

Castle Primary's Art Curriculum

Skills Progression

Year 1/2	Year 3/4	Year 5/6
<p>1. Exploring and Developing Ideas</p> <p>a. Respond positively to ideas and starting points</p> <p>b. Explore ideas in their sketch books</p> <p>c. Describe differences and similarities and make links to their own work</p> <p>d. Try different materials and methods to improve</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve</p> <p>2. Drawing</p> <p>a. Draw lines of varying thicknesses</p> <p>b. Use dots and lines to demonstrate pattern and texture</p> <p>c. Explore different materials to draw, for example pastels, chalk, felt tips</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, organic shape, geometric shape, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</p> <p>3. Painting</p> <p>a. Name the primary and secondary colours</p> <p>b. Mix primary colours to make secondary colours</p> <p>c. Add white and black to alter tints and shades</p> <p>d. Experiment with different brushes (including brushstrokes) and other painting tools</p> <p>e. Select the appropriate width of paintbrush</p> <p>f. Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, wash, sweep/smooth, daub, brushstroke</p> <p>4. Sculpture</p> <p>a. Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</p> <p>b. Use a variety of techniques, e.g. rolling, cutting, pinching</p> <p>c. Use a variety of shapes, including lines and texture</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, shapes, materials, pyramid, organic, geometric</p> <p>5. Collage</p> <p>a. Use a combination of materials that have been cut, torn and glued</p> <p>b. Sort and arrange materials</p> <p>c. Add texture by mixing materials</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, gaps, features, cut, place, arrange, texture</p> <p>6. Textiles</p> <p>a. Show pattern by weaving</p> <p>b. Use a dyeing technique to alter a textile's colour and pattern</p> <p>c. Decorate textiles with glue or stitching, to add colour and detail</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, resist, crayons, ink, apply, set</p> <p>7. Printing</p> <p>a. Copy an original print</p> <p>b. Use a variety of materials, e.g. sponges, fruit, blocks;</p> <p>c. demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, relief printing, objects</p> <p>8. Work of Other Artists</p> <p>a. Describe the work of famous, notable artists and designers</p> <p>b. Express their preference about works of famous, notable artists and begin to explain why</p> <p>c. Begin to draw on work from famous, notable artists to create their own work</p> <p>d. Compare their original pieces with those of the famous, notable artist's in simple terms e.g. the colour palette/colour temperature, paint application, subject matter, etc.</p>	<p>1. Exploring and Developing Ideas</p> <p>a. Use sketchbooks to record ideas and collect information, including some annotations</p> <p>b. Explore ideas from first-hand observations</p> <p>c. Question and make observations about starting points, and respond positively to suggestions</p> <p>d. Adapt and refine ideas</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p> <p>2. Drawing</p> <p>a. Experiment with showing line, tone and texture with different hardness of pencils</p> <p>b. Use shading to show light and shadow effects</p> <p>c. Develop sketching skills with different materials, e.g. pastels, chalk, felt tips</p> <p>d. Show an awareness of space when drawing</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p>3. Painting</p> <p>a. Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</p> <p>b. Use varied brush techniques to create shapes, textures, patterns and lines</p> <p>c. Create different textures and effects with paint</p> <p>d. 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> <p>4. Sculpture</p> <p>a. Cut, make and combine shapes to create recognisable forms</p> <p>b. Use clay and other malleable materials and practise joining techniques</p> <p>c. Add materials to the sculpture to create detail</p> <p>d. Learn to depict emotion or expression in sculptures</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, organic shapes, architect, brim, peak, buckle, edging, trimmings, shape, form, shadow, light.