

## Beaconhill Primary Art and Design Intent



### **An Artist and Designer at Beaconhill Primary School should have...**

- A good knowledge of artistic language (for example: line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey meaning and express their individuality.
- The ability to draw and create confidently and adventurously using observation skills, memory of previous learning and imagination.
- The ability to apply their knowledge in different contexts – using and improving their skills outside of the classroom and at the beach.
- The ability to explore mark-making, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing.
- The ability to be inspired by other artists and designers and create their own masterpieces through replication and appreciation.
- Independence show initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.



## Art and Design Overview

This curriculum map ensures that skills, knowledge and understanding are developed systematically across the Art and Design curriculum.

|               | Autumn 1                                      | Autumn 2 | Spring 1                                  | Spring 2                                       | Summer 1   | Summer 2 |
|---------------|---|----------|---|--|--|----------|
| <b>Year 1</b> | Portraits: Van Gogh and Picasso<br>(Painting) |          | Artist Study: Beatrix Potter<br>(Drawing) |  | Artist Study: Charles Rennie MacIntosh<br>(Printing) |          |
| <b>Year 2</b> | Self Portrait<br>(Sculpture)                  |          | Colour, line and<br>pattern.<br>(Drawing) | Artist Study: Andy<br>Goldsworthy<br>(Collage) | Artist Study: Georgia O'Keefe<br>(Painting)          |          |
| <b>Year 3</b> | Artist Study: David Hockney<br>(Collage)      |          | Stone Age art<br>(Drawing/Painting)       |  | Tie-Dye<br>(Textiles)                                |          |
| <b>Year 4</b> | Artist Study: Abel Rodriguez<br>(Printing)    |          | Artist Study: Yayoi Kusama<br>(Sculpture) |  | Artist Study: Mary-Ann Rogers<br>(Painting)          |          |
| <b>Year 5</b> | Ancient Greek Art<br>(Sculpture/Printing)     |          | Artist Study: Frida Kahlo<br>(Drawing)    |  | Artist Study: Romero Britto<br>(Sculpture/Collage)   |          |
| <b>Year 6</b> | Pop Art: Andy Warhol<br>(Painting)            |          | Ancient Mayans<br>(Textiles/Sculpture)    | Artist Study: Monet<br>(Painting)              | Pattern and Tessellation<br>(Printing)               |          |

## Art and Design Curriculum Map

This curriculum map ensures that skills, knowledge and understanding are developed systematically across a subject.

|               | <b>Autumn term</b>  | <b>Spring term</b>   | <b>Summer term</b>   |
|---------------|---|--|--|
| <b>Year 1</b> | <p><b>Portraits: Van Gogh and Picasso</b></p> <p><b>(Painting)</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use drawing and painting with watercolour paint to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of Van Gogh and Picasso, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> | <p><b>Artist Study: Beatrix Potter</b></p> <p><b>(Drawing)</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use drawing and painting to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Develop sketching skills through a step by step approach</li> <li>about the work of Beatrix Potter, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> | <p><b>Artist Study: Charles Rennie Macintosh</b></p> <p><b>(Printing)</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use painting and printing to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of Charles Rennie Macintosh, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> |
| <b>Year 2</b> | <p><b>Self Portrait</b></p> <p><b>(Sculpture)</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using pattern, texture, line, shape, form and space</li> </ul>   | <p><b>Colour, line and pattern. /</b></p> <p><b>Artist Study: Andy Goldsworthy</b></p> <p><b>(Drawing/Collage)</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour,</li> </ul>   | <p><b>Artist Study: Georgia O'Keefe</b></p> <p><b>(Painting)</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use drawing and painting to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>  |

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|                      |  | <p>pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> <li>about the work of Andy Goldsworthy, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>   | <ul style="list-style-type: none"> <li>about the work of Georgia O'Keefe, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>   |
| <p><b>Year 3</b></p> | <p><b>Artist Study: David Hockney</b><br/><b>(Collage)</b></p> <p>Pupils should be taught 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> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including collage with a range of materials</li> <li>about David Hockney, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> | <p><b>Stone Age art</b><br/><b>(Drawing/Painting)</b></p> <p>Pupils should be taught 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> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about historical stone age artwork</li> </ul> | <p><b>Tie-Dye</b><br/><b>(Textiles)</b></p> <p>Pupils should be taught 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> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and textiles with a range of materials [for example, pencil, paint, dye]</li> </ul> |

