

Being an Artist at Barrs Court Primary



Reception Yearly Overview

Enquiry	Skill(s) (NC Curriculum Skills)	Artist(s)
Who are we?	Sketching/Drawing Painting	
What is darkness?	Sculpture	
What stories do we know?	Sketching/Drawing Painting	
What is a celebration?	Collage Sculpture	
What is growing?	Sketching/Drawing Sculpture	
How do we care for our pets?	Sketching/Drawing Collage Painting	
Who helps us?	Sculpture	

Red Area Yearly Overview - Year A

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

Red Area Yearly Overview – Year B

Enquiry	Skill(s) (NC Curriculum Skills)	Artist(s)
What is my hat made of?		
How does Barrs Court Change? Autumn	Painting Collage	Eric Carle Time lapse photography
Who helps who?		
What do artists do?	Painting	Damien Hirst Patrick Heron Bridget Riley Georges Seurat Wassily Kandinsky
How does Barrs Court Change? Winter	Drawing/Sketching	Time lapse photography Van Gogh
Where is Barrs Court Primary School		

What are we?	Drawing/Sketching (and evaluation) Sculpture	George Stubbs N/A
How does Barrs Court change? Spring	Printing	William Morris
How could we play in different ways?	Digital Media (photographs)	LS Lowry Pieter Breughel
What grows near me?	Drawing/Sketching	Dennis Wojtkiewicz
How do we move around?		
How does my school change? Summer	Drawing/Sketching Painting	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)
What is sound?		
Why do we live here?	Drawing/Sketching Collage	Claude Lorrain Giovanni Antonio Canal (also known as Canaletto)
What is creativity?	Drawing/Sketching	MFPA (mouth and foot painting artists organisation) Claude Monet
How can we switch off?		
Where does our water come from?	Painting	David Hockney Claude Monet
What should you flush down the loo?		
Who stood here before us?	Sculpture	N/A
What choices do people make?		

Blue Area Yearly Overview - Year B

Enquiry	Skill(s) (NC Curriculum Skills)	Artist(s)
Where does the darkness come from?	Drawing/Sketching	N/A (based on the story of Rama Sita)
How can we find out about people in the past?	Painting	Study of portraits (people from the enquiry)
What is underneath our feet?		
What is the difference between surviving and being healthy?	Printing	Dennis Wojtkiewicz Giuseppe Arcimboldo Andy Warhol Itsuo Kobayashi Roy Lichtenstein Corita Kent
How do plants survive?	Drawing/Sketching	Elizabeth Blackwell Marianne North Wilfred Blunt Tim Marsh
How can you feel the force?		
Why did people travel in the past?		

Green Area Yearly Overview - Year A

Enquiry	Skill(s) (NC Curriculum Skills)	Artist(s)
How do we all live together?		
How are lives saved?	Drawing/Sketching	Leonardo Da Vinci
Where does our food really come from?	Collage	Jason Mecier Andy Warhol 60s and 70s Pop Art
Linnaeus and Darwin: What connects them?	Drawing/Sketching Painting	Elizabeth Blackwell Marianne North Wilfred Blunt
Why are shadows important?	Drawing/Sketching Sculpture	Caravaggio James Turrell Monet
Who were the greatest engineers? The Victorians or the Ancient Britons.		
How big is your footprint: ecological/digital/carbon?	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?	Drawing/Sketching Painting	Van Gogh Turner F. E. Church Munch
How can we show what we believe in?	Sculpture	Mayan artists
How can science help the vulnerable?		
Who is trading with whom?		
How are you helping to save our planet?		
Where is our twin?		
What do forces actually do?		



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

	Enquiry	EYFS objectives Expressive Arts and Design (Development Matters, Early Learning Goals)	Key Knowledge and vocabulary	Key skills
Term 1	Who are we? 5 weeks	(DM 4-5) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<ul style="list-style-type: none"> • Self-portrait - draw in sketch book and paint. • Draw and decorate a family tree 	<input type="checkbox"/> Use a mirror to observe and draw <input type="checkbox"/> Use a pencil to sketch <input type="checkbox"/> Draw shapes suitable for body parts (some shapes requiring an anti-clockwise movement)
	What is darkness? 3 weeks	(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	<ul style="list-style-type: none"> • Colour mixing– primary colours • Colour mix to paint Autumn leaves • Colour mixing - how do we make colours lighter and darker? • Use a palette 	<input type="checkbox"/> Understand there are 3 primary colours <input type="checkbox"/> Understand that when you mix 2 primary colours you <input type="checkbox"/> Make a new colour (secondary) Add black to make a colour darker <input type="checkbox"/> Add white to make a colour lighter, <input type="checkbox"/>
Term 2	What stories do we know? 7 weeks	(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.	<ul style="list-style-type: none"> • Create Christmas cards • Create firework pictures using pastels 	<input type="checkbox"/> Mixed media – use a range of resources to create different textures (collage, paint) <input type="checkbox"/> Use pastels on black paper <input type="checkbox"/> Draw different lines (straight, spiral, curved) <input type="checkbox"/> Blend pastels with fingertips for a different effect

Term 3	<p>What is a celebration?</p> <p>6 weeks</p>	<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) Create collaboratively, sharing ideas, resources and skills.</p> <p>(ELG) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>(ELG) Share their creations, explaining the process they have used.</p> <p>(ELG) Make use of props and materials when role playing characters in narratives and stories.</p>	<ul style="list-style-type: none"> Decorate class lion Make decorations for CNY celebration Make clay diva lamps 	<ul style="list-style-type: none"> Collage - cut and stick different materials (paper, fabric) Talk about processes when asked about how something was made (End of enquiry challenge with parents) <p>Sculpture – use salt dough to mould the shape of a diva lamp</p>
Term 4	<p>What is growing?</p> <p>6 weeks</p>	<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>	<ul style="list-style-type: none"> Sketch daffodils and add water colours Make playdough sculpture animal 	<ul style="list-style-type: none"> Use a pencil to sketch Add colour using water colours. Look carefully at a subject, focussing on lines (straight or curved) Draw objects from looking at them rather than their preexisting image in their mind Mould different shapes using pinching, rolling and squashing Use tools to add detail eg. lines for fur, indentations for eyes etc Sculpture – use malleable materials to make a 3D model with body parts.
Term 5	<p>How do we care for our pets?</p> <p>5 weeks</p>	<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>	<ul style="list-style-type: none"> Sketch pet photographs Collage (pets) Painting printed image 	<ul style="list-style-type: none"> Use a photo of a subject to observe and draw Use a pencil to sketch Draw shapes suitable for body parts (some shapes requiring an anti-clockwise movement) <p>Collage - cut and stick different materials (paper, fabric)</p>

