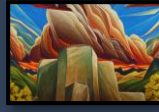




"Clay can be dirt in the wrong hands, but clay can be art in the right hands." - Lupita Nyong'o

Art Concept	Y6 Summer 1	Y6 Spring 2	Y6 Spring 1
Composition Progression (formal elements taught)	Colour – To know the colour theory and be able to justify their use of colour. Pattern – To consolidate all prior knowledge of different patterns in the natural environment. Create own abstract patterns to represent the world	Proportion – To apply prior knowledge of proportion to experiment with different types of proportion: standard, out of proportion, altered, hierarchical.	Line/texture – To apply a range of lines and shading techniques from previous years to create tone and visual texture; to know how to draw accent lines Shape and Form – To know how to use directional shading to follow the contours of a shape to create form and realism.
Vocabulary	Colour theory, patterns, natural environment, abstract.	Photography, aperture proportion, standard, out of proportion, altered, hierarchical.	Accent line, visual texture, directional shading, contours, realism.
Communication Progression (materials)	Dry brushes, acrylic paint, sketching pencils, cartridge paper.	iPads, printers, editing software.	Cartridge paper, charcoal, sketching pencils.

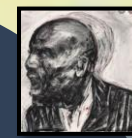
Focus Artist/Piece: William Haskell – New Mexico Modern
Outcome: Desert Landscape



Focus Artist/Piece: Hi Il Lee – Sand Dunes Of Beauty
Outcome: Landscape Photography showing contrast in light and shade



Focus Artist/Piece: William Kentridge – Drawing for Other Faces Exhibition
Outcome: Charcoal Side Portrait



Art Concept	Y5 Autumn 1	Y5 Spring 2	Y5 Summer 2
Composition Progression (formal elements taught)	Line/Tone/texture – To identify and use cross hatching and contour hatching to create tones and visual texture	Colour – To know the difference contrasting and complementary colours; to know which colours to use to express moods and feelings. Pattern – To know and use repeating pattern to express mood, feelings and personal experiences. Be able to justify the use of a repeating pattern. Proportion – To know what is meant by 1 point perspective (or vanishing point): use this to draw landscapes	Shape and Form – To know how to use shape to create perspective and represent the correct scale within a piece. Proportion – To know the correct proportion for a range of elements e.g animal, landscape. To know what is meant by 1 point perspective (or vanishing point): use this to draw landscapes.
Vocabulary	Cross-hatching, contour hatching, tone, visual texture.	Colours, contrasting, complementary, mood, repeating pattern, perspective, vanishing point.	Perspective, scale, proportion, vantage point.
Communication Progression (materials)	Cartridge paper, sketching pencils.	Cartridge paper, chalk pastels, water colour pencils, black fine liner pens.	Cartridge paper, sketching pencils, watercolour paints, black fine liner pens.

YEAR 6



Focus Artist/Piece: MC Escher – The Eye
Outcome: Surrealist sketch of an eye

Focus Artist/Piece: LS Lowry – The Street with Many Steps
Outcome: Industrial Landscape



Focus Artist/Piece: Degas & Mackesy – Horse Drawings
Outcome: Animal Portraits



Art Concept	Y4 Summer	Y4 Spring 2	Y4 Autumn 2
Composition Progression (formal elements taught)	Line/texture – To identify and use hatching and gradings of pencil to represent tone Proportion – To know and use appropriate proportion to represent human facial features	Colour/Tone – To combine knowledge of colour mixing, tints and shades to know how to accurately match colours to a focus piece. Shape and Form – To know how to follow the contours of an object to imply its shape.	Colour/Tone – To combine knowledge of colour mixing, tints and shades to know how to accurately match colours to a focus piece. Shape and Form – To know how to follow the contours of an object to imply its shape. Pattern – To know what a spiral pattern is: use this to construct a 3D image.
Vocabulary	Hatching, pencil grading, tone, proportion, facial features.	Colour mixing, tints, shades, hues, contours, shape, shading, 3D shape.	Colour mixing, tints, shades, hues, contours, shape, shading, 3D shape, spiral, patterns.
Communication Progression (materials)	Digital image of focus piece, sketching pencils, cartridge paper.	Cartridge paper, oil pastels, sketching pencils.	Watercolour pencils, cartridge paper.

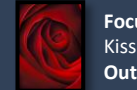
YEAR 5



Focus Artist/Piece: Hans Holbein – Henry VIII.
Outcome: Self Portrait – half digitalised, half sketched.