</p> <p>5. Collage</p> <p>a. Select colours and materials to create effect, giving reasons for their choices</p> <p>b. Refine work as they go to ensure precision</p> <p>c. Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, contrast, shape, form, pattern, mosaic</p> <p>6. Textiles</p> <p>a. Select appropriate materials, giving reasons</p> <p>b. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>c. Develop skills in stitching, cutting and joining</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration, batik</p> <p>7. Printing</p> <p>a. Use more than one colour to layer in a print</p> <p>b. Replicate patterns from observations</p> <p>c. Make printing blocks</p> <p>d. Make repeated patterns with precision</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers</p> <p>8. Work of Other Artists</p> <p>a. Express an opinion on the work of famous, notable artists, referring to techniques and effect.</p> <p>b. Use inspiration from famous artists to replicate a piece of work</p> <p>c. Reflect upon their work inspired by a famous notable artist and comment on how studying it has developed their art skills</p>	<p>1. Exploring and Developing Ideas</p> <p>a. Review and revisit ideas in their sketchbooks</p> <p>b. Give written annotations in sketchbooks and oral feedback using technical vocabulary</p> <p>c. Think critically about their art and design work</p> <p>d. Use digital technology as sources for developing ideas</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: develop, refine, composition, texture, shape, form, pattern, structure.</p> <p>2. Drawing</p> <p>a. Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</p> <p>b. Depict perspective and moving objects in drawings</p> <p>c. Consider composition - how objects interact and occupy space - from an aesthetic viewpoint</p> <p>d. Use a variety of media and tools and select the most appropriate</p> <p>e. 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, composition.</p> <p>3. Painting</p> <p>a. Create a colour palette, demonstrating mixing techniques</p> <p>b. Select from a range of brush techniques to create a specific effect or mood</p> <p>c. Select paint (e.g. acrylic, oil paints, watercolours) for their properties and effect on the finished artwork</p> <p>d. Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p> <p>4. Sculpture</p> <p>a. Plan and design a sculpture</p> <p>b. Use tools and materials to carve, add shape, add texture and pattern</p> <p>c. Develop cutting and joining skills, e.g. using wire, coils, slabs and slips</p> <p>d. Use materials other than clay to create a 3D sculpture</p> <p>e. Depict emotion, expression and the suggestion of movement in sculptures</p> <p>f. Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast</p> <p>5. Collage</p> <p>a. Add collage to a painted or printed background</p> <p>b. Create and arrange accurate patterns</p> <p>c. Use a range of mixed media and select techniques</p> <p>d. Plan and design a collage</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix</p> <p>6. Textiles</p> <p>a. Add decoration using increasingly sophisticated methods to create effect</p> <p>b. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p> <p>7. Printing</p> <p>a. Develop further techniques in mono, block and relief printing, e.g. lithography, Hapa Zome</p> <p>b. Layer different printing techniques</p> <p>c. Create and arrange accurate patterns</p> <p>d. Design and create printing blocks/tiles</p> <p>e. Use key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collograph</p> <p>8. Work of Other Artists</p> <p>a. Make observations and comparisons about notable artists', artisans' and designers' work</p> <p>b. Compare the work of two or more artists within the same art movement/area of art, noting similarities and differences in style, effect and technique</p> <p>c. Offer facts about notable artists', artisans' and designers' lives</p>