Term 6	Who helps us? 7 weeks	<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>	<ul style="list-style-type: none"> Use a range of different junk modelling materials to make different emergency vehicles. 	<ul style="list-style-type: none"> <input type="checkbox"/> Junk modelling – select appropriate shapes to make an emergency vehicle <input type="checkbox"/> Make decisions about the best way to join shapes <input type="checkbox"/> Cut and shape objects to make them suitable <input type="checkbox"/> Talk about their creation, explaining what they did and why
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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	What could my classroom be made of?			
Term 1/2	How are schools the same? Term 1 – 2 weeks Term 2- 2 weeks	<p>In KS1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Children will learn about primary colours and why they are important. Children will describe the colours made and how they have made the different colours. Eg Blue + Yellow = Green</p> <p>Children will experiment with adding white to make colours lighter (tints) Children will experiment with adding black to make colours darker (shade) Task: Children will create a colour wheel.</p> <p>Children will look at different photographs of our school and a classroom from a school in a different country. Children will discuss similarities and differences between the two classrooms. Task: Using oil pastels children will colour in the things that are the same in both pictures. Things that are different should be left as black and white.</p> <p>Children will explore the work of artist listed below. Children will draw match stick people in the style of the work of Lowry. They will begin to answer questions including: What do you like/dislike about the artwork? What colours have been used? What tools do you think have been used? What is your opinion of the work? Task: Children will contribute to a whole class painting of the school playground using colour mixing skills. Task: Children will draw their own match stick person doing Barrs Court activities on the playground. Once dry these will then be stuck onto whole class painting.</p>	<p>Drawing – KS1 Skills</p> <ul style="list-style-type: none"> Draw lines of varying thickness Use dots and lines to demonstrate pattern and texture Use different materials to draw. For example, pastels, chalk and felt tips Use key vocabulary to demonstrate knowledge and understanding in this strand <p>Painting – KS1 Skills</p> <ul style="list-style-type: none"> Name the primary and secondary colours Experiment with different brushes (including brushstrokes) and other painting tools Mix primary colours to make secondary colours Add white and black to alter tints and shades Use key vocabulary to demonstrate knowledge and understanding in this strand

			<p>Key Artist – LS Lowry Key Vocab- Drawing and Painting Colour mixing, tints, shade, lighter, darker</p>	
Term 2	<p>How can we help?</p> <p>4 weeks</p>	<p>In KS1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Children will explore the animations produced by Aardman Animations. Children explore ‘Morph’ and ‘The Happy Duckling’. Children will compare the different clips and begin to answer questions including: How are they the same? How are they different? What materials have they used?</p> <p>Children will begin to explore different sculpting techniques including rolling to make a 3D shape, pinching, twisting, and using tools to add lines and texture.</p> <p>Task: Children will explore different sculpting skills to make a ‘blob person’. The children will move the character like a Morph to demonstrate a random act of kindness e.g. hugging, giving a bunch of flowers.</p> <p>Task: Children will sketch a storyboard using their ‘blob’ character to display an act of kindness- link to Author learning.</p> <p>Challenge task: Children use their learnt sculpting techniques to create their morph character. They will set up each scene on their storyboard and take a photograph on an iPad. Children will then move the character slightly and take another photograph. The photographs will then be put together to create their own animation.</p> <p>Key Artist – Aardman Animations Key Vocab- Sculpture and digital media- Rolling, texture, shape, align, animation</p>	<p>Sculpture – KS1 Skills</p> <ul style="list-style-type: none"> Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card Use a variety of techniques, e.g. rolling, cutting, pinching Use a variety of shapes, including lines and texture Use key vocabulary to demonstrate knowledge and understanding in this strand. <p>Digital Media-KS1 Skills</p> <ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes.
Term 3	<p>How do we live a healthy life?</p> <p>6 weeks</p>	<p>In KS1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Children will look at a variety of different vegetables. Children will discuss the lines and shapes that they can see.</p> <p>Task: Children will sketch different vegetables, ensuring that they show different textures, lines and shapes. Children will need to re-create ‘vegetable skin’ using these skills. Children will label the drawings with what they have observed.</p> <p>Children will explore the artwork of the artist listed below. They will begin to answer questions including: What do you like/dislike about the artwork? What colours have been used? What tools do you think have been used? What is your opinion of the work? They will consider what the artist has used fruit to represent.</p> <p>Children will explore different printing techniques including rolling, pressing, stamping and rubbing.</p> <p>Task: Children will experiment using different vegetables to create printed repeating patterns. Encourage children to use a range of vegetables to explore the shapes and patterns they can make. Children will be able to discuss the different vegetables they have used.</p> <p>Task (optional): Children will press slices of vegetables on cartridge paper between heavy objects. This will allow for the colours to seep through to create an effect.</p> <p>Key Artist - Giuseppe Archimboldo Key Vocab- Drawing and Printing Rolling, pressing, repeated patterns, texture, line</p>	<p>Drawing – KS1 Skills</p> <ul style="list-style-type: none"> Draw lines of varying thickness Use dots and lines to demonstrate pattern and texture Use different materials to draw. For example, pastels, chalk and felt tips Use key vocabulary to demonstrate knowledge and understanding in this strand <p>Printing- KS1 Skills</p> <ul style="list-style-type: none"> Copy an original print Use a variety of materials, e.g. sponges, fruit, blocks; Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.
Term 4	<p>What did Brunel do for Great Britain?</p>			