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| <p><b>Year 4</b></p> | <p><b>Artist Study: Abel Rodriguez</b><br/><b>(Printing)</b></p> <p>Pupils should be taught 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> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to explore new techniques in sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, printing and painting</li> <li>about great artists such as Abel Rodriguez, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> | <p><b>Artist Study: Yayoi Kusama</b><br/><b>(Sculpture)</b></p> <p>Pupils should be taught 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> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to explore new techniques in sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting, photography and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists such as Yayoi Kusama, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> | <p><b>Artist Study: Mary-Ann Rogers</b><br/><b>(Painting)</b></p> <p>Pupils should be taught 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> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to explore new techniques in sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including painting with watercolour paint</li> <li>about great local artists such as Mary-Ann Rogers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> |
| <p><b>Year 5</b></p> | <p><b>Ancient Greek Art</b><br/><b>(Sculpture/Printing)</b></p> <p>Pupils should be taught to develop their</p>   | <p><b>Artist Study: Frida Kahlo</b><br/><b>(Drawing)</b></p>  | <p><b>Romero Britto</b><br/><b>(Collage/Sculpture)</b></p> <p>Pupils should be taught to develop their</p>   |

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|                      | <p>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> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to explore new techniques in sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint]</li> <li>about great artists in Ancient Greece, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> | <p>Pupils should be taught 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> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to explore new techniques in sketch books to record their observations and use them to review and revisit ideas</li> <li>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, papier mache, cardboard sculptures</li> <li>about great artists such as Frida Kahlo, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> | <p>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> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to explore new techniques in sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including collage with a range of materials</li> <li>about great collage artists, architects and designers in history such as Romero Britto.</li> </ul> |
| <p><b>Year 6</b></p> | <p><b>Pop Art: Andy Warhol (Painting)</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing</li> </ul>  | <p><b>Ancient Mayans / Artist Study: Monet (Textiles/Sculpture/Painting)</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to explore new techniques in sketch books to record their observations and</li> </ul>   | <p><b>Pattern and Tessellation (Printing)</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to explore new techniques in sketch books to record their observations and</li> </ul>  |

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|  | <p>awareness of different artistic styles such as Pop Art</p> <ul style="list-style-type: none"> <li>to explore new techniques in sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including painting with a range of materials</li> <li>about great artists such as Andy Warhol, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> | <p>use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>develop ideas of pattern and texture using a fine pen</li> <li>to improve their mastery of art and design techniques, including drawing</li> <li>about great artists such as Monet, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> | <p>use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting</li> <li>mixed media depending on individual choice.</li> <li>about great artists such as Van Gogh, Da Vinci, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> <li>studying pattern in nature and in architecture, linking to Islamic patterns</li> </ul> |
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|                                       | Year 1   | Year 2 | Year 3   | Year 4 | Year 5  | Year 6 |
|---------------------------------------|--|--------|--|--------|---|--------|
| <b>Exploring and Developing Ideas</b> | <ul style="list-style-type: none"> <li>• Develop and explore new ideas.</li> <li>• Share learning and skills with others.</li> <li>• Listen to feedback and trying new ways to improve.</li> <li>• Respond well to feedback from adults and peers.</li> <li>• Describing similarities and differences between their own work and their peers.</li> <li>• Use key vocabulary to demonstrate knowledge: work of art, idea, starting point, observe, focus, design, improve.</li> </ul> |        | <ul style="list-style-type: none"> <li>• Develop and confidently explore new ideas.</li> <li>• Make first-hand observations.</li> <li>• Confidently share learning and skills with others.</li> <li>• Show increased resilience and a growth mindset when approaching tasks.</li> <li>• Form strategies to approach tasks and question starting points.</li> <li>• Give an artistic opinion and suggest improvements.</li> <li>• Edit and improve through drafting and adapting work based on feedback.</li> <li>• Use key vocabulary to demonstrate knowledge: line, patterns, texture, form, record, detail, question, observe, refine.</li> </ul> |        | <ul style="list-style-type: none"> <li>• Develop and confidently explore new ideas through drafting and adapting work as appropriate.</li> <li>• Research and present more detailed information and resources.</li> <li>• Build knowledge of artistic techniques through experimenting and predicting.</li> <li>• Offer and receive feedback while sharing learning and skills with others.</li> <li>• Show increased resilience and a growth mindset when approaching tasks.</li> <li>• Form strategies to approach tasks and question starting points.</li> <li>• Give an artistic opinion and suggest improvements through critical discussion.</li> <li>• Edit and improve through drafting and adapting work based on feedback.</li> <li>• Use other aspects of the curriculum in their work to develop new ideas: Computing, English, Science for example.</li> <li>• Use key vocabulary to give feedback and to demonstrate knowledge: develop, sketchbook, refine, texture, shape, form, pattern, structure.</li> </ul> |        |