Castle Primary's *Art* Curriculum

Long Term Knowledge Plan – Year A

Autumn Term	Drawing and Painting: Portraits	Human and Animal Figures: Stone Age Cave Painting	Landscapes: 19th Century Europe
	Skills: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 7a, 7b, 7c, 7d	Skills: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 8a, 8b, 8c	Skills: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 8a, 8b, 8c
	Knowledge: <ul style="list-style-type: none"> Study faces carefully to sketch their shapes and forms Use different pencil lines to draw hair, freckles etc Use some basic proportion when drawing faces Begin to mix skin, hair and eye tones with paint, applying basic colour theory knowledge Create a portrait in the style of a famous artist e.g. Pablo Picasso Learn the names of, and discuss some key works by, prominent portrait artists such as Pablo Picasso, Vincent van Gogh, Frida Kahlo, Rembrandt, Andy Warhol, Henri Matisse etc. Start to recall some important key facts about the lives of the famous artist studied, such as their nationalities 	Knowledge: <ul style="list-style-type: none"> Study Julian Opie's figures, taking notice of how he depicts body position and proportion, and draw their own figures in the style of Opie Explore what is seen and what is not seen in silhouette figures and how to show emotion through body position only Notice how Stone Age cave artists suggested movement in artworks of simplistic human and animal figures, such as by the position of the limbs. Draw human figures from first-hand observations, using props like bows, arrows and spears Mix shades, tints and hues of paints, authentic to the colour palette of Stone Age artists Experiment with pigments that were available to artists in the Stone Age, e.g. charcoal, chalk, clay, spices, etc Create their own compositions that tell narratives involving humans and animal figures 	Knowledge: <ul style="list-style-type: none"> Study landscape paintings by notable 19th century European artists (e.g. Turner, Constable, Monet, Degas, Renoir, Cezanne, Matisse) Note similarities and differences, particularly between artists within the same movement Select elements from notable artworks that they will use to influence their own work Work in the field to make preliminary sketches of local landscapes and take reference photographs Explore and choose drawing and painting mediums dependent on the effect they want to create Make detailed annotations in sketchbooks of the creative process (e.g. inspiration, experimentation, refinement, etc). Create a landscape painting that shows an awareness of colour, paint application, composition and overall effect on the viewer.
Spring Term	Clay Sculpture & Textiles: Mexico	Sculpture: Egyptians	Clay Sculpture: Greek Vases
	Skills: 1a, 1b, 1c, 1d, 1e, 4a, 4b, 4c, 4d, 6a, 6b, 6c, 6d	Skills: 1a, 1c, 1d, 1e, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c, 5d	Skills: 1a, 1b, 1c, 1e, 4a, 4b, 4c, 4f
	Knowledge: <ul style="list-style-type: none"> Study Mexican folk art sculptures, noting the bright colours and bold patterns that are often used Create sculptures from clay (such as Mexican sun bowls or Dia de los Muertos skulls) using rolling and pinching Add details such as lines and texture through simple carving techniques, pressing and pushing into the clay with tools Learn traditional weaving techniques with ribbon, wool etc, as used for centuries in Mexico and many countries around the world Dye fabric using natural spices Design and make a product such as a huipil for a teddy bear, embellishing it with decorative stitches, beads or ribbon 	Knowledge: <ul style="list-style-type: none"> Create sculptures, such as canopic jars, pharaoh masks or cartouches, from a medium such as clay, papier mache or Modroc 	<ul style="list-style-type: none"> Study examples of Ancient Greek pottery Use sketchbooks to make preliminary sketches and designs, evaluating them with annotations. Shape, form, model and join clay vase components Produce intricate patterns and textures on clay work Use paint and glazing as finishing techniques Discuss and evaluate own work and that of other sculptors in detail.
Summer Term	Collage and Printing: 'Plant Art'	Drawing and Painting: Royal Portraits	Printing & Collage: Pop Art
	Skills: 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d, 8a, 8b, 8c, 8d	Skills: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 8a, 8b, 8c	Skills: 1a, 1b, 1c, 1d, 1e, 4a, 4c, 4d, 4e, 4f, 5a, 5b, 5c, 5d, 5e, 6a, 6b, 7c, 7d, 7e, 8a, 8b, 8c
	Knowledge: <ul style="list-style-type: none"> Study Andy Warhol's flower prints and create their own block or screen print version inspired by Warhol's work Create still life works after studying Van Gogh's Sunflowers Know how to make block prints using a range of vegetables and fruits, creating repeated patterns Make tree rubbings Learn what a monoprint is and create monoprints using leaves. Use knowledge of contrasting colour, texture and pattern to create a collage of a natural landscape 	Knowledge: <ul style="list-style-type: none"> Include details of facial features and use more detailed principles of proportion to sketch more accurate faces. Show the effect of light and shade on a face. Emulate the style of notable royal portraitists e.g. Hans Holbein the Younger or Maynard Vewicke. Reflect on how the notable artist has captured his/her subject's likeness and how it has influenced the portraits they have created Look at Royal portraits throughout history to see how they have changed over time 	Knowledge: <ul style="list-style-type: none"> Use the art of Keith Haring, Roy Lichtenstein or Andy Warhol to design and create prints using 3 or more layers of colour Create collage (including digital collages) based on their study of the works of artists like Richard Hamilton, Peter Blake, James Rosequist, Robert Rauchenburg and Jasper Johns Select mixed media to incorporate into their works, e.g. relief printing, collage, acrylic paint, photomontage

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Long Term Knowledge Plan – Year B