Term 5	<p>What is a home?</p> <p>5 weeks</p>	<p>In KS1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Children will explore the artwork of the artist listed below. They will begin to answer questions including: What is collage? What materials does he use in his work? What is his inspiration? How does he create his work?</p> <p>Task: Children will collect a range of different natural materials Using the work of Andy Goldsworthy as inspiration, children will sort and arrange these materials to create a collage.</p> <p>Children will be able to answer questions about their working including: what their work represents? Why they chose to arrange the materials in the way that they did.</p> <p>Task: Children will use a range of materials to build a 3D sculpture of a chosen habitat. Provide children with a range of 'joining' items including tape, glue, string etc. This is practice for the end of enquiry challenge of making a habitat.</p> <p>Task: End of enquiry challenge- Children to use a range of materials including clay to create a habitat. Encourage use of imprinting natural objects into the clay to create texture.</p> <p>Key Artist - Andy Goldworthy Key Vocab- Collage and Sculpture Texture, rolling, pinching, combining</p>	<p>Collage – KS1 Skills</p> <ul style="list-style-type: none"> Use a combination of materials that have been cut, torn and glued Sort and arrange materials Add texture by mixing materials Use key vocabulary to demonstrate knowledge and understanding in this strand <p>Sculpture – KS1 Skills</p> <ul style="list-style-type: none"> Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card Use a variety of techniques, e.g. rolling, cutting, pinching Use a variety of shapes, including lines and texture Use key vocabulary to demonstrate knowledge and understanding in this strand.
	<p>How do plants grow near me?</p> <p>Term 5 – 1 week Term 6 – 3 weeks</p>	<p>In KS1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Children will observe different fruits and vegetables including those with seeds on the insides. Children will discuss the difference between each one including size, shape, texture and colour.</p> <p>Task: Children to sketch cross-sections of fruits and vegetables. Ensure they are thinking about how they will create texture.</p> <p>Children will learn about the work of key artist listed below. They will discuss her type of work- observational drawings. Children will look at different flowers and the parts they have.</p> <p>Task: Create a detailed drawing of different plants and flowers. Ensure they focus on adding detail using the work of key artist as inspiration.</p> <p>Key Artist- Georgia O'Keefe Key Vocab- Drawing and Textiles Observational, detailed, texture, line</p>	<p>Drawing – KS1 Skills</p> <ul style="list-style-type: none"> Draw lines of varying thickness Use dots and lines to demonstrate pattern and texture Use different materials to draw. For example, pastels, chalk and felt tips Use key vocabulary to demonstrate knowledge and understanding in this strand
Term 6	<p>How will we get around in the future?</p>	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	<p>What is my hat made of?</p>			
	<p>How does Barrs Court change - Autumn?</p> <p>2 weeks</p>	<p>In KS1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Children will learn about primary colours and why they are important.</p> <p>Children will create a colour wheel.</p> <p>Children will name the colours made and describe how they have made the different colours. Eg Blue + Yellow = Green</p> <p>Children will explore the colours of Autumn by observing trees and leaves outside. Children will collect leaves of different colours (full spectrum of colours).</p> <p>Children will experiment with adding white to make colours lighter (tints)</p> <p>Children will experiment with adding black to make colours darker (shade)</p> <p>Children will paint tissue paper (mixing Autumn colours) in the style of Eric Carle.</p> <p>Children will use their painted tissue paper to make an Autumn collage in the style of Eric Carle. Children will cut out leaf shapes and overlap them.</p> <p>Key Artist – Eric Carle Key Artist – N/A – Time Lapse 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>Key Vocab – Painting Primary, secondary, neutral, tints, shades, warm colours, cool colours, sweep, dab, bold brushstroke</p> <p>Key Vocab – Collage Collage, gaps, layer, cut, place, arrange</p>	<p>Painting – KS1 Skills</p> <ul style="list-style-type: none"> Name the primary and secondary colours Experiment with different brushes (including brushstrokes) and other painting tools Mix primary colours to make secondary colours Add white and black to alter tints and shades Use key vocabulary to demonstrate knowledge and understanding in this strand <p>Collage – KS1 Skills</p> <ul style="list-style-type: none"> Use a combination of materials that have been cut, torn and glued Sort and arrange materials Add texture by mixing materials Use key vocabulary to demonstrate knowledge and understanding in this strand
Term 2	<p>Who helps who?</p>			
	<p>What do artists do?</p> <p>2 weeks</p>	<p>In KS1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Children will explore the artwork of the artists listed below. They will begin to answer questions including: What do you like/dislike about the artwork? What colours have been used? What tools do you think have been used? What is your opinion of the work? They will consider how the artists have used dots in art.</p> <p>Children will discuss children’s ideas and pre-conceptions of what an artist does. They will read ‘The Dot’ by Peter H Reynolds and discuss key ideas about how Vashti viewed himself as an artist by the end of the story.</p> <p>Children will consider what a dot is and go on a dot scavenger hunt.</p> <p>Children will use a variety of tools to create dots. Tools may include: paintbrushes/paint, cotton buds, sponges, dot stickers, felt tip pens, oil pastels, bingo dabber pens, toilet roll tubes for printing, scissors/tissue paper dots etc.</p> <p>In the role of an art critic, children will describe and Kandinsky’s “Squares and Concentric Circles”.</p> <p>Children will use their knowledge of dots to create their own dot inspired Christmas card. Their artwork should be signed. Children will then publish a short description explaining the materials, approach and techniques they have used.</p> <p>Key Artists Damien Hirst- Spot Paintings (1986-2011) Patrick Heron- Cadmium (1969) Bridget Riley -Hesitate (1964)</p>	<p>Painting – KS1 Skills</p> <ul style="list-style-type: none"> Name the primary and secondary colours Experiment with different brushes (including brushstrokes) and other painting tools Mix primary colours to make secondary colours Add white and black to alter tints and shades Use key vocabulary to demonstrate knowledge and understanding in this strand

			<p>Georges Seurat – Pointillism Wassily Kandinsky (1866)</p> <p>Key Vocab – Painting Primary, secondary, neutral, tints, shades, warm colours, cool colours, sweep, dab, bold brushstroke</p>	
Term 3	<p>How does Barrs Court change? Winter</p> <p>1 week</p>	<p>In KS1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Children will revisit key learning from Autumn enquiry – colour mixing. Can you name the primary colours? What happens if you mix ___+___=___ Children will begin to develop their understanding of how to create pattern and texture by using pencil lines to create different shades and thickness. Children will use colouring pencils and apply different pressure (lighter/harder) to create different shades. Children will then apply their understanding (of the above) to create a tone chart. They will also practise copying patterns to create different textures. Children will explore a range of works by Van Gogh, including ‘Landscape with Snow’, ‘Sunflowers’ and ‘Starry Night’. Children will use language from ‘What do artists do?’ enquiry to critique the art work and describe colour, shapes, lines, pattern etc. Children will also begin to make comparisons between Eric Carle and Van Gogh. Children will apply the drawing skills they have developed and use Van Gogh’s work to inspire them to sketch Barrs Court in winter.</p> <p>Key Artist – Van Gogh (1853) Key Artist – N/A – Time Lapse</p> <p>Key Vocab – Drawing Pattern, texture, tone, shade, thick, thin</p>	<p>Drawing – KS1 Skills</p> <ul style="list-style-type: none"> Draw lines of varying thickness Use dots and lines to demonstrate pattern and texture Use different materials to draw. For example, pastels, chalk and felt tips Use key vocabulary to demonstrate knowledge and understanding in this strand
	<p>Where is Barrs Court Primary School?</p>			
Term 4	<p>What are we?</p> <p>5 weeks</p>	<p>In KS1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Children will revisit prior enquiry learning - colour/tones/shading. Children will use magnifying glasses to compare physical features of animals (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 will learn about the artist George Stubbs and discuss some of his pieces. They will use these as inspiration for their own sketches.</p> <p>Task: Children will sketch at least three different types of animals including a human, in detail. They will pay close attention to colour, pattern, texture and line applying sketching skills learnt in previous enquiry. Children will experiment with different grade pencils.</p> <p>Task: Children will develop their sculpting skills by practicing using a range of techniques including rolling, pinching, twisting and scratching. Children will practice using tools to add lines and shape to their work.</p> <p>Task: Children will apply their learnt sculpting skills from previous lesson by making clay/salt dough models of basic parts of the human body associated with the senses. Once dried, and painted to look realistic, children will produce labels with the names and senses associated.</p> <p>Key Artist – George Stubbs (1724)</p> <p>Key Vocab – Drawing Pattern, texture, tone, shade, thick, thin, grade</p> <p>Key Vocab – Sculpting Sculpture, 3D, sculptor, carving, shape, mould, roll, cut, pinch</p>	<p>Drawing – KS1 Skills</p> <ul style="list-style-type: none"> Draw lines of varying thickness Use dots and lines to demonstrate pattern and texture Use different materials to draw. For example, pastels, chalk and felt tips Use key vocabulary to demonstrate knowledge and understanding in this strand <p>Sculpture – KS1 Skills</p> <ul style="list-style-type: none"> Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card Use a variety of techniques, e.g. rolling, cutting, pinching Use a variety of shapes, including lines and texture Use key vocabulary to demonstrate knowledge and understanding in this strand

