D form. -Add texture that conveys feelings, expression and movement. (e.g. wrinkles on a portrait sculpture.) <b>Year 6</b> -Create models on a range of scales. -Combine tactile and visual qualities. -Know the properties of a wide range of different sculptural materials and how to use them.</p>
Term 5	<p><b>Why are shadows important? (4)</b></p>	<p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Be taught about great artists in history.</p>	<p><b>Key Artists – Caravaggio, James Turrell, Monet</b> Children will explore and create their own Victorian style silhouettes. Children explore the history behind the use of silhouettes and why they were used. During the "Victorian" era, silhouettes held an important function: they were a main way that common people could have a portrait made. This was because photography was still not very accessible and photographs were very expensive. People had Silhouettes created to remember loved ones. Children then explore shadow art and explore creating their own abstract shadow art. Children draw around the shadow of an object, then repeat. Objects can be rotated or moved closer/further away from the light source to create different shapes. If desired, sections can be painted in different colours, or black and white, to create a more abstract effect.</p> <p>Children then explore the work of artists that use light and dark in their work this style of work is called <b>chiaroscuro style</b>. Chiaroscuro, in art, is the use of strong contrasts between light and dark, usually bold contrasts affecting a whole composition. It is also a technical term used by artists and art historians for the use of contrasts of light to achieve a sense of volume in modelling three-dimensional objects and figures.</p> <p>Children explore artists who use light and dark in paintings (chiaroscuro style): Caravaggio, James Turrell and Monet.</p>	<p><b>Drawing – Progression of Skills</b> <b>Year 5</b> -Use line to create movement in a drawing. -Create a sense of distance and proportion in a drawing. -Use a choice of techniques to depict movement, perspective, shadows and reflections. <b>Year 6</b> -Use a variety of techniques to demonstrate good use of light and dark form (e.g. reflections, shadows and direction of sunlight). -Choose a suitable style of drawing for the work (e.g. realistic or impressionistic)</p> <p><b>Sculpture – Progression of Skills</b> <b>Year 5</b> -Can take a 2d drawing and create a 3D form. -Use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials. -Experiment with and combine materials and processes to design and make 3D form.</p>

Term			<p><b>Michelangelo Merisi da Caravaggio</b>, known as simply Caravaggio, was an Italian painter active in Rome for most of his artistic life. During the final four years of his life he moved between Naples, Malta, and Sicily until his death.</p> <p><b>James Turrell</b> is an American artist known for his work within the Light and Space movement. Much of Turrell's career has been devoted to a still-unfinished work, Roden Crater, a natural cinder cone.</p> <p><b>Oscar-Claude Monet</b> was a French painter and founder of impressionist painting who is seen as a key precursor to modernism, especially in his attempts to paint nature as he perceived it.</p> <p><b>Key Skill - Drawing</b> Building on their knowledge of sketching children draw a person playing outside with a shadow. Talk about the importance of shadows and why they are used; shadows are used to create an illusion that something is real. <b>Year 5 children</b> use lines to create movement in a drawing. Children will develop the skill of creating a sense of distance and proportion in a drawing. Children use a choice of techniques to depict movement, perspective, shadows and reflections. <b>Year 6 children</b> use a variety of techniques to demonstrate good use of light and dark form (e.g. reflections, shadows and direction of sunlight). Choose a suitable style of drawing for the work (e.g. realistic or impressionistic).</p> <p>Children use their 2d sketches to make a 3d model.</p> <p><b>Key Skill - Sculpture</b> <b>Year 5 and 6 children</b> can take a 2d drawing and create a 3D form. Children use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials. Children experiment with and combine materials and processes to design and make 3D form. Children add texture that conveys feelings, expression and movement. (e.g. wrinkles on a portrait sculpture.). Children create models on a range of scales and combine tactile and visual qualities. Children know the properties of a wide range of different sculptural materials and how to use them.