



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Sketchbooks	<p>Sketchbooks to be used to record the journey children have taken to create their end piece –</p> <ul style="list-style-type: none"> ➤ simple observations on starting point ➤ exploration, evaluation and refinement of skills ➤ simple final artwork self-evaluation <p>Throughout all pieces –</p> <ul style="list-style-type: none"> ➤ Use Year 3 vocabulary to show knowledge and understanding of the genre by using annotation. 	<p>Sketchbooks to be used to record the journey children have taken to create their end piece –</p> <ul style="list-style-type: none"> ➤ observations on artist style and starting points ➤ exploration, evaluation and refinement of skills ➤ accurate final artwork self- evaluation <p>Throughout all pieces –</p> <ul style="list-style-type: none"> ➤ Use Year 4 vocabulary to show knowledge and understanding of the genre by using annotation in sketchbooks. 	<p>Sketchbooks to be used to record the journey children have taken to create their end piece –</p> <ul style="list-style-type: none"> ➤ detailed observations of starting point ➤ continued development and experimentation of different techniques specific to the genre ➤ Accurate self-assessment of final artwork ➤ Critical evaluation and clear next step for development <p>Throughout all pieces –</p> <ul style="list-style-type: none"> ➤ Use Year 5 vocabulary to show knowledge and understanding of the genre by using annotation in sketchbooks. 	<p>Sketchbooks to be used to record the journey children have taken to create their end piece –</p> <ul style="list-style-type: none"> ➤ precise observations of starting point ➤ exploration and prediction using different techniques (e.g. If you changed the perspective, what effect would it have on the final piece?) ➤ Accurate self-assessment of final artwork against starting point and purpose ➤ Critical evaluation and clear next steps for development <p>Throughout all pieces –</p> <ul style="list-style-type: none"> ➤ Use Year 6 vocabulary to show knowledge and understanding of the genre by using annotation in sketchbooks.
Drawing	<p style="text-align: center;"><u>Cave Art</u></p> <ul style="list-style-type: none"> • Use preliminary sketches to show an idea or experiment with a technique - line • Experiment to show line, value (tone), and texture with different hardness of pencils. • Use different materials to draw i.e., pencil crayons, wax crayons & charcoals. • Add value to a drawing by using linear and cross hatching, 	<p style="text-align: center;"><u>Civil War Portraits</u> <u>Artist – Vincent Scarpace</u></p> <ul style="list-style-type: none"> • Create a series of sketches over time to develop ideas or mastery of a technique - line • Explore using shading to show light and shadow effect using different hardness of pencils - Value • Use different materials to draw e.g., oil pastels, chalk pastels, felt tip pens. • Show awareness of space when drawing. 	<p style="text-align: center;"><u>Tudor Portraits</u> <u>Botanical Drawings</u> <u>Guiseppe Arcimboldo – fruit sketching</u> <u>Artist – Hans Holbein</u></p> <ul style="list-style-type: none"> • Review and revisit ideas and sketches to improve and develop ideas. • Use a variety of techniques to add effects. – Space, Shape, Value, Texture e.g. Hatching, Cross-hatching, contouring, blending, scumbling, stipling • Begin to recognise and use perspective in drawing. 	<p style="text-align: center;"><u>WW2 Postcards</u> <u>Picasso Portraits</u> <u>Artist – Pablo Picasso</u></p> <ul style="list-style-type: none"> • Gather, record & develop information from a range of sources to create a montage to inform their thinking about a piece of art. • Recognise and use perspective in sketches. • Select the most appropriate medium for purpose/desired outcome.
Painting	<p style="text-align: center;"><u>Pop Art</u> <u>Artist – Roy Lichtenstein</u></p> <ul style="list-style-type: none"> • Explore varied brush strokes/techniques to create shapes, textures, patterns and lines using ready mixed paints • Mix colours effectively using correct language e.g. primary, secondary 	<p style="text-align: center;"><u>Civil War Portraits</u> <u>Concentric Circles</u></p> <ul style="list-style-type: none"> • Explore mark making with different tools (e.g. lines, patterns) using ready mixed paints • Mix colours effectively to produce different tints and shades • Create texture and effects with paint. 	<p style="text-align: center;"><u>Starry Night</u> <u>Botanical Drawings</u> <u>Artist – Van Gogh</u></p> <ul style="list-style-type: none"> • Mix and use tints and shades of colours using a range of different materials, including paint. • Explore and create expression in portraiture – space, value, shape. • Create a wide ranging colour pallet using paint to demonstrate mixing techniques • Use a range of materials to create imaginative and fantasy landscapes. 	<p style="text-align: center;"><u>Storm Scene</u> <u>Picasso Portrait</u> <u>Pointillism</u> <u>Artist – Picasso, George Seurat</u></p> <ul style="list-style-type: none"> • Explore acrylic paint e.g. intensity of colour, shading, mark making, thickness, texture, using different tools for different moods/effects • Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. - space, value, shape. • Consider composition and perspective in final artwork pieces - Space