	<p>How does Barrs Court change? Spring</p> <p>1 week</p>	<p>In KS1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Children will revisit key learning from Winter and Autumn enquiry. Share previous explored work of Van Gogh and Eric Carle, including 'Landscape with Snow', 'Sunflowers' and 'Starry Night'. Discuss artist, names of paintings and the skills that he used.</p> <p>Children will explore the work of William Morris. Children will use language from 'What do artists do?' enquiry to critique the art work and describe colour, shapes, pattern etc. Children will also begin to make comparisons between the work of Van Gogh, Eric Carle and William Morris.</p> <p>Task: Children will sketch 4 different print designs that are inspired by the work of William Morris and represent signs of spring. Task: Children will choose one design to transfer on to a polystyrene tile. Children will then use the tile to print.</p> <p>Key Artist – William Morris Key Artist – N/A – Time Lapse 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>Key Vocab – Printing Repeated pattern, transfer, press, roll, shape, stamping</p>	<p>Printing – KS1 Skills</p> <ul style="list-style-type: none"> Copy an original print Use a variety of materials, e.g. sponges, fruit, blocks; Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.
Term 5	<p>How could we play in different ways?</p> <p>4 weeks</p>	<p>In KS1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Children will explore specific artwork of the artists listed below. The artwork shows children playing games in the past. They will use observations to answer questions including: What can you see? What are the children doing/feeling? Do you play these games? Are the paintings realistic? What do the paintings tell you? Do you like/dislike the paintings?</p> <p>Task: Children will sketch a storyboard of step by step instructions of how to play a game. Give children a choice of 3 games (Duck duck goose, stuck in the mud, what's the time Mr Wolf?) Task: Children will use their storyboard and take pictures on an iPad of the step by step instructions. They will need to edit and crop their pictures (link to computing learning).</p> <p>Key Artists LS Lowry – The Playground (1945) – use as an historic source (not as inspiration for children to re-create). Pieter Breughel – Children's games (1560)</p> <p>Key Vocab- Digital Media Edit, crop, colour, shape, texture, photograph, pose</p>	<p>Digital Media-KS1 Skills</p> <ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes.

	<p>What grows near me?</p> <p>Term 5 – 1 week Term 6 – 3 weeks</p>	<p>In KS1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Children will learn about the work of Dennis Wojtkiewicz and discuss his artwork. Do the children realise that it is not a photo? He is best known for 'hyperrealist', large scale painting/pastel drawings of sliced fruit and flowers. Share images of his work. How has he created texture? What details/artist skills can they see?</p> <p>Task: Children to choose pieces of his artwork and record their impressions using artist vocabulary.</p> <p>Children will revisit previous learning on how artists use lines, sketching and shading to create texture. CT to model how to effectively use these skills.</p> <p>Task: Children to create a free-handed scribble and use a range of sketching, lines and shading to fill in the scribble.</p> <p>Task: Children to sketch plants, flowers or trees from the school grounds using learnt techniques.</p> <p>Children will learn what is meant by observational drawing and the tips needed to complete one. Children will learn different oil pastel techniques: blending/stippling/hatching/dotting.</p> <p>Task: Children to sketch a selection of fruits in a bowl using observational skills. Add colour using oil pastels.</p> <p>Key Artist –Dennis Wojtkiewicz.</p> <p>Key Vocab – Drawing Pattern, cross section, texture, tone, shade, thick, thin, grade</p>	<p>Drawing – KS1 Skills</p> <ul style="list-style-type: none"> Draw lines of varying thickness Use dots and lines to demonstrate pattern and texture Use different materials to draw. For example, pastels, chalk and felt tips Use key vocabulary to demonstrate knowledge and understanding in this strand
Term 6	<p>How do we move around?</p>			
	<p>How does my school change - Summer?</p> <p>Summer enquiry combined with 'how do we move around?' – 3 weeks in total for both</p>	<p>In KS1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Children will revisit key learning from across enquiry. Share previously explored work of Van Gogh. Discuss artist, names of paintings and the skills that he used.</p> <p>Children will apply learnt knowledge from previous enquiries to draw and watercolour their page for the season's popup book. Ensure use of shading techniques and mixing colours.</p> <p>Key Artist – Van Gogh (1853) Key Artist – N/A – Time Lapse 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>Key Vocab – Drawing and Painting Tone, shade, grade, mixing, techniques</p>	<p>Drawing – KS1 Skills</p> <ul style="list-style-type: none"> Draw lines of varying thickness Use dots and lines to demonstrate pattern and texture Use different materials to draw. For example, pastels, chalk and felt tips Use key vocabulary to demonstrate knowledge and understanding in this strand <p>Painting – KS1 Skills</p> <ul style="list-style-type: none"> Name the primary and secondary colours Experiment with different brushes (including brushstrokes) and other painting tools Mix primary colours to make secondary colours Add white and black to alter tints and shades Use key vocabulary to demonstrate knowledge and understanding in this strand
	<p>What might I do in the future?</p> <p>2 weeks</p>	<p>In KS1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Children will have a full length photograph of their teacher. They will sketch accessories to cut out and add to the background of each item.</p> <p>Children will cut out the materials, bodies, legs into strips to design and make their own flip book.</p> <p>Key Vocab – Drawing Pattern, cross section, texture, tone, shade, thick, thin, grade</p>	<p>Drawing – KS1 Skills</p> <ul style="list-style-type: none"> Draw lines of varying thickness Use dots and lines to demonstrate pattern and texture Use different materials to draw. For example, pastels, chalk and felt tips Use key vocabulary to demonstrate knowledge and understanding in this strand