Focus Artist/Piece: Pablo Picasso – Landscape 1908
Outcome: Oil Pastel Cubist Landscape



Focus Artist/Piece: Georgia O'Keefe – Kiss from a Rose
Outcome: Watercolour pencil sketch

Art Concept	Y3 Autumn 2	Y3 Spring	Y3 Summer 1
Composition Progression (formal elements taught)	Line – To identify and know how to use stippling to represent visual features within sketching Texture – To know how to use sculpting tools to create texture e.g. smooth, bumpy. Shape and Form – To know how to create organic 3D forms in the form of clay sculptures. To know what the contours of a shape are. Proportion – To know what proportion means in relation to space. Create sculptures which have proportional spaces between.	Pattern – To know what an ornamental pattern is. Carve a geometric, ornamental pattern onto a surface.	Line – To identify and know how to use short dashes and ripples to represent visual features Colour/Tone – To use knowledge of colour mixing, tints and shades to represent visual features
Vocabulary	Stippling, visual features, texture, organic, 3D, contours, proportion, space.	Pattern, ornamental, geometric.	Short dashes, ripples, visual features, colour mixing, tints, shades, hue, tone.
Communication Progression (materials)	Sketching pencils, acrylic paint, air-drying clay, clay tools.	Lino sheets, craft knives, printing ink, thick card.	Thick cartridge paper, acrylic paint, black paper.

YEAR 4



Focus Artist/Piece: Barbara Hepworth – The Family of Man
Outcome: Observational sketches and painted clay sculpture

Focus Artist/Piece: Bharti Kher, The Distance of Separate Things
Outcome: Ornamental pattern lino screen print – on a map background.



Focus Artist/Piece: Van Gogh – Starry Night
Outcome: Night Sky Landscape



Art Concept	Y2 Summer 1	Y2 Spring 2	Y2 Autumn 2
Composition Progression (formal elements taught)	Pattern – To know the difference between natural and manmade patterns. Design a repeating manmade pattern.	Tone – To create tint and shade continuums using white paint, black paint, and water. Colour – To know the tertiary colours and know how to mix them using primary and secondary colours. Shape and Form – To apply their knowledge of organic 2D shapes to illustrations. Proportion – To know how to use proportion to represent human body parts e.g. head, feet, hands, legs.	Line – To recognise and know how to draw zigzags and diagonal lines Colour – To know the tertiary colours and know how to mix them using primary and secondary colours. Texture – To know the difference between 'overlapping' and 'overlying' different materials to create effects.
Vocabulary	Pattern, natural, manmade, repeating.	Shade, hue, tone, continuum, tertiary colours, amber, magenta, turquoise, vermilion, violet, chartreuse, organic, 2D, shape, proportion, size.	Diagonal, zigzag, secondary colours, purple, green, orange, texture, overlap.
Communication Progression (materials)	Polystyrene foam sheets, pencils, printing ink, thick white card.	Cartridge paper, sketching pencils, black fine liners, water colours.	Thick cartridge paper, oil pastels, acrylic paint, cocktail sticks.

YEAR 3

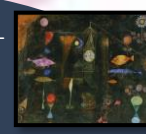


Focus Artist/Piece: Zarina Hashmi, Home is a Foreign Place.
Outcome: Screen Printed Hieroglyphics – foam

Focus Artist/Piece: Quentin Blake illustrations
Outcome: Three Step Portraits of Roald Dahl Characters



Focus Artist/Piece: Paul Klee – Fish Magic
Outcome: Abstract Engraving



Art Concept	Y1 Autumn 1	Y1 Autumn 2	Y1 Summer
Composition Progression (formal elements taught)	Line – To recognise and know how to draw straight, wavy and scribble lines Shape and Form – To recognise and know how to draw organic 2D shapes.	Texture – To recognise a range of different textures; sort and choose appropriately based on their qualities to create a sculpture Proportion – To compare sizes and use this knowledge to recreate a model which is similar in size to the original.	Tone – To know what a tint is and how to create one using water and/or white paint Tone – To know what a shade is and how to create one using black paint and limited water Colour – To know the secondary colours and know how to mix them using primary colours. Pattern – To know what fluid and flowing irregular patterns are
Vocabulary	Wavy, scribble, straight, organic shape, 2D, portrait, one-line.	Textures, rough, smooth, spiky, bumpy, soft, feathery, fluffy, rigid, shiny, uneven, size, sculpture, proportion.	Tone, tints, hue, shades, white, black, water, secondary colours, purple, green, orange, fluid, flowing, pattern, irregular.
Communication Progression (materials)	Beige card/thick cartridge paper, black fine liner pen.	Steel cutlery, wood, screws, glue gun.	Acrylic paint, canvas tiles.