**Drawing**

- Begin to explore drawing techniques and apply their learning: shading, line thickness, pattern, shape and drawing surfaces.
- Experiment with a range of drawing materials: pen, pencil, crayon, charcoal, pastel.
- Begin to explore pattern and texture through use of simple shapes.
- Use key vocabulary to demonstrate knowledge: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.

- Develop knowledge of drawing techniques and tools: including using pencils of different hardness.
- Explore new methods of creating an effect: tone, texture, light, shade and pattern.
- Experiment with shading both light and dark to create detailed effects.
- Use and explore a wide range of tools for drawing including pastels, chalk, felt tips, marker pens, fine liners.
- Show a developing awareness of structure and space when drawing.
- Use key vocabulary to demonstrate knowledge: portrait, light, dark, hardness, tone, shadow, line, pattern, texture, form, shape, tone, outline, effect, blend.

- Continue to use and explore a variety of tools and explore new techniques: e.g. layering, perspective, viewpoints.
- Become more confident with previous techniques: shading thick and thin lines, creating light and dark.
- Accurately use vocabulary within their learning.
- Use sketchbooks to improve and hone their skills.
- Explore new methods of creating an effect: shadows, reflection, hatching, cross-hatching.
- Depict movement and perspective in drawings.
- Select tools carefully to perform a function and be able to reflect on their own artistic choices.
- Develop knowledge of drawing techniques and tools: including using pencils of different hardness.
- Use key vocabulary to demonstrate knowledge: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

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| <b>Painting</b>  | <ul style="list-style-type: none"> <li>• Develop a proficiency in different painting techniques.</li> <li>• Use painting to develop ideas and promote imagination.</li> <li>• Name primary and secondary colours.</li> <li>• Experiment with a variety of painting tools.</li> <li>• Begin to understand colour mixing to form secondary colours as well as forming tints and shades.</li> <li>• Use key vocabulary to demonstrate knowledge: primary colour, secondary colour, neutral colours, tint, shade, tone, warm, cool, watercolour wash, sweep, dab, brushstroke, blend, tools, form, imagination.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop a proficiency for different painting techniques.</li> <li>• Improve mastery of techniques through utilizing different materials.</li> <li>• Experiment with a variety of brush techniques to create shapes, textures, patterns and lines.</li> <li>• Develop a deeper understand of colour mixing while use technical vocabulary: tint, shade, tone, primary, secondary.</li> <li>• Use key vocabulary to demonstrate knowledge: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</li> </ul>                             | <ul style="list-style-type: none"> <li>• Develop proficient skill in different painting techniques.</li> <li>• Improve mastery of techniques through utilizing different materials effectively.</li> <li>• Create an appropriate colour palette using their knowledge of colour mixing.</li> <li>• Make use of a range of paint types to create aesthetically pleasing results.</li> <li>• Use key vocabulary to demonstrate knowledge: mix, line, blend, tone, shape, abstract, absorb, colour, perspective, style, symbol.</li> </ul>  |
| <b>Sculpture</b> | <ul style="list-style-type: none"> <li>• Use a range of materials for sculpting and experiment with joining and constructing e.g. clay, straw, card.</li> <li>• Use a variety of techniques: rolling, cutting, pinching.</li> <li>• Use a variety of shapes, lines, textures.</li> <li>• Use key vocabulary to demonstrate knowledge: sculpture, statue, model, work, work of art, 3D, sculptor, carving, shapes, materials, geometric.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use a range of materials (including clay) for sculpting and continue to experiment with joining and constructing.</li> <li>• Ask questions to improve their knowledge to challenge the limits of their designing capabilities e.g. How can we make it higher?</li> <li>• Use a range of tools to add texture, pattern and shape in their work.</li> <li>• Cut, make and combine shapes to make recognisable forms and add detail.</li> <li>• Use key vocabulary to demonstrate knowledge: rectangular, concrete, terrace, architect, 2D, shape, form, shadow, light, puppet.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a range of materials (including clay) for sculpting and continue to experiment with joining and constructing.</li> <li>• Become more independent and increasingly confident when creating with familiar materials.</li> <li>• Plan and design a sculpture.</li> <li>• Use tools and materials to carve and sculpt a variety of patterns, textures and shapes.</li> <li>• Develop cutting and joining skills through using new materials to make 3D sculptures e.g. wire, coils, wood and cardboard.</li> <li>• Use key vocabulary to demonstrate knowledge: form, structure, texture, shape, mark, soft, join, tram, cast.</li> </ul> |