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	<p>Why do we live here?</p> <p style="text-align: center; color: blue;">6 weeks</p>	<p>In KS2 pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history 	<p>Children will discuss the work of Claude Lorrain (show a range of his artworks). Children will learn what the term ‘perspective’ means; many artists pay close attention to perspective so that objects in artwork appear to be the correct size in relation to each other. Children practise this in their sketchbooks, drawing lines from their vanishing point. Children will revisit sketching techniques (tone, shading, cross-hatching, smudging, blending).</p> <p>Task – Children to create a viewfinder. Take children out into the local area with their sketch books and viewfinders (if weather is bad, use photos of the local area for children to sketch indoors). Children will sketch the local area using perspective. Additional: Harbour cruise in Bristol – children bring sketchbooks to sketch the cityscape using perspective.</p> <p>Key Artist – Claude Lorrain Key Vocab – perspective, vanishing point, tone, shade, cross-hatch, blend</p> <p style="text-align: center; color: red;">*Below information is not on the Curious City planning document*</p> <p>Children will discuss the work of Canaletto (‘The Stonemason’s Yard’). Discuss how the land is the land being used in this artwork. Children will explore images of Bristol (cityscape perspective). Children will be introduced to the terms ‘foreground’ and ‘background’. Children will apply their understanding of these terms to help them to create a collage.</p> <p>Task – Have different coloured paper – children should draw shapes of the buildings and then create different layers using different colours – one clear colour for the foreground and a different colour for the background. HA may also want to include a third colour for buildings in the middle, further demonstrating their understanding of perspective.</p> <p>Key Artist – Canaletto Key Vocab – texture, shape, form, pattern, overlapping, tessellation, montage</p>	<p>Drawing – Lower KS2 Skills</p> <ul style="list-style-type: none"> Experiment with showing line, tone and texture with different hardness of pencils Use shading to show light and shadow effects Use different materials to draw, e.g. pastels, chalk, felt tips Show an awareness of space when drawing Use key vocabulary to demonstrate knowledge and understanding in this strand <p>Collage – Lower KS2 Skills</p> <ul style="list-style-type: none"> Select colours and materials to create effect, giving reasons for their choices Refine work as they go to ensure precision Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.
	<p>What is sound?</p>			

Term 2	<p>What is creativity?</p> <p>3 weeks</p>	<p>In KS2 pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history 	<p>This is an open-ended enquiry; learners should be free to ‘play’ with their ideas, rather than the enquiry being too structured. Begin by exploring the question ‘what is creativity?’.</p> <p>Consider how each state of being involves creativity. In input, show a selection of artwork and listen to a selection of music. Ask learners to rank them against a scorecard of creativity (independently).</p> <p>Task – In sketchbooks, children create ‘word clouds’ (an image composed of words – the size of individual words indicates its importance) to respond to the enquiry question.</p> <p>Key Artist – N/A</p> <p>Key Vocab – N/A (vocab will be generated by the children in this instance).</p> <p>Next, revisit the key skill of drawing (consider prior learning). Explain to children that they will be creating their own Christmas cards. Introduce children to the MFPA (mouth and foot painting artists). This is an association of artists who paint without the use of their hands. Explore the website and view the gallery: https://www.mfpa.co.uk/shop/category/christmas-cards/ Discuss how the artists’ creativity is expressed in a very unique and skilled way! Evaluate the artwork on a scale determined by the children.</p> <p>Task – Based on the theme of Christmas, children will create a series of sketches. Firstly, do so using hands. Then, challenge the children to do a sketch without using their hands. Ask them to annotate/evaluate their sketches. Which ones show greater skill/creativity and why? Invite children to write a brief description of the organisation and artists within it.</p> <p>Key Artist – MFPA (association of mouth and foot painting artists).</p> <p>Key Vocab – evaluate, skill, talent, creativity, alternative</p> <p>In the next lesson, explore the MFPA in a little more detail. Can the organisation be contacted? What influences and inspires the artists? Invite children to think about their own art and what influences them. As a class, look at artists through time (focus on drawing as a skill) – what has changed through time?</p> <p>Task – Children create a mood board using magazines/catalogues about what influences them.</p> <p>Key Artist – MFPA (if possible, find one artist to focus on from the organisation)</p> <p>Key Vocab – See above.</p> <p>**At this stage, refer to Curious City planning document ‘Practise: Know How’ and ‘Practise: Know Of’ for opportunities to explore creativity outside of art, across a series of lessons.**</p> <p>End of Enquiry Challenge: Put together a ‘Gallery of Creativity’ (online/in school/a museum) to showcase how creativity in art (and beyond) has been explored. Included in this, should be the children’s Christmas card (produced using the skill of drawing, plus any additional skills they wish). Where possible, children’s work produced during the enquiry should be mounted, signed and annotated/evaluated. The challenge is a culmination of all the work children have done.</p>	<p>Drawing – Lower KS2 Skills</p> <ul style="list-style-type: none"> Experiment with showing line, tone and texture with different hardness of pencils Use shading to show light and shadow effects Use different materials to draw, e.g. pastels, chalk, felt tips Show an awareness of space when drawing Use key vocabulary to demonstrate knowledge and understanding in this strand
Term 3	How can we switch off?			