Autumn Term	Drawing & Painting: Seasons	LS Lowry: A World War 2 Artist	Art in World War I
	Skills: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 5a, 5b, 5c, 5d, 7c, 8a, 8b, 8c, 8d	Skills: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 8a, 8b, 8c	Skills: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 8a, 8b, 8c
	Knowledge: <ul style="list-style-type: none"> Look at famous artists' paintings depicting the seasons – Arcimboldo (Seasons); Spencer (Southwold); Homer (Weatherbeaten); John Everett Millais (Autumn Leaves); Monet (Waterloo Bridge). Compare some of the features and skills of the artists. Create a spring collage using colour, pattern and shape. Make an observational drawing of an autumn scene. Create a version of 'Waterloo Bridge' using paint and printing. Describe what they think and feel about their own and others' work. 	Knowledge: <ul style="list-style-type: none"> Learn some facts about LS Lowry and the role he played as an officially commissioned artist during WWII Study some of Lowry's wartime pieces such as 'Going to Work' (1943) and 'VE Day' (1945) Sketch matchstick figures and buildings, showing light and shade, some simple perspective, and an awareness of space Mix shades, tints and hues from red, blue, yellow, white and black, in the style of Lowry. Explore ways of using paint in the style of Lowry Create an original piece in the style of Lowry, becoming mindful of the foreground, middle ground and background of the composition. 	Knowledge: <ul style="list-style-type: none"> Study the WWI landscapes of artists such as Paul Nash Create paintings and/or collages in response to studying WWI artists Sketch and paint landscapes/cityscapes inspired by WWI Use colour to convey emotion in their own original work Study WWI propaganda posters, reflecting on their views of them, and create their own poster in the style of the era Design, develop, create and evaluate their own original artwork, selecting the mediums/media used, based on the motif of the poppy.
Spring Term	Sculpture: Let's Sculpt! Different Materials	Printing & Collage: The Romans	Printing, Sculpture and Collage: Central and South American
	Skills: 1a, 1c, 1d, 1e, 4a, 4b, 4c, 4d, 8a, 8b, 8c, 8d	Skills: 1a, 1b, 1c, 1d, 1e, 5a, 5b, 5c, 5d, 7a, 7b, 7c, 7d, 7e, 8b, 8c	Skills: 1a, 1b, 1c, 1d, 1e, 5a, 5b, 5c, 5d, 5e, 7b, 7c, 7d, 7e, 8a, 8c
	Knowledge: <ul style="list-style-type: none"> Create sculptures using a range of unusual materials – bread, recycled materials, plastic spoons, sugar cubes and marshmallows. Talk about the shapes and materials they use. Express preferences for certain materials Describe the work of a range of sculptors. 	Knowledge: <ul style="list-style-type: none"> Design their own Roman motif to repeat, using sketchbooks to develop their ideas Make printing blocks and use more than one colour layered in a print Use initial sketches to aid work. Create mosaic collages in the style of ancient Roman artists and craftspeople. 	Knowledge: <ul style="list-style-type: none"> Create more complex collage pieces in the style of artists such as Beatrice Milhazes Create layered prints e.g. using Mayan or Aztec motifs
Summer Term	Painting & Sculpture: Animal Art	Sculpture: Local Pottery	Plants, Flowers & Nature
	Skills: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3d, 4a, 4b, 4c, 4d	Skills: 1a, 1b, 1c, 1d, 1e, 4a, 4b, 4c, 4d, 4e, 8a, 8b, 8c	Skills: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 4d, 4e, 7a, 8a, 8c
	Knowledge: <ul style="list-style-type: none"> Use observational drawing to sketch animals, observing how shapes overlap and interact to form the animals' body parts. Add detail to animal sketches using a variety of drawing strokes and lines. Create sculptures of animals from materials such as clay (e.g. patterned elephants), paper or plastic bottles (e.g. fish, jellyfish). Use dot painting to create animal paintings in the style of Aboriginal artists e.g on paper, stone etc. 	Knowledge: <ul style="list-style-type: none"> Learn about famous local pottery artists such as Clarice Cliff Show expression or emotion in sculpture e.g. by creating Green Man/gargoyle/self portraiture clay faces. Shape, form, model and construct sculpted clay forms from observation and / or imagination, drawing on design inspiration from works of art studied. Plan and develop ideas in sketchbooks Finish their products using techniques such as painting and/or glazing 	Knowledge: <ul style="list-style-type: none"> Draw details carefully Create Hapa-Zome prints Talk about artists such as Henri Rousseau, Alexander Calder, David Oliveira and India Flint Sculpt from paper