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| <b>Collage</b>  | <ul style="list-style-type: none"> <li>• Explore collage through creating a variety of images using different materials including: card, felt, newspaper, magazines.</li> <li>• Explore, sort and arrange materials to improve their work.</li> <li>• Use a combination of materials which have been cut, torn and glued.</li> <li>• Add texture and shape through mixing materials and shapes.</li> <li>• Use key vocabulary to demonstrate knowledge: collage, squares, gaps, mosaic, features, colour, cut, arrange, glue.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to explore collage through creating a variety of images using different materials including: card, felt, newspaper, magazines.</li> <li>• Explore, sort and arrange materials with purpose to create a particular effect.</li> <li>• Learn and improve upon techniques to compliment growing knowledge: overlapping, tessellation, montage and mosaic.</li> <li>• Select colour and materials fit for purpose and begin to justify artistic choices.</li> <li>• Edit and improve work throughout the process to ensure precision.</li> <li>• Use key vocabulary to demonstrate knowledge: texture, shape, form, pattern, mosaic, overlapping, tessellation, montage, artistic choice.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to explore collage through creating a variety of images using different materials.</li> <li>• Sort a range of materials for purpose and justify use of colour and patterns.</li> <li>• Develop understanding of techniques used in LKS2 and develop use of mixed media.</li> <li>• Add collage to a painted, printed or computer-made background.</li> <li>• Plan and design a collage and confidently justify artistic choices.</li> <li>• Use key vocabulary to demonstrate knowledge: shape, form, arrange, fix, justify, mixed media.</li> </ul> |
| <b>Textiles</b> | <ul style="list-style-type: none"> <li>• Observe and practice a variety of techniques: weaving, dyeing and plaiting.</li> <li>• Explore different textiles, embellishing and decorating.</li> <li>• Utilise glue or stitching as fastening tools.</li> <li>• Use key vocabulary to demonstrate knowledge: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, dye, wax, resist, crayon, ink, apply, set.</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop weaving and colouring fabric skills.</li> <li>• Explore stitching independently.</li> <li>• Select appropriate materials and justify their choice.</li> <li>• Practice and improve upon a variety of techniques: printing, dyeing, weaving and stitching.</li> <li>• Develop cutting and joining skills.</li> <li>• Use key vocabulary to demonstrate knowledge: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</li> </ul>  | <ul style="list-style-type: none"> <li>• Further develop weaving, overlapping and layering techniques.</li> <li>• Experiment with a range of media to create texture, effect and colour.</li> <li>• Add detailed decoration for a purpose.</li> <li>• Use key vocabulary to demonstrate knowledge: colour, fabric, weave, pattern, mixed media, overlapping, layering.</li> </ul>  |