Term 4	<p>Where does our water come from?</p> <p>4 weeks</p>	<p>In KS2 pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas To 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>About great artists, architects and designers in history</p>	<p>Children will study the work of the artists David Hockney and Claude Monet. Children will study the paintings: David Hockney ‘Swimming Pool Paintings’ and Monet ‘Waterlilies’. Children will develop their understanding of painting techniques to create different effects of water and flow:</p> <ol style="list-style-type: none"> Layering paint Scraping paint Using thick paint with different sized brushes for effect <p>Task: Children experiment with the above three techniques. Children will apply these techniques to their own paintings, inspired by Monet in the next session.</p> <p>Key Artist(s) – David Hockney and Claude Monet</p> <p>Key Vocab – layer, scrape, brush, blend, thick and thin</p> <p>Children will revisit the concept of impressionism. Children then use iPads to get an image of their chosen river/body of water (print in colour for children to use as a guide). Children will use these images to complete the task below.</p> <p>Task – Children will create their own painting in the style of Monet. Create a basic outline with the shape of a river and any landmarks nearby. Children will apply the skills practised in the previous session to create effects of water and flow.</p> <p>Key Artist(s) – Claude Monet</p> <p>Key Vocab – impressionism, layer, scrape, brush, blend, thick and thin</p> <p>Part of Challenge Task – Children will create collaborative, painted versions of ‘Rivers of the World’ banner (large scale) using the local body of water (to display in public). Use River Avon as the focus and create a class painting using long rolls of paper. Children to demonstrate where the sources of the river (Joyce’s Pool) features collection and then along the way, the river meanders, widens and flows into the Bristol Channel. Children should include illustrations of land use and weather to show their science/geography learning.</p>	<p>Painting – Lower KS2 Skills</p> <ul style="list-style-type: none"> Use varied brush techniques to create shapes, textures, patterns and lines Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary Create different textures and effects with paint <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>
Term 4/5	<p>What should we flush down the loo?</p>			
Term 5/6	<p>Who has stood here before us?</p> <p>4 weeks</p>	<p>In KS2 pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history 	<p>Children will be introduced to a range of techniques and tools to shape clay (some of these will be a revisit). Today’s lesson will be a change of explore and practise these techniques.</p> <p>Task: Children will make simple pinch pots as a starter to making their clay heads. Children will explore how to make features on the clay using tools.</p> <p>Key Artist(s) –</p> <p>Key Vocab –</p> <p>Share images of talking heads and observe the details. What do these details suggest about the era?</p> <p>Task: Children will design two versions of their talking head – the first basic and the second with details to show it is of the era they have chosen. This might include specific details (hair/helmets etc).</p> <p>Key Artist(s) –</p> <p>Key Vocab –</p> <p>Task: Children will apply their clay sculpture techniques to construct their pottery heads (Anglo-Saxon, Viking, Norman era).</p> <p>Key Artist(s) –</p> <p>Key Vocab –</p> <p>Task: Children will complete their pottery head – painted/added to with features. Learners read aloud their monologue (prepared in an Author lesson?), from one era that they have researched and practise monologues and talking heads.</p> <p>Key Artist(s) –</p> <p>Key Vocab –</p>	<p>Sculpture – Lower KS2 Skills</p> <ul style="list-style-type: none"> Cut, make and combine shapes to create recognisable forms Use clay and other malleable materials and practise joining techniques Add materials to the sculpture to create detail Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.

Term 6	What choices do people make?			
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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	<p>Where does the darkness come from?</p> <p style="text-align: center; color: blue;">6 Weeks</p>	<p>In KS2 pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history 	<p>Children will explore how to show light and shade when sketching. Children will understand that artists use tone to create observational drawings (an observational drawing could be a portrait, architecture (buildings) or still life (fruit bowl). Children will recognise that tone helps to show the areas where light is reflecting off of an objects and areas where no light reaches (areas in shadow). Children will be able to explain how tonal drawing can make drawings appear 3-D. Children will understand that artists use layers of shading to achieve light, medium and dark tones. Artists may also use cross-hatching to achieve tone. Cross-hatching is when an artist uses layers of line to create highlights and shadows within a drawing. Children will know that you can achieve a light tone with a light pressure on the pencil, so you achieve a darker tone with a heavier pressure.</p> <p>Task(s): Children will explore creating tone by changing the pressure of their pencil. Children will explore three techniques to create tone: cross-hatching, blending, stippling. Children will do an observational drawing. They will sketch an object, using the techniques they have learned.</p> <p>Key Artist – N/A Key Vocab – light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Drawing – Lower KS2 Skills</p> <ul style="list-style-type: none"> Experiment with showing line, tone and texture with different hardness of pencils Use shading to show light and shadow effects Use different materials to draw, e.g. pastels, chalk, felt tips Show an awareness of space when drawing Use key vocabulary to demonstrate knowledge and understanding in this strand
Term 2	<p>How can we find out about people in the past?</p> <p style="text-align: center; color: blue;">Term 1- 1 week Term 2 – 6 weeks</p>	<p>In KS2 pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history 	<p>Children will view a selection of postcards or pieces of art and sort them into different eras, from cave paintings to the modern day. Children will discuss old painting images of Barrs Court from 1822 (2 centuries old). Children will take photographs of the ruins at Barrs Court Park and Mughal Palace. Task: Children will sketch the rough shape of the Barrs Court ruins at the park. Then, children will create a wash using watercolours. Key Artist – N/A Key Vocab – wash, layering, shape, tone, colour palette</p> <p>Children will look at and discuss a range of portraits (link to being a primary source) – Mona Lisa, Vincent van Gough, portraits of royalty. Children will analyse a portrait of Henry VIII and discuss why people have a portrait painted. Task: Children look at the portrait of Sir John Newton III and answer the question ‘Why do people have portraits created?’ Key Artist – N/A Key Vocab – portrait, snapshot, primary source</p> <p>Children will explore a portrait of the Newton family (the most famous family to have owned the Barrs Court Area). Children will learn that splashing is used to create dots to show smaller details in a picture e.g. petals. Task: Children will create a portrait from a description. Children will sketch one or two members of the Newton family lightly. They will then use watercolours to paint their image, starting with the lighter colours first. Children will use the splashing technique with a brush to create the falling blossom/petals on the ground. Key Artist – N/A Key Vocab – portrait, splashing, wash, background, foreground, tone</p>	<p>Painting – Lower KS2 Skills</p> <ul style="list-style-type: none"> Use varied brush techniques to create shapes, textures, patterns and lines Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary Create different textures and effects with paint Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.

