



St Joseph's Catholic Primary School

PROGRESSION IN ART												
Teaching Sequence in Art	Study of an artist (which may include independent research);				Possible pedagogical approaches used in Art	Behaviourism		Direct teacher instruction; modelling of skills and techniques; demonstration				
	Technical Language											
	experimenting and investigating with different material and media;											
	Method & Techniques creating own artwork, applying new techniques, skills and media to own art work;					Constructivism		Inquiry-based learning; outdoor learning				
	Processes in art					Social Constructivism		Teacher modelling; questioning; mix of individual, paired and group instruction				
	Reflection and re-cap of knowledge and skills remembered and understood					Learning, working artist		Being introduced to the key vocabulary that an artist would use; defining the key vocabulary that an				
	All lessons should begin with a 'Big Picture' discussion of related learning in prior years and discussion of where learning is heading. There should also be a 'Review' of recent learning to aid and check retention.							colour (hue, intensity, value, shade, tint), form (two-dimensional, three-dimensional, sculpture, perspective), line (lines, curves length, width, strokes, direction), shape (SHAPE NAMES), space (background, foreground, middle ground, distance, in between, around, within), texture (feel, look, smooth, bumpy, hard, soft, clear, rough) value (lightness, darkness, contrast, shades, tints)				
Chronology in Art	40,000 BC – 4000 BC)	Prehistoric Art	(1780 – 1850)	Romanticism		(1916 – 1950)	Surrealism		1970 – present)	Post Modernism		
	4,000 BC – AD 400) (500 – 1,400 AD) (1400 – 1600) (1527 – 1540) (1600 – 1750) (1699 – 1780) (1750 – 1850)	Ancient Art Medieval Art Renaissance Mannerism Baroque Rococo Neoclassicism	(1848 – 1900) (1865 – 1885) (1885 – 1910) (1890 – 1910) (1900 – 1935) (1905 – 1920) (1907 – 1914)	Realism Impressionism Post-Impressionism Art Nouveau Fauvism Expressionism Cubism		(1940s – 1950s) (1950s – 1960s) (1950s – 1960s) (1960s) (1960s – 1970s) (1960s – 1970s)	Abstract Expressionism Optical Art Pop Art Art Povera Minimalism Conceptual			Feminist Neo-Expressionism Street Art Pictures Generation Appropriation Young British Artists (YBA) Digital Art		
	EYFS	Year 1	Year 2		Year 3		Year 4		Year 5		Year 6	
Artists to be covered	Van Gogh	Jasper Johns Claude Monet Andy Goldsworthy Richard Long	Wassily Kandinsky Andy Frost Van Gogh Georgia O'Keeffe Angelina Ngai		Pablo Picasso Bridget Riley Vincent Van Gogh		Andy Warhol Francis Bacon Wassily Kandinsky		Friedrich Hundertwasser Frank Auerbach Wassily Kandinsky Peter Thorpe Wayne Thiebaud Dale Devereaux Barker		Chinwe- Chukwuogo-Roy Henry Moore Banksy Matisse Picasso	
Knowledge of artists and designers	Give simple opinions about the work of a chosen artist, craft maker or designer.	Describe what they think and feel about the work of a chosen artist, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer.	Recognise the styles of artists, craft makers or designers and use this to inform their own work. Talk about the similarities and differences between different artists, craft makers or designers.		Discuss the styles of artists, craft makers or designers and use this to inform their own work. Begin to understand the historical and/or cultural significance of a chosen artist /art form.		Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand the historical and / or cultural significance of the work of a chosen artist / art form.		Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.		Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.	