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| <b>Printing</b>     | <ul style="list-style-type: none"> <li>• Experiment with shapes, textures and patterns.</li> <li>• Use repeated patterns and different materials.</li> <li>• Copy and replicate simple designs.</li> <li>• Demonstrate a range of techniques such as: rolling, pressing, stamping and rubbing.</li> <li>• Use key vocabulary to demonstrate knowledge: colour, shape, printing, printmaking, woodcut, objects, fruit.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a variety of printing blocks and explore shape and texture.</li> <li>• Create their own printing tools.</li> <li>• Layer a print using multiple colours.</li> <li>• Copy and replicate more complex designs.</li> <li>• Use key vocabulary to demonstrate knowledge: line, pattern, texture, colour, shape, block printing, ink, roller, tessellate, layer.</li> </ul>  | <ul style="list-style-type: none"> <li>• Confidently create printing blocks and tiles.</li> <li>• Reflect of artistic choices including colour and shape.</li> <li>• Create and arrange accurate and detailed patterns.</li> <li>• Create repeated patterns and tessellate with precision.</li> <li>• Develop techniques in mono, block and relief printing.</li> <li>• Use key vocabulary to demonstrate knowledge: hammering, pattern, shape, tile, colour, arrange, collagraphy.</li> </ul>  |
| <b>Artist study</b> | <ul style="list-style-type: none"> <li>• Study the techniques and processes different artists use.</li> <li>• Describe and compare the work of notable artists and designers.</li> <li>• Be inspired by the work of others to create their own work.</li> <li>• Learn from the work of a diverse range of artists.</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue to study the techniques and processes different artists use.</li> <li>• Describe and compare the work of notable artists and designers, giving opinions.</li> <li>• Be inspired and replicate the work of others.</li> <li>• Reflect on their work and consider how to develop their skills.</li> <li>• Refer to techniques and the effect they have created.</li> <li>• Learn from the work of a diverse range of artists.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop a wider knowledge of the work of famous artists.</li> <li>• Give detailed observations about the work of famous artists in history.</li> <li>• Name the work of famous artists and recall facts about famous artists and designers.</li> <li>• Continue to study the techniques and processes different artists use.</li> <li>• Describe and compare the work of notable artists and designers, giving opinions.</li> <li>• Be inspired and replicate the work of others with greater skill.</li> <li>• Carefully reflect on their work and consider how to hone their skills.</li> <li>• Refer to techniques and the effect they have created.</li> <li>• Learn from the work of a diverse range of artists.</li> </ul> |

## Art Topic progression by strand:

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|----|----|----|----|----|----|
| Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|----|----|----|----|----|----|

### Drawing

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|----------------|--------------------------|---------------|-------------|
| Beatrix Potter | Colour, line and pattern | Stone Age Art | Frida Kahlo |
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### Painting

|                    |                 |                 |                |
|--------------------|-----------------|-----------------|----------------|
| Van Gogh & Picasso | Georgia O-Keefe | Mary-Ann Rogers | Warhol & Monet |
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### Sculpture

|                            |                        |                                 |
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| Self-portrait (Salt dough) | Insects (Yayoi Kusama) | Ancient Greek Art/Romero Britto |
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### Collage

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| Andy Goldsworthy | David Hockney | Romero Britto |
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### Textiles

|         |         |                   |            |                |
|---------|---------|-------------------|------------|----------------|
| Puppets | Tie Dye | Loch Ness Monster | Beach Bags | Ancient Mayans |
|---------|---------|-------------------|------------|----------------|

### Printing

|                          |                |                   |                          |
|--------------------------|----------------|-------------------|--------------------------|
| Charles Rennie Macintosh | Abel Rodriguez | Ancient Greek Art | Pattern and Tessellation |
|--------------------------|----------------|-------------------|--------------------------|

## Art and Design Vocabulary Progression:

This document sets out KS1 and KS2 Art vocabulary under the National Curriculum. The tables can be used to check pupils' understanding of new vocabulary introduced from Y1-Y6.