Term 3	<p>What is underneath our feet?</p>			
Term 4	<p>What is the difference between surviving and being healthy?</p> <p>Term 3- 1 week Term 4 – 5 weeks</p>	<p>In KS2 pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas To 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] About great artists, architects and designers in history 	<p>Children will learn that it is common for artists to be inspired by food. Share examples - children will discuss the works of Dennis Wojtkiewicz (large scale paintings of fruit and flowers – realism), Giuseppe Arcimboldo (paintings of portrait heads using fruit, vegetables, flowers, fish etc) and Andy Warhol (illustrating adverts – pop up movement). Finally, children will learn about the works of artist Itsuo Kobayashi who painted every meal he ate for 32 years! Children will take inspiration from him and paint their favourite meal. Revisit colour mixing, before explaining task below.</p> <p>Task: Children will only be given primary colours (and black and white – to create tints and tones). If children need other colours they will mix them on their paint palette. Children will sketch and paint their favourite meal. Children will lightly sketch the outline of the larger shapes Eg not every pea, using a soft sketching pencil.</p> <p>Key Artist(s) – Itsuo Kobayashi Key Vocab – primary, secondary, tint, tone, bold, soft</p> <p>Keep Uppie – Show the children the colour wheel. Explain what the colour wheel shows - EG that the two colours can be mixed to create the secondary/tertiary colour between them. Children will learn that art can be used to spread important messages. They will be told about how they will use their skills as an artist to create an exhibition to promote healthy eating through art and explanations. Children will learn what pop art is and about three pop artists (Andy Warhol, Roy Lichtenstein and Corita Kent). Encourage the children to evaluate the art work by these artists.</p> <p>Task: in sketchbooks, children will explore messages that we might like to include in their finished piece. Examples: Eat less fat, cut sugar, eat less sugar. Children can explore different fonts, and colours and try to write their messages in a pop art style.</p> <p>Key Artist(s) – Andy Warhol, Roy Lichtenstein and Corita Kent Key Vocab – pop art (popular art), bold, revolt</p> <p>Children will learn what reduction printing is; a reduction print is made by reducing portions of a printing block and printing one colour at a time from lightest to darkest. Children will understand that the artist carves away or “reduces” portions of a printing block, printing at intervals, one colour at a time. Colours are usually printed from lightest to darkest since dark colours cover lighter colours better.</p> <p>Task: Children will write their message (from previous lesson) in large bubble style writing in the centre of their sketchbooks. They will draw callouts around the design (star or cloud shapes). Children will trace over their design onto tracing paper and tape it to the polystyrene printing block backwards and trace over it again with a biro, pressing into the polystyrene. When their block is ready, they will return to their sketch book and colour in their design how they want to print it. Light colour should be the outer colours.</p> <p>Key Artist(s) – N/A Key Vocab – reduction, printing, carve, reduces</p> <p>Children will revisit their knowledge about what reduction printing is, before completing task.</p> <p>Task: Children will use the printing ink and printing block to make 2 prints of their design, using the reduction printing method.</p> <p>Key Artist(s) – N/A Key Vocab – reduction, printing, carve, reduces</p>	<p>Printing – Lower KS2 Skills</p> <ul style="list-style-type: none"> Use more than one colour to layer in a print Replicate patterns from observations Make printing blocks Make repeated patterns with precision Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.
Term 5	<p>How do plants survive?</p> <p>Term 4- 1 week Term 5 – 4 weeks</p>	<p>In KS2 pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design 	<p>Children will learn about botanical art (explore Kew Gardens). Children will be introduced to the <i>Botanicum</i> book, and will discuss examples of artwork here. Children will learn about three famous botanical artists: Elizabeth Blackwell, Marianne North and Wilfred Blunt. Children will be reminded of shading techniques.</p> <p>Children will revisit what botanical art is and explore tips from nature artist Tim Marsh (regarding how to add colour to sketches).</p>	<p>Drawing – Lower KS2 Skills</p> <ul style="list-style-type: none"> Experiment with showing line, tone and texture with different hardness of pencils Use shading to show light and shadow effects Use different materials to draw, e.g. pastels, chalk, felt tips Show an awareness of space when drawing Use key vocabulary to demonstrate knowledge and understanding in this strand

		<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history 	<p>Task: Children will observe a selection of flowers/plants on each table. Children will draw one of the plants/flowers or part of one with a pencil. Children will then shade carefully and go over the outlines with a handwriting pen.</p> <p>Task: Children will observe a selection of flowers/plants on each table. Children will draw one of the plants/flowers or part of one with a pencil. Children will add depth and detail by adding colour using pencil crayons.</p> <p>Key Artist(s) – Elizabeth Blackwell, Marianne North and Wilfred Blunt, Tim Marsh Key Vocab- Drawing – light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	
	How can you feel the force?			
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 do we all live together?			
Term 2	How are lives saved? 7 weeks	<p>In KS2 pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history 	<p>Children will be introduced to scientific illustration and will explore the heart (real?). Study Leonardo Da Vinci's heart drawings. What can they tell us today? How have things changed? Compare these with other scientific illustrations.</p> <p>Task: Children draw the heart in a similar style to Da Vinci's. Later in the enquiry, annotate the drawing (refer to Curious City document for details).</p> <p>Key Artist(s) – Leonardo Da Vinci Key Vocab – light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Drawing – Upper KS2 Skills</p> <ul style="list-style-type: none"> Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. Depict movement and perspective in drawings. Use a variety of tools and select the most appropriate. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Term 3	Where does our food really come from? 5 weeks	<p>In KS2 pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history 	<p>Children will explore the work of key artists listed below. Children should answer questions about the art work including what type of art work it is? What skills have they used? How is their work similar/different? What have they used to create the work?</p> <p>Share how the different artists have used collage in unique ways. They have used food to create different patterns. Share a range of examples of this. Children will understand that items can be layered in different ways to create a collage effect.</p> <p>Task: Children create a collage based on the work of one of the key artists. Children to incorporate a hidden message within their artwork about where the food comes from.</p> <p>Children will revisit the key skill of drawing (consider prior learning and areas needed to work upon). Children will be given opportunities to practice creating different tones using more or less pressure to create desired effect. They will practice using cross-hatching, blending, stippling techniques to make an image more realistic.</p> <p>Task: Children will sketch and design a meal package for their meal of choice. They will need to use practiced skills to make their package appealing to the audience.</p> <p>Key Artist(s) – Jason Mecier, Andy Warhol and 60s and 70s Pop Art. Key Vocab- Drawing and Collage</p>	<p>Collage – Upper KS2 Skills</p> <ul style="list-style-type: none"> Add collage to a painted or printed background. Create and arrange accurate patterns. Use a range of mixed media. Plan and design a collage. Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. <p>Drawing – Upper KS2 Skills</p> <ul style="list-style-type: none"> Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. Depict movement and perspective in drawings. Use a variety of tools and select the most appropriate. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