</p> <p><b>Key Vocab</b> Chiaroscuro style, contrast, light, dark, bold, composition, objects, figures, abstract, shadow, silhouettes, 3d representation, pose. <b>Drawing Vocab Year 5</b> - Shadows, reflection, proportion, perspective <b>Drawing Vocab Year 6</b> - Line, thickness, shadows, reflection, hatching and cross hatching, texture, tone, grade.</p> <p><b>Sculpture Vocab Year 5 and 6</b> - Mouldable, form, shape, smooth, bond, combine, nets, texture, framework, stability.</p>	<p>-Add texture that conveys feelings, expression and movement. (e.g. wrinkles on a portrait sculpture.) <b>Year 6</b> -Create models on a range of scales. -Combine tactile and visual qualities. -Know the properties of a wide range of different sculptural materials and how to use them.</p>
	Who were the greatest engineers? The Victorians or the Ancient Britons. (5)			

	<p><b>How big is your footprint: ecological/digital/carbon?(4)</b></p>	<p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Be taught about great artists in history.</p>	<p><b>Key Artists - Keith Haring and Banksy.</b> <b>Keith Haring</b> was an American artist whose pop art and graffiti-like work grew out of the New York City street culture of the 1980s. <b>Banksy</b> is an anonymous England-based street artist, vandal, political activist, and film director, active since the 1990s. His satirical street art and subversive epigrams combine dark humour with graffiti executed in a distinctive stencilling technique. His works of political and social commentary have been featured on streets, walls and bridges throughout the world but that Banksy's work grew out of the Bristol underground scene, which involved collaborations between artists and musicians. Banksy displays his art on publicly visible surfaces such as walls and self-built physical prop pieces.</p> <p>Children will express their opinions on the artwork.</p> <p><b>Key Skill – Evaluation</b> <b>Year 5 children</b> develop a greater understanding of vocabulary when discussing their own and work of others. Children regularly analyse and reflect on their progress taking account of intention and opinions. <b>Year 6 children</b> give reasoned evaluations on both their and others work. Children can take account of the starting points intentions and context behind the work. Children use the language of art with greater sophistication to discuss art.</p> <p>Inspired by the artists <b>Banksy</b> and <b>Haring</b> children design and create their own graffiti banner to answer the question How Big is your Footprint?</p> <p><b>Key Skill – Printing</b> <b>Year 5 and 6 children</b> make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. Children design and create printing blocks/tiles. Children develop techniques in mono, block and relief printing. Children create and arrange accurate patterns;</p> <p><b>Key Vocab</b> Graffiti, Banksy, Haring, street art, spray paint <b>Printing Vocab Year 5 and 6</b> Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.</p>	<p><b>Printing – Progression of Skills</b> -Children have opportunities to make printing blocks and tiles. -They now reflect on their choice of colour for prints and develop their accuracy with patterns. -Design and create printing blocks/tiles. -Develop techniques in mono, block and relief printing. -Create and arrange accurate patterns.</p>
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Barrs Court Primary School Art Knowledge and Skills progression – Green Area Yearly Overview - Year B

	Enquiry	National Curriculum Objectives	Key Knowledge and vocabulary	Key skills
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Term 1	What does the earth look like from the Solar System? (6)	Create sketchbooks to record their observations and use them to review and revisit ideas.	<b>Key Artists - Van Gogh, Turner, F. E. Church, Munch</b> <b>Vincent Willem van Gogh</b> was a Dutch Post-Impressionist painter who posthumously became one of the most famous and influential figures in Western art history. In a decade, he created about 2,100 artworks, including around 860 oil paintings, most of which date from the last two years of his life.	<b>Drawing - Progression of Skills</b> <b>Year 5</b> -Use line to create movement in a drawing. -Create a sense of distance and proportion in a drawing. -Use a choice of techniques to depict movement, perspective, shadows and reflections. <b>Year 6</b> -Use a variety of techniques to demonstrate good use of light and dark form (e.g. reflections, shadows and direction of sunlight). -Choose a suitable style of drawing for the work (e.g. realistic or impressionistic).