					IN ADDITION TO PREVIOUS YEARS:		IN ADDITION TO PREVIOUS YEARS:		IN ADDITION TO PREVIOUS YEARS;		IN ADDITION TO PREVIOUS YEARS:	
Vocabulary of an artist when Exploring, Developing					Creative process Plan Design Make Adapt Sources Variation Plain Busv	Smooth Swirling Uneven Colourful Bright Dark Realistic Unrealistic Simple	Fine Dull Patterned Crowded Flat Natural Opaque Translucent	Comparison Contrast Media Study Experiences Imagination Properties Reflecting Distance	Symbolic Subtle Complex Complimentary Contrasting	Purpose Manipulate Dry media Wet media Digital media Independent Research Range Sources	Test Atmosphere Representation Engaging Consistent Inconsistent Delicate Flowing Vibrant	
	Observation Different Similar Compare Artist	Differences Similarities Background	Foreground Annotate develop									



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and Evaluating				Rough	Boring	Focus				
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Exploring and developing ideas	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.	Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. Beginning to work creatively e.g. with a range of media on different scales.	Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. Show confidence in working creatively e.g. with a range of media on different scales.	Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences. Begin to record their thoughts and experiences in a sketch book / 'ideas journal'. Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed. Show confidence and independence when working creatively e.g. with a range of media on different scales.	Investigate different starting points for their work, and choose which idea to develop further. Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these. Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art. Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.	Investigate a range of starting points for their work, and choose which idea to develop further. Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas. Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form. Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.	Independently investigate a range of starting points for their work, and confidently develop their ideas further. Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops. Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media. Confidently use language appropriate to the chosen art form, to help them to explain their ideas.
Evaluating and developing work	Children review how they have used what they have learnt about media and materials in original ways, thinking about uses and purposes. Review how they have represented their own ideas, thoughts and feelings through art.	Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. Talk about the features they like in their own work and in the work of others. Talk about what they might change in their own work.	Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.	Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work. Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.	Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work. Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.	Use appropriate language when comparing ideas, methods and approaches in their own and others' work. Describe what they think and feel about their own and others' work and how this might influence their designs. Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.	Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work. Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop. Annotations reflect their critical evaluations and development of ideas. Reflect on the ways in which their imaginative work has developed from a range of starting points.