Term 4	<p>Linnaeus and Darwin: What connects them?</p> <p>6 weeks</p>	<p>In KS2 pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas To 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>About great artists, architects and designers in history</p>	<p>Children will learn all about botanical art. Children will learn what is meant by a herbarium. Children will be introduced to the <i>Botanicum</i> book, and will discuss examples of artwork here. Children will revisit three famous botanical artists: Elizabeth Blackwell, Marianne North and Wilfred Blunt. Children will start to answer questions about the art work including what type of art work it is? What skills have they used? How is their work similar/different? What have they used to create the work?</p> <p>Children will recap shading and drawing techniques learnt previously- <i>shadows, reflection, hatching, cross-hatching, using different forms of lines and patterns</i>.</p> <p>Task: Children to have pictures of the work from the key artists. Children to draw different plants applying a range of drawing techniques. Children will shade in the plants, focusing on using accurate techniques.</p> <p>Children will study a range of botanical drawings and use this as inspiration to create their own from observations. They will create their own mini sketch books.</p> <p>Task: Children to draw their own botanical plant applying techniques from previous lesson. Children will use watercolours to paint their drawings. Children to annotate around their picture the skills they have used and why.</p> <p>Key Artist(s) – Elizabeth Blackwell, Marianne North and Wilfred Blunt. Key Vocab- Drawing and Painting Shadows, reflection, hatching and cross hatching,</p>	<p>Drawing – Upper KS2 Skills</p> <ul style="list-style-type: none"> Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. Depict movement and perspective in drawings. Use a variety of tools and select the most appropriate. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. <p>Painting- Upper KS2 Skills</p> <ul style="list-style-type: none"> Create a colour palette, demonstrating mixing techniques. Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces. Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Term 5	<p>Why are shadows important?</p> <p>4 weeks</p>	<p>In KS2 pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history 	<p>Children will learn all about Victorian style silhouettes and why they were used. Children will explore shadow art and explore creating their own abstract shadow art.</p> <p>Task: Children to draw around the shadow of an object, then repeat. Experiment with moving the object further/closer from the light source, rotating or moving to create different shapes. <i>If desired, sections can be painted in different colours, or black and white, to create a more abstract effect.</i></p> <p>Children will learn all about chiaroscuro style. They will learn that this is the strong contrasts between light and dark. 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>They will explore the work of key artists listed below that have used light and dark in their work.</p> <p>Task: Children to draw a picture of someone playing outside with a shadow. Children to discuss how the shadows are used and why. They need to share how the shadows are used to create an illusion that something is real.</p> <p>Children will identify how artists can take their 2D work and turn it into a 3D form. Children will draw a plan to turn their 2D work into a 3D model.</p> <p>Task: Children to use mouldable materials to turn their drawing into a 3D form. Encourage children to experiment and combine different materials and processes to design and make the 3D form.</p> <p>Children to add texture that conveys feelings, expression and movement. (e.g. wrinkles on a portrait sculpture, expressions on human faces).</p> <p>Key Artist(s) – Caravaggio, James Turrell, Monet Key Vocab- Drawing and Sculpture Form, structure, texture, shadows, reflection, hatching</p>	<p>Drawing – Upper KS2 Skills</p> <ul style="list-style-type: none"> Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. Depict movement and perspective in drawings. Use a variety of tools and select the most appropriate. <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti</p> <p>Sculpture- Upper KS2 Skills</p> <ul style="list-style-type: none"> Plan and design a sculpture. Use tools and materials to carve, add shape, add texture and pattern. Develop cutting and joining skills, e.g. using wire, coils, slabs and slips Use materials other than clay to create a 3D sculpture; Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast

Term 6	Who were the greatest engineers? The Victorians or the Ancient Britons.			
	<p>How big is your footprint: ecological/digital/carbon?</p> <p>4 weeks</p>	<p>In KS2 pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history 	<p>Children will explore different types of graffiti. Children will discuss their opinion on different types of graffiti art and whether they think it is a good or bad thing. Children will look at the work of Banksy and Haring. They will identify the different types of graffiti they have used and the purpose.</p> <p>Task: Children will have pictures of different types of graffiti. They will express their opinions on the art work and evaluate them. They need to share what they think the purpose is and what skills have been used.</p> <p>Children will explore different types of printing techniques including mono, block and relief printing. Children will create their own graffiti banner to answer the question How Big is Your Footprint?</p> <p>Task: Children will start off by creating a background for their art work. All children will etch out a brick work repeated pattern onto a polystyrene tile and then print.</p> <p>Task: Children will then use a layering technique and sketch their 'message' into another polystyrene tile. They will then print their individual message onto their brick background.</p> <p>Children should be able to evaluate their art work and discuss the choices they have made. They should be able to describe the skills used and the process they have undergone.</p> <p>Key Artist(s) - Keith Haring and Banksy. Key Vocab- Printing Graffiti, Banksy, Haring, street art, spray paint, arrange, pattern</p>	<p>Printing- Upper KS2 Skills</p> <ul style="list-style-type: none"> Design and create printing blocks/tiles; Develop techniques in mono, block and relief printing; Create and arrange accurate patterns; Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;



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
Term 1	<p>What does the earth look like from the Solar System?</p> <p style="text-align: center; color: blue;">7 weeks</p>	<p>In KS2, pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history. 	<p>Children will explore different kind of artwork from artists listed below. These have used space and the night sky as a stimulus. They will critique the art work and describe colour, shapes, lines, pattern etc. Children will explore modern pictures of space from Earth. They will begin to make comparisons between the different pieces of artwork and explain their preferences.</p> <p>Children will revisit prior enquiry learning - sketching techniques (depict movement, perspective, reflection, direction of light) and different artwork from previous lesson. Task: Children will sketch an image of space using a range of techniques. They will use key artists work as inspiration.</p> <p>Children will use acrylic paints to create a base layer for their artwork. They will complete their top layer also using acrylics with the option of sketching beforehand. Children need pictures of learnt artists work for inspiration. Encourage them to use both traditional and modern imagery for ideas.</p> <p>Key Artist(s)- Vincent Van Gogh, Turner, Frederic Edwin Church and Edvard Munch Key Vocab- Painting and Drawing Depict movement, perspective, reflection, direction of light, shadows, reflection, hatching</p>	<p>Painting- Upper KS2 Skills</p> <ul style="list-style-type: none"> Create a colour palette, demonstrating mixing techniques. Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces. Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. <p>Drawing – Upper KS2 Skills</p> <ul style="list-style-type: none"> Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. Depict movement and perspective in drawings. Use a variety of tools and select the most appropriate. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Term 2	<p>How can we show what we believe in?</p> <p style="text-align: center; color: blue;">6 weeks</p>	<p>In KS2, pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history. 	<p>Children will explore Mayan Art and the history behind it. They will discuss the importance of looking at work from the Mayan civilisation. Discuss the colour and the form of the artwork and why certain colours are used in different cultures. Explore different clay techniques (coiling, pinching, slabbing and slip). Task: Children to practice using learnt clay techniques.</p> <p>Children will revisit Mayan Artwork and the clay techniques that were used in the previous session. Children to discuss what the Artwork tells us about Mayan Beliefs. Task: Children to sketch and plan a clay tile that represents Mayan Beliefs. Children to label the tile with techniques they have used.</p> <p>Children will look at examples of the clay tiles that they made previously. Discuss the different aspects that they put on there and why they were important. If needed, recap learnt clay techniques. Task: Children will sketch and plan a clay that represents their beliefs. Children to label the tile with techniques they have used. Children will add texture that conveys feelings, expression and movement (e.g. wrinkles on a portrait sculpture.)</p> <p>Key Artists- N/A- Mayan Art Key Vocab- coiling, pinching, slabbing, slip, pottery, form, shape, smooth</p>	<p>Sculpture – Upper KS2 Skills</p> <ul style="list-style-type: none"> Plan and design a sculpture. Use tools and materials to carve, add shape, add texture and pattern. Develop cutting and joining skills, e.g. using wire, coils, slabs and slips. Use materials other than clay to create a 3D sculpture. Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Term 3	How can science help the vulnerable?			
Term 4	Who is trading with whom?			
Term 5	How are you helping to save our planet?			

Term 6				
	Where is our twin?			
	What do forces actually do?			