The lists are intended as a guide as to what pupils should know and are not exhaustive. Key terms may be introduced earlier as a challenge for our learners, although it is also important to ensure that learning is new in order to develop and extend learners throughout each phase.

| Phase       | Progression of Vocabulary  |   |  |   |   |
|-------------|--|---|--|---|---|
| <b>KS1</b>  | <b>Drawing:</b><br>thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, mirror image, nature, man-made, comparison, still life, portrait.   | <b>Painting:</b><br>primary colour, secondary colour, light, dark, thick, thin, tone, warm, cold, shade, bright, colour wash.   | <b>Sculpture:</b><br>model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, salt-dough, sculpture, structure, construct, curve, form, clay, impress, texture.   | <b>Printing:</b><br>print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, cloth, repeat, rotate.   | <b>Collage and Textiles:</b><br>colour, fabric, pattern, shape, texture, glue, stick, scissors, sew, needle, felt, hessian, scraps, wool, yarn, thread, net, weave, mixed media, collage, layers, combine, opinion.                                   |
| <b>LKS2</b> | <b>Drawing:</b><br>frame, cartoon, comic strip, map, position, boundary, label, line, symbol, practical, impractical, change, improve, plan, distance, direction, position, form, texture, tone, weight, pressure, portrait, past, present, appearance, character, | <b>Painting:</b><br>abstract, natural, bold, delicate, detailed, colour descriptors e.g., scarlet, crimson, emerald, eau de nil, turquoise, watery, intense, strong, opaque, translucent, wash, tint, shade, background, foreground, middle | <b>Sculpture:</b><br>viewpoint, detail, decoration, natural, form, two-dimensional, three-dimensional, tiles, brick, slate, wood, stone, metal, texture, bronze, iron, form, shape, texture, composition, profile, stylised, proportion, decoration, ornate, | <b>Printing:</b><br>imprint, impression, mould, monoprint, background, marbling, surface, absorb, stencil, pounce, negative image, positive image, linear, manipulate, block, continuous, cylinder. | <b>Collage and Textiles:</b><br>tie-dye, natural, synthetic, vat, bunching, dip, soak, resist, threading, stitching, embroidery, cross stitch, running stitch, stem stitch, shrunken, wool tops, carding, tease, matting, daub, stamp, emblem, motif, |

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|             | personality.   | ground, scenery, rural, urban, townscape, seascape, representational, imaginary, impressionist, abstract, idealised, natural, swirling, stippled, transparent, opaque, foreground, background, middle ground, horizon.  | symbolic, perspective.  |   | ornamentation, geometric, stylised, abstract.  |
| <b>UKS2</b> | <p><b>Drawing:</b></p> <p>viewpoint, distance, direction, angle, perspective, bird's eye view, alter, modify, interior, exterior, natural form, vista, panorama, image, subject, portrait, caricature, expression, personality, action, balance, direction, dynamic, imbalance, movement, poised, transition, viewpoint, weight.</p> | <p><b>Painting:</b></p> <p>traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, layered, opaque, translucent, intense, still life, traditional, modern, abstract, imaginary, natural, made, inanimate, composition, arrangement, complimentary, tonal, shading.</p> | <p><b>Sculpture:</b></p> <p>realistic, proportion, surface texture, balance, scale, relationship, transform, movement, rhythm, composition, structure, construct, flexible, pliable, hollow, solid, surface, plane, angle, slip, attachment, relief, line, shape, pose, position, gesture, repetition, sequence, dynamic, flowing, motion, rhythm, proportion, balance.</p> | <p><b>Printing:</b></p> <p>monotype, printing plate, inking up, water-based, oil-based, overlap, intaglio, relief, etching, engraving, indentation, collagraph, pressure, aesthetic, pattern, motif, Victorian, Islamic, rotation, reflection, symmetrical, repetition.</p> | <p><b>Collage and Textiles:</b></p> <p>cloth, fray, tweed, embellished, manipulated, embroidered, warp, weft, replicate, soft sculpture, manipulation, smocking, ruching, Batik, embellish, accentuate, enhance, detract, practicality, aesthetic.</p> |