Drawing Y1/ Y2 – Autumn Y3 – Spring Y4 – Summer Y5 – Autumn Y6 – Spring	safely use and explore a variety of materials, tools and techniques, experimenting with design, texture and form	Use variety of tools, including: pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour.	Layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and groups objects. Experiment with the visual elements: line, shape, pattern and colour.	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Make informed choices in drawing including paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
	<p>Foundation</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with</p>	<p>Drawing</p> <p>Exploring marks that can be produced using different tools and media.</p> <p>To investigate the possibilities of a range of different mark makers (pencils and pastels).</p> <p>To use appropriate vocabulary when describing marks</p> <p>Understanding that different surfaces may be used to produce an image</p> <p>Analysing and describing an image to others.</p> <p>Tracing lines in the air with the finger. Collecting shapes through close observation.</p> <p>Responding to a story as a starting point for work.</p> <p>Understanding the element of 'texture' and using different tools and media to show this in their work.</p>	<p>Drawing</p> <p>Using mark making techniques and understanding that different marks can represent different moods and movements.</p> <p>Applying different marks in response to music.</p> <p>Understanding how to represent texture by using a variety of different marks.</p> <p>Using a story as a starting point for artwork.</p> <p>Working co-operatively with a partner and be accepting of each other's ideas. Identifying what they might change in their work.</p> <p>Applying previously acquired skills to draw objects in different arrangements.</p>	<p>Drawing</p> <p>Great artists – Vincent Van Gogh</p> <p>Investigating and exploring a range of visual mark making in the style of Vincent Van Gogh.</p> <p>Sorting, selecting and comparing graphic marks</p> <p>Investigating the visual element of tone (light and dark).</p> <p>Exploring different pencil positions, pressures, hatching and cross-hatching to produce a range of different light and dark tones.</p> <p>Comparing ideas and approaches.</p> <p>Increasing the scale of an image by working in close-up.</p> <p>Developing an image using the imagination</p> <p>Discussing work and deciding what they would like to adapt and develop further in their images.</p> <p>Exploring pattern by using the elements of line, colour and shape.</p>	<p>Drawing - Viking runes - History</p> <p>Great artists – Wassily Kandinsky.</p> <p>Listening to a story and devising suitable graphic marks in response to what has been heard.</p> <p>Using viewfinders to select and analyse visual elements.</p> <p>Selecting and composing images, developing analytical observational skills</p> <p>Exploring graphic media and using their own work as reference to develop an image.</p> <p>Responding to the work of Wassily Kandinsky.</p> <p>Using a natural object as a starting point for drawing and coloured textile work.</p> <p>Discussing work with others.</p> <p>Developing analytical skills and fine pencil control</p> <p>Producing thick and thin lines and a variety of tonal qualities</p>	<p>Drawing</p> <p>Great artists – Hundertwasser Frank Auerbach.</p> <p>(link to RE – creation)</p> <p>Modern artists</p> <p>Producing observational drawings and selecting and using a range of media.</p> <p>Developing layering techniques using acetate and OHP markers.</p> <p>Using imagination and experience to construct and draw the unknown.</p> <p>Producing a large drawing of a seed head, selecting from ideas in sketchbooks.</p> <p>Comparing ideas, methods and approaches to their own and others work.</p> <p>Experimenting with the use of rubbers to draw in the negative.</p> <p>Working vigorously in line, mark and tone in response to the work of Frank Auerbach.</p>	<p>Art - Drawing</p> <p>–enlargement links with maths topic on enlargement</p> <p>Focusing on a single element within a design. Discussing and reviewing work and making modifications.</p> <p>Making detailed drawings using a magnifying glass.</p> <p>Enlarging designs developed in the sketchbook.</p> <p>Selecting and using a wide range of media.</p> <p>Reviewing and modifying work.</p> <p>Working as a group. Using an overhead projector to produce a figurative image.</p> <p>Understanding the importance of tone in figurative imagery.</p> <p>Using ICT to produce a portrait image. Working within a group to develop work using a chosen method.</p> <p>Understanding and investigating the variety of methods and different media used by artists for portrait work.</p>