		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].  Be taught about great artists in history.	<b>Joseph Mallord William Turner RA</b> , known in his time as William Turner, was an English Romantic painter, printmaker and watercolourist. He is known for his expressive colourisations, imaginative landscapes and turbulent, often violent marine paintings.  <b>Edvard Munch</b> was a Norwegian painter. His best known work, The Scream, has become an iconic image of the art world. His childhood was overshadowed by illness, bereavement and the dread of inheriting a mental condition that ran in the family.  Children will analyse the work of the different artists to appreciate how they have used the sky at night, and space, as a stimulus. Using their own prior knowledge, encourage learners to draw what they think space looks like - provide lots of resources including dark paper/white paper/crayons/paints etc. - no fixed ideas. Children will create a detailed drawing of ‘Starry Night’ by Van Gogh using graded pencils. Children can use sketchbooks to develop close observational drawing skills.  <b>Key Skill – Drawing</b> <b>Year 5 children</b> will use line to create movement in a drawing. Children create a sense of distance and proportion in a drawing. Children use a choice of techniques to depict movement, perspective, shadows and reflections. <b>Year 6 children</b> use a variety of techniques to demonstrate good use of light and dark form (e.g. reflections, shadows and direction of sunlight). Children choose a suitable style of drawing for the work (e.g. realistic or impressionistic)  Once children have developed their sketching skills children select an image of Earth from a satellite image and using paint, as the medium, children replicate the work of Van Gogh to create Starry Night.  <b>Key Skill - Painting</b> <b>Year 5 children</b> identify key aspects such as complementary colours, colour as tone, warm and cold colours. Children create texture gained through brush techniques and the qualities of paint mix. Children create visually interesting pieces using the qualities of watercolour and acrylic paint.  <b>Year 6 children</b> consider artists’ use of colour and application of it. Children create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers. Children develop a personal style based on an artist.  <b>Key Vocab – Drawing</b> Van Gogh, Turner, Church, Munch, Dutch Post-Impressionist <b>Drawing Vocab Year 5</b> - Shadows, reflection, proportion, perspective <b>Drawing Vocab Year 6-</b> Line, thickness, shadows, reflection, hatching and cross hatching, texture, tone, grade.  <b>Key Vocab – Painting</b> <b>Painting Vocab Year 5-</b> Combine, tints, tones, shades, enhance mood <b>Painting Vocab Year 6-</b> Application, scratching, splashing, layering, colour theory, style, technique.	<b>Painting – Progression of Skills</b> <b>Year 5</b> -Identify key aspects such as complementary colours, colour as tone, warm and cold colours. -Create texture gained through brush techniques and the qualities of paint mix. -Create visually interesting pieces using the qualities of watercolour and acrylic paint. <b>Year 6</b> -Consider artists’ use of colour and application of it. -Create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers. -Develop a personal style based on an artist.

Term	Term 2	<p>How can we show what we believe in? (7)</p>	<p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Be taught about great artists in history.</p>	<p><b>Key Artist – N/A (Mayan Art)</b> Children study Mayan art. Inspired by the examples of Mayan art create simple clay tiles to represent early Mayan belief. Children draw designs and then use their designs to make a clay tile.</p> <p><b>Key Skill – Drawing</b> <b>Year 5 children</b> will use line to create movement in a drawing. Children create a sense of distance and proportion in a drawing. Children use a choice of techniques to depict movement, perspective, shadows and reflections. <b>Year 6 children</b> use a variety of techniques to demonstrate good use of light and dark form (e.g. reflections, shadows and direction of sunlight). Children choose a suitable style of drawing for the work (e.g. realistic or impressionistic)</p> <p>Children use their designs to create a clay tile by developing their sculptural skills.