Sculpture	<p><u>Metal Tree Sculptures</u></p> <p><u>Artist – Clive Davies</u></p> <ul style="list-style-type: none"> • Create a 3-D form using malleable or rigid materials, or a combination of materials – texture, form. • Experiment with design, joining and construction techniques. 	<p><u>Potion Bottles</u> <u>Papier – Mache jellyfish</u></p> <ul style="list-style-type: none"> • Use clay and other malleable materials and explore different joining techniques. • Add different materials and texture to the sculpture to create detail – form, texture. 		<p><u>Christmas – Floral Art</u></p> <ul style="list-style-type: none"> • Plan and design a structure using natural resources. • Create a 3-D piece using natural materials – thinking about form, space, colour and texture.
Collage		<p><u>Sarcophagus</u></p> <p><u>Artist – Deborah Shapiro</u></p> <ul style="list-style-type: none"> • Select colour and materials to create effect from a range of media e.g. paper and magazines • Practice a variety of techniques: tessellation, mosaic. - Value 	<p><u>Photo Collage</u></p> <p><u>Artist – Kurt Schwitters</u></p> <ul style="list-style-type: none"> • Can select materials for effect and give reasons for their choices from a wider range of media including photographs, textiles, other natural materials • Practice a variety of techniques: overlapping, montage. – Texture, Form, Space 	
Textiles		<p><u>Purses</u></p> <ul style="list-style-type: none"> • Select from a wider variety of materials giving reasons – colour, texture • Use a variety of techniques: stitching, dyeing to create different textural effects • Develop skills in stitching 		<p><u>Sock Puppets</u></p> <ul style="list-style-type: none"> • Extend stitching skills using a variety of materials. –colour, texture, form • Further develop skills in stitching
Printing	<p><u>Fruit Printing</u></p> <p><u>Artist – William Morris</u></p> <ul style="list-style-type: none"> • Replicate patterns from observations • Make simple printing block using linoleum tile. • Make repeat patterns using paint 		<p><u>Tudor Portraits</u></p> <ul style="list-style-type: none"> • Create simple design to make print using ink - printing blocks using string on cardboard • Explore prints using mono and different block colours – colour, texture. • Use exploration findings to create and arrange a print pattern. 	



Vocabulary	<p>Sketchbook: line, pattern, texture, form, record, detail, question, observe, refine</p> <p>Drawing: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p> <p>Painting: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>Sculpture: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p> <p>Printing: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Sketchbook: line, pattern, texture, form, record, detail, question, observe, refine</p> <p>Drawing: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p> <p>Painting: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>Textiles : pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p> <p>Collage: texture, shape, form, pattern, mosaic.</p>	<p>Sketchbook: develop, refine, texture, shape, form, pattern, structure.</p> <p>Drawing: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p> <p>Painting: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p> <p>Sculpture: form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p>Collage: shape, form, arrange, fix.</p> <p>Printing: pattern, shape, tile, colour, arrange, collograph;</p>	<p>Sketchbook: develop, refine, texture, shape, form, pattern, structure.</p> <p>Drawing: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p> <p>Painting: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p> <p>Sculpture: form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p>Textiles: colour, fabric, weave, pattern.</p>
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Appendix 1 – Elements of Art – Vocabulary to be used. Copy to be stuck in Sketchbooks and displayed in classrooms.



A **line** is a mark that is longer than it is wide.

A line can be created using materials, such as a pencil, pen or a brush dipped in ink. It can be straight or curved and can be horizontal, vertical or diagonal and can change direction.



A **shape** is flat and is created by a closed line.

The shape might be an outline or filled in with solid colour, shading or a pattern.

Elements of Art



Forms are 3 dimensional and can be viewed from many angles, such as in a sculpture. Artists can also use tone and perspective to create an illusion of form in a 2D artwork.



Colour is the biggest element.

There are three primary colours: red, yellow and blue. Mixing two primary colours together creates a secondary colour: orange, purple or green.

A colour wheel can be used to show which colours are harmonious when placed together.



Value is the lightness or darkness of a colour.

High value is light, with white being the highest. **Low value** is dark and black is the lowest.



Texture refers to the surface quality of something and the way it feels.

Artists use actual texture (how things feel) and implied texture (how things look like they feel)



Space is the area between objects – The background, foreground, and middle ground.