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	<p>a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>			<p>Experimenting with different colour combinations.</p> <p>Using ICT as an expressive tool.</p> <p>Transposing imagery from one medium to another, enlarging and layering</p> <p>CC links to monster in English text. Links to plants in science.</p>			
Vocabulary of an artist when drawing	<p>Draw</p> <p>Pattern</p> <p>Repeating</p> <p>Thick</p> <p>Thin</p> <p>Line</p> <p>Shape</p> <p>Colour</p> <p>wavy</p> <p>straight</p> <p>curved</p> <p>mark</p> <p>pencil</p> <p>Finger</p> <p>stick</p> <p>chalk</p> <p>pastel</p> <p>felt tip</p> <p>pencil grip</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Wriggling</p> <p>Zigzag</p> <p>Crawling</p> <p>Swaying</p> <p>Flying</p> <p>Jumping</p> <p>Hopping etc... words to denote movement</p> <p>Dark/light</p> <p>Thick/ thin</p> <p>Curved</p> <p>Zigzag</p> <p>Straight</p> <p>Bold</p> <p>Broken</p> <p>Wavy etc...</p> <p>Hard/ soft</p> <p>Texture</p> <p>Surface</p> <p>Marks</p> <p>Shapes</p> <p>Texture</p> <p>Feel</p> <p>Stroke</p> <p>Soft, spiky etc....</p> <p>Straw</p> <p>Twigs</p> <p>Bricks</p> <p>Safe</p> <p>Safety</p> <p>Build</p> <p>Imagination</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Mark maker</p> <p>Thick/thin</p> <p>Hard/soft</p> <p>Dark/light</p> <p>Texture</p> <p>Repeating</p> <p>Repeat</p> <p>Flowing</p> <p>Jagged</p> <p>Shiny</p> <p>Furry</p> <p>Prickly</p> <p>Bumpy etc...</p> <p>Dance</p> <p>Freeze</p> <p>Respond</p> <p>Record</p> <p>Compare</p> <p>Surface</p> <p>Reproduce</p> <p>Tools</p> <p>Media</p> <p>Texture</p> <p>Display</p> <p>Arrange</p> <p>Toys</p> <p>Beside</p> <p>Next to</p> <p>Between</p> <p>In front of</p> <p>Behind</p> <p>Different</p> <p>Viewpoint</p> <p>Back</p> <p>Front</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Grades of pencil</p> <p>Mark</p> <p>Line</p> <p>Compare</p> <p>Sort</p> <p>Pattern</p> <p>Repeat</p> <p>Variety</p> <p>Tone</p> <p>Hard, soft</p> <p>Pressure</p> <p>Light, dark</p> <p>Graphite</p> <p>Horizontal</p> <p>Vertical</p> <p>Hatching</p> <p>Cross-hatching</p> <p>Parallel</p> <p>Blend</p> <p>Brusho</p> <p>Oil</p> <p>Resist</p> <p>Imagination</p> <p>Memory</p> <p>Close-up</p> <p>Scale</p> <p>Overwork</p> <p>Highlight</p> <p>Modify</p> <p>Develop</p> <p>Adapt</p> <p>Pattern</p> <p>Repeated</p> <p>Interesting</p> <p>Section</p> <p>Copied</p> <p>Select</p> <p>Image</p> <p>Enlarge</p> <p>Adapt</p> <p>Modify</p> <p>Develop</p> <p>Colour combination</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Paper types</p> <p>Graphic marks</p> <p>Response</p> <p>Selecting</p> <p>Sort</p> <p>Shapes</p> <p>Proportion</p> <p>Direction</p> <p>Analysing</p> <p>Images</p> <p>Composing</p> <p>Experimenting</p> <p>Exploring</p> <p>Linear</p> <p>Marks</p> <p>Reference</p> <p>Concentric circles</p> <p>Respond</p> <p>Colour combination</p> <p>Discuss</p> <p>Lace</p> <p>Tonal quality</p> <p>Pencil control</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>NO NEW VOCABULARY</p> <p>Scale</p> <p>Smudge</p> <p>Tone</p> <p>Line</p> <p>Image</p> <p>Light, dark</p> <p>Layering</p> <p>Overlay</p> <p>Acetate</p> <p>Imagination</p> <p>Thistle head</p> <p>Comparison</p> <p>Methods</p> <p>Layers</p> <p>Negative</p> <p>Graphite</p> <p>Portrait</p> <p>Vigorously</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Dry media</p>
	safely use and	Use a variety of tools and	Mix a range of secondary	Mix a variety of colours and know	Make and match colours with	Demonstrate a secure knowledge	Create shades and tints using black