</p> <p><b>Key Skill - Sculpture</b> <b>Year 5 and 6 children</b> can take a 2d drawing and create a 3D form. Children use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials. Children experiment with and combine materials and processes to design and make 3D form. Children add texture that conveys feelings, expression and movement. (e.g. wrinkles on a portrait sculpture.). Children create models on a range of scales and combine tactile and visual qualities. Children know the properties of a wide range of different sculptural materials and how to use them.</p> <p><b>Key Vocab – Drawing</b> <b>Drawing Vocab Year 5</b> - Shadows, reflection, proportion, perspective <b>Drawing Vocab Year 6</b> - Line, thickness, shadows, reflection, hatching and cross hatching, texture, tone, grade.</p> <p><b>Key Vocab – Sculpture</b> Mouldable, form, shape, smooth, bond, combine, nets, texture, framework, stability.</p>	<p><b>Sculpture – Progression of Skills</b> <b>Year 5</b> -Can take a 2d drawing and create a 3D form. -Use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials. -Experiment with and combine materials and processes to design and make 3D form. -Add texture that conveys feelings, expression and movement. (e.g. wrinkles on a portrait sculpture.) <b>Year 6</b> -Create models on a range of scales. -Combine tactile and visual qualities. -Know the properties of a wide range of different sculptural materials and how to use them.</p> <p><b>Drawing - Progression of Skills</b> <b>Year 5</b> -Use line to create movement in a drawing. -Create a sense of distance and proportion in a drawing. -Use a choice of techniques to depict movement, perspective, shadows and reflections. <b>Year 6</b> -Use a variety of techniques to demonstrate good use of light and dark form (e.g. reflections, shadows and direction of sunlight). -Choose a suitable style of drawing for the work (e.g. realistic or impressionistic).</p>
	Term 3	How can science help the vulnerable? (6)			
	Term 4	Who is trading with whom? (6)			
	Term 5	How are you helping to save our planet? (5)			
		What do forces actually do?(4)			

	<b>Where is our twin? (6)</b>	<p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Be taught about great artists in history.</p>	<p><b>Key Artist – Harriet Powers</b> Harriet Powers (great textile artist) using complex language of art. Harriet Powers (October 29, 1837 – January 1, 1910) was an African-American slave, folk artist, and quilt maker from rural Georgia. She used traditional appliqué techniques to record local legends, Bible stories, and astronomical events on her quilts. Only two of her quilts are known to have survived: Bible Quilt 1886 and Pictorial Quilt 1898. They know that her quilts are considered among the finest examples of nineteenth-century Southern quilting.</p> <p>Children evaluate and analyse the work of Harriet Powers, expressing their own opinions and understanding that these may differ from the opinion of others.</p> <p><b>Key Skill - Evaluation</b> <b>Year 5 children</b> develop a greater understanding of vocabulary when discussing their own and work of others. Children will regular analyse and reflect on their progress taking account of intention and opinions. <b>Year 6 children</b> can give reasoned evaluations on both their and others work. Children can take account of the starting points intentions and context behind the work. Children can use the language of art with greater sophistication to discuss art.</p> <p>Children identify what applique means and how materials are joined with stitching. Children design and make an applique wall hanging to celebrate the city of Bristol.</p> <p><b>Key Skill – Textiles</b> <b>Year 5 and 6</b> children will join different fabrics and materials through a variety of joining methods and stitches. Stitches: back stitch, blanket stitch, running stitch, catch stitch, whip stitch. Children may use fabric glue and glue guns. Children will explore contrasting materials: cotton, felt, polyester. Children will practise decorative stitches: chain stitch, French knots.</p> <p><b>Key Vocab</b> <b>Textile Vocab Year 5 and 6</b> - Colour, fabric, weave, pattern, applique, back stitch, blanket stitch, running stitch, catch stitch, whip stitch, fabric glue, glue guns, cotton, felt, polyester, decorative stitches, chain stitch, French knots.</p>	<p><b>Textiles – Progression of Skills</b> <b>Year 5 and 6</b> -Children further develop their weaving, overlapping and layering techniques. -They experiment with a range of fabrics including non-traditional fabrics. -Experiment with a range of media by overlapping and layering in order to create texture, effect and colour. -Add decoration to create effect.</p>
	<b>What makes a good performance, great? (3)</b>		<b>DEPENDENT UPON END OF YEAR PERFORMANCE</b>	