YEAR 2



Focus Artist/Piece: Christiane Spangberg
Outcome: One line Portrait



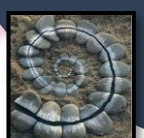
Focus Artist/Piece: Matt Wilson – Cutlery Birds
Outcome: Bird Sculpture

Focus Artist/Piece: Yayoi Kusama, Book to Read at Night
Outcome: Abstract forest landscape



Art Concept	YR Summer	YR Spring	YR Autumn
Composition Progression (formal elements taught)	Line – To know how to draw straight lines with different thicknesses. Pattern – To know the difference between regular and irregular patterns. Proportion – To be able to compare sizes of materials	Tone – To know the terms 'light' and 'dark' and use these to describe light and dark shades. Texture – To know how to create simple collages using a range of different textures	Line – To recognise and know how to draw straight lines Colour – To know the primary colours and experiment with them Shape and Form – To recognise and draw 2D geometric shapes.
Vocabulary	Straight, line, draw, pattern, regular, irregular, compare, proportion, size, big, small.	Black, white, light, dark, texture, rough, smooth, fluffy, bumpy, spiky.	Straight, line, draw, primary colour, red, yellow, blue, 2D, shape, square, rectangle, triangle, circle, geometric
Communication Progression (materials)	Natural materials (rocks, pebbles, sand), white chalk, black chalk.	Collage materials e.g. textured papers, fabrics, cotton wool.	Card, 2D shapes to print, printing ink.

YEAR 1



Focus Artist/Piece: Andy Goldsworthy – Ignant
Outcome: Natural Sculpture with chalk lines

Focus Artist/Piece: Horacek
Outcome: Landscape Collage



Focus Artist/Piece: Alma Woodsey Thomas, Iris, Tulips, Jonquils, and Crocuses.
Outcome: Abstract Print

YEAR R

Composition: The Formal Elements of Art & Design

LINE

A line is the path left by a moving point, eg a pencil on a sheet of paper or paint. A line can take many forms e.g. horizontal, diagonal or curved. A line can be used to create: Outlines, Boundaries, Textures and Expressions.

PROPORTION

Proportion and scale are principles of art that describe the size, location, or amount of one element in relation to another. They have a great deal to do with the overall harmony of an individual piece and our perception of the art.

Proportion has a very similar definition but tends to refer to the relative size of parts within a whole.

NEUTRAL TONE

These are the shades of grey, from white to black. They are used to create a sense of depth and texture in a drawing.

SHAPE & FORM

A shape is an area enclosed by a line. It could be used to create a drawing or a sculpture. A form is a three-dimensional shape such as a sphere, cube or cone. Sculpture and 3D drawing are about creating forms.

PATTERN

A pattern is a design that is created by repeating one or more elements. It can be used to create a sense of rhythm and movement in a drawing or a sculpture.

TEXTURE

Texture is the surface quality of something, the way something feels or looks like it feels. There are two types of texture: Actual Texture and Visual Texture.

Actual Texture: rough, smooth, soft, hard, etc.

Visual Texture: created using different marks to represent actual texture.

COLOUR

There are 3 Primary Colours and 10 Secondary Colours.

By mixing any two Primary Colours together we get a Secondary Colour.

Composition Sketch Book Progression (children's comments and continuous evaluation): Children's comments regarding composition skills should be recorded in the same way as comprehension progression below.

Comprehension Progression (Evaluation)

	Expectations	Evidence
Y6	Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. Investigate how artists' deliberate choices about composition have different effects on the audience, based on their personal experiences and values.	Children to record metacognitive comments independently across sketch book pages. Using question stems related to personal feelings, formal elements, the effect on the audience and how artists personal experiences and values may have inspired the piece.
Y5	Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. Investigate how artists' deliberate choices about composition have different effects on the audience, based on their personal experiences and values.	Children to record metacognitive comments independently across sketch book pages. Using question stems related to personal feelings, formal elements, the effect on the audience and how artists personal experiences and values may have inspired the piece.
Y4	Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. Investigate how artists' deliberate choices about composition have different effects on the audience, based on their personal experiences and values.	Responses recorded by the children in sketch books responding to questions related to personal feelings, formal elements, the effect on the audience and how artists personal experiences and values may have inspired the piece. Children may use sentence starters/prompts in their sketch books.
Y3	Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. Investigate how artists' deliberate choices about composition have different effects on the audience, based on their personal experiences and values.	Responses recorded by the children in sketch books responding to questions related to personal feelings, formal elements, the effect on the audience and how artists personal experiences and values may have inspired the piece. Children may use sentence starters/prompts in their sketch books.
Y2	Describe how a piece of art makes them feel using simple language linked to artistic elements to give reasons why. Analyse how artists' make deliberate choices about composition in order to have an effect on the audience.	Responses recorded by the children with questions related to personal feelings and formal elements and effect on the audience. Relevant questions to prompt thinking should be displayed within provision areas e.g. word mats, black boards displaying relevant questions.
Y1	Describe how a piece of art makes them feel using simple language linked to artistic elements to give reasons why. Analyse how artists' make deliberate choices about composition in order to have an effect on the audience. Evidence in topic file.	For comprehension progression, responses recorded using teacher annotations as part of whole class discussion around specific questions relating to formal elements linked to the focus artist piece and the effect on the audience. For composition progression, children should use resources in provision to support their thoughts/feelings about their composition skills.
YR	Identify how a piece of art makes them feel.	Evidence gathered through teacher annotations/observations /children's outcomes in provision area.

Tone

Shade

Pure Hue

Tint

ART & DESIGN: we aim to learn how to be creative for an audience