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Painting Y1 – Spring Y2 – Spring Y3 – Summer Y4 – Spring Y6 – Autumn	<p>explore a variety of materials, tools and techniques, experimenting with colour, design and texture</p>	<p>techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades using different types of paint.</p> <p>Create different textures e.g. use of sawdust.</p>	<p>colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p>	<p>which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>
		<p>Art – Painting Great artists – Jasper Johns</p> <p>Experimenting with painting media and techniques.</p> <p>Mixing paint to required consistency, using both Ready Mix and powder paint</p> <p>Experimenting with the application of paint through a range of brush strokes.</p> <p>Understanding the technique of mixing colours through adding small amounts of dark to light.</p> <p>Identifying ways in which the artist, Jasper Johns, has used colour and number to create a series of images</p> <p>Number formation.</p> <p>Exploring number as line and applying paint within shape boundaries.</p>	<p>Art – Painting Great artists – Wassily Kandinsky Anthony Frost Vincent Van Gogh</p> <p>To respond to the work of Wassily Kandinsky through use lines, shapes and colours .</p> <p>To use his work as a starting point for own shape images.</p> <p>Collecting and selecting lines and patterns for their work.</p> <p>Developing brush control and pattern making.</p> <p>Using techniques of pattern making, colour mixing, and brush control.</p> <p>Creating patterns through selected use of colour and shape.</p> <p>Understanding Anthony Frost's use of shapes and surfaces.</p> <p>Creating surfaces for painting.</p> <p>Using knowledge of Anthony Frost's work to construct and paint in his style.</p> <p>Producing colour tints using white paint.</p> <p>Exploring the dynamics of unmixed paint</p>	<p>Art – Painting Great artists – Vincent Van Gogh</p> <p>To mix colour tints using primary and secondary colours + white.</p> <p>To discuss colours produced and say what they think and feel about them.</p> <p>Comparing and commenting on their own and others' work.</p> <p>Collecting visual and other information for the development of ideas.</p> <p>Exploring ways of making and creating a range of light and dark colours from the primary and secondary range.</p> <p>Identifying and using specific painting techniques in the work of Vincent Van Gogh.</p> <p>Experimenting with paint application to represent specific ideas.</p> <p>Responding to ideas and techniques used by other artists.</p> <p>Investigating and mixing primary colours to create secondary colours.</p> <p>Developing an understanding of abstract art.</p> <p>CC-</p>			
Vocabulary of an artist when Painting	<p>Mark making tools sponges</p> <p>different brushes respond</p> <p>line</p> <p>colour texture shape</p> <p>2D</p> <p>scale</p> <p>Size</p> <p>Mix</p> <p>Thin</p> <p>Thick</p> <p>Pot</p> <p>Splash</p> <p>Foundation 2</p> <p>Brush</p> <p>Paint</p> <p>Mix</p> <p>Dab</p> <p>Sponge</p> <p>Palette</p> <p>Dip</p> <p>Colour</p> <p>Names</p> <p>Thin</p> <p>Thick</p> <p>Gloop</p> <p>Stroke</p>	<p>Mixing</p> <p>Thick/thin</p> <p>Palette</p> <p>Hog hair brush</p> <p>Stroke</p> <p>Opaque</p> <p>Impasto</p> <p>Stroke</p> <p>Mixing</p> <p>Thick/thin</p> <p>Palette</p> <p>Opaque</p> <p>Impasto</p> <p>Stroke</p> <p>Jump</p> <p>Mixing</p> <p>Thick/thin</p> <p>Palette</p> <p>Opaque</p> <p>Light</p> <p>Dark</p> <p>Mix</p> <p>Horizontal</p> <p>Lines</p> <p>Strokes</p> <p>Zero to nine</p> <p>American artist</p> <p>Jasper Johns</p> <p>Pop art</p> <p>Dragon</p> <p>Imagine</p>	<p>Shape</p> <p>Circle</p> <p>Triangle</p> <p>Square etc.</p> <p>Line</p> <p>Around</p> <p>Object</p> <p>Pattern,</p> <p>Line,</p> <p>Space,</p> <p>Shape</p> <p>Stepping stones,</p> <p>Marsh,</p> <p>Jump</p> <p>Surfaces,</p> <p>Shapes,</p> <p>Building up,</p> <p>Collage,</p> <p>Prime,</p> <p>Emulsion</p> <p>Mathematical shape names</p> <p>Primary colours</p> <p>Tints</p> <p>Multi media</p> <p>Imagination</p>	<p>Collections</p> <p>Colour families</p> <p>Review</p> <p>Tint</p> <p>Tone</p> <p>Fold</p> <p>Arrange</p> <p>Light/dark</p> <p>Vincent Van Gogh</p> <p>Starry Night</p> <p>Strokes</p> <p>Impasto</p> <p>Images</p> <p>Dabs</p> <p>Sky</p> <p>John Constable</p> <p>J.M.W. Turner</p> <p>Peter Lanyon</p> <p>Maggie Hambling</p> <p>Abstract art</p> <p>Stripes and blocks</p> <p>Primary and secondary colours</p> <p>Sugar paper</p> <p>Scissors</p> <p>Technique</p> <p>Tonking</p> <p>Layers</p> <p>Sgraffito</p>	<p>Irregular</p> <p>Shapes</p> <p>Surface</p> <p>Texture</p> <p>Brush strokes</p> <p>Light/dark</p> <p>Tone</p> <p>Contrast</p> <p>Careful</p> <p>Repeated</p> <p>Observe</p> <p>Viewfinder</p> <p>Application</p> <p>Enlarge</p> <p>Reflect</p> <p>Select</p> <p>Palette</p> <p>Wash</p> <p>Wet on wet</p> <p>Moistened</p> <p>Landscape</p> <p>Seascape</p> <p>Wash</p> <p>Environment</p> <p>Direct</p> <p>Observational</p> <p>Horizon</p>	<p>Layers</p> <p>Abstract</p> <p>Linear</p> <p>Acetate</p> <p>Transpose</p> <p>Layered</p> <p>Vibrant</p> <p>Unrealistic</p> <p>Viewfinder</p> <p>Contrasting</p> <p>Photo-real image</p> <p>Palettes</p> <p>Response</p> <p>Expressive</p> <p>Adjacent</p> <p>Fabric</p> <p>Extend</p> <p>Select</p> <p>Media</p> <p>Tonking</p> <p>Sgraffito</p> <p>Applicators</p>	<p>Starting point</p> <p>Natural forms</p> <p>Viewpoints</p> <p>Representing</p> <p>Transpose</p> <p>Weathered surfaces</p> <p>Shapes</p> <p>Spaces</p> <p>Abstract</p> <p>Shapes</p> <p>Spaces</p> <p>Contrasting</p> <p>Brushwork</p> <p>Response</p> <p>Acetate</p> <p>Simple</p> <p>Linear</p> <p>Outline</p> <p>Contour</p> <p>Enlarge</p> <p>Linear</p> <p>Overwork</p> <p>Heavy</p> <p>Infill</p> <p>Still life</p> <p>Multi-media</p> <p>Angles</p> <p>Viewpoints</p> <p>Observational</p> <p>Built-up surface</p> <p>Inks</p> <p>Stains</p> <p>Dyes</p> <p>Adapt</p>



							Transpose
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Printing Y3 – Autumn Y6 – Autumn	safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture	Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings.	Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of	Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, Art – Printmaking Inking up a slab correctly and using a roller in different ways to make a variety of marks. Listening and responding to a story as a starting point for artwork. Discussing the range of marks made in previous session and developing the range of marks. Understanding how different materials placed under the printing surface can show texture. Working with others and experimenting with ideas produced by the class. Using the mono printing process. Developing skills in mono--printing using different colours and working from light to dark. Discussing own work and that of others and reflecting ideas. Selecting and presenting own work in sketchbooks Exploring designs based on animal skin patterning. Developing work to include previously learned techniques. CC- links Stone age Cave drawings Pablo Picasso	Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling,	Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of	Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently. Art – Print making –Batik Great Artists - Chinwe Chukwuogo – Roy (links healthy eating PE & Science?) Selecting and recording analytical responses using a viewfinder. Exploring ideas to form a starting point for further work. Transferring work and ideas into another medium and combining learned processes to produce unique state prints. Comparing ideas and approaches to work as it progresses. Making modifications in light of developing ideas. Referring back to starting points during the progression of work. Adapting and modifying work. Recording and reflecting. Experimenting with the batik process using a paper surface. Producing batik images in response to the work of the artist Chinwe Chukwuogo –Roy. Adapting and modifying work.
	Vocabulary of an artist when Printing	Materials Experiment printing understand techniques Print Stamp Pad Push Press Dab Hard Soft Mark	IN ADDITION TO PREVIOUS YEARS: Print Stamp Pad Push Press Dab Hard Soft Mark	IN ADDITION TO PREVIOUS YEARS: Positive Negative Stencil Tearing Overlapping Layering Tones Light Dark Surface Torn Multiples Versions Multiple Impression Overprinting Unique Translucent Transparent Opaque Direct prints Printing pad Peeling Ink-up Run Response	IN ADDITION TO PREVIOUS YEARS: Positive Negative Stencil Tearing Overlapping Layering Tones Light Dark Surface Torn Multiples Versions Multiple Impression Overprinting Unique Translucent Transparent Opaque Direct prints Printing pad Peeling Ink-up Run Response	IN ADDITION TO PREVIOUS YEARS: Inking-up Directions Rotate raised texture Effect Underneath Experiment Mono printing Scratched Peeling Pressure Annotated Animal Impression Based Overprinting Unique Translucent Transparent Opaque Direct prints Printing pad Peeling Ink-up Run Response	IN ADDITION TO PREVIOUS YEARS: Press-print Reduction printing 'worrying away' Incisions Inverted Edition Individual Annotated Record Combination Overlaid Linear Response Printmaker



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Collage Y4 – Spring Y5 – Summer	<p>safely use and explore a variety of materials, tools and techniques,</p> <p>experimenting with colour,</p> <p>design and texture</p>	<p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>How to thread a needle, cut, glue and trim material.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p> <p>Stitch, knot and use other manipulative skills.</p>	<p>Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching. Cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Art –Collage - Link to Anglo Saxons History</p> <p>Great artists - Francis Bacon</p> <p>Describing the body positions of figures in motion using torn paper.</p> <p>Understanding and exploring the translucent nature of tissue papers. Developing ideas and applying knowledge of processes.</p> <p>Using photographic images as a starting point for artwork. Developing and applying knowledge of the portrait work of Francis Bacon.</p> <p>Using own images as a starting point for further work. Transposing imagery using different media and techniques.</p> <p>Understanding that artists use different starting points for their work. Using objects from everyday life as a starting point for their own work.</p> <p>Overworking identical designs to produce unique state imagery. Working collaboratively to form a class image.</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Collage</p> <p>Great artists – Dale Devereux-Barker Printing (link to science and history) Exploring experimental collage techniques and processes and annotating examples in sketchbooks to be used as reference in later work. Layering and overworking materials with different media.</p> <p>Using the viewfinder to select and record from direct observation.</p> <p>Selecting and developing ideas for own work. Overworking images.</p> <p>Selecting materials by colour and texture according to their intentions. Adapting and modifying own work and commenting on the work of others.</p> <p>Working in response to the images of Dale Devereux- Barker. Exploring and inventing symbols to represent meaning.</p> <p>As previous session + adapting work as it progresses.</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
3D Form (Sculpture) Y1 – Summer Y2 – Summer Y4 – Autumn Y6 – Summer	<p>safely use and explore a variety of materials, tools and techniques, experimenting with, design, texture, form and function.</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier mache object.</p> <p>Plan, design and make models.</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>



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			confidently.		sculpted, modelled or constructed. Use a variety of materials.		
Vocabulary of an artist when using collage and 3D-Form (sculpture)	Model Collage Textiles Rolling Kneading Shaping Texture Construct Join Natural Man-made	IN ADDITION TO PREVIOUS YEARS: Sculpture Line Pattern Shape Beside Next to Between Natural Environment Pull Pinch Smooth Decorate Roll Clay slab Impression Press Found objects Harden Hard/soft Impression Plaster Reservoir Set Reverse	IN ADDITION TO PREVIOUS YEARS: Sculpture Aboriginal Symbol Represents Didgeridoo Surface Modify Slab Inlay Coil Rolling Forming Pinching Pulling Imagination	IN ADDITION TO PREVIOUS YEARS: Paper and paper trappings Appliqué Overlapping Layering	IN ADDITION TO PREVIOUS YEARS: Sculpture Cast Mould Purpose Style Names used for specific types of shoe Construct Embellish Modify Refine Packaging Display Advertise Coil Inner Outer Spiral Base Vertical Fabric Forming Dipping Wrapping Twisting Collage	IN ADDITION TO PREVIOUS YEARS: Collage materials Layering Overworking Brusho dye Inks Stains Viewfinder Direct observation Natural objects Select Lines Shapes Colour Tones Texture Pattern Overlapped Layering Develop Inks Stains Overworking Layering Symbols Represent Event Symbol Represent Adapt Modify	IN ADDITION TO PREVIOUS YEARS: Representation Pinching Pulling Stroking Smoothing Relationship Pendant Decoration Fine Modifications Series Scale Form Mask Times Cultures Assemble Positioning Modification
Breadth of Study	Work on their own and collaboratively with others on projects Use ICT Investigate different kinds of art, craft and design.	Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate different kinds of art, craft and design.	Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate different kinds of art, craft and design.	Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.