|  |
| --- |
| **Wharton CE Primary School Art End Points**Proverbs 22 v 6 Train up a child in the way they should go and they will not depart from it |
| **Art Topic Overview** |
|  | **Autumn** | **Spring** | **Summer** |
| **EYFS** | Art relating to:**All About Me****I’m Going to Eat this Ant** | Art relating to:**Naughty Bus****The Journey Home** | Art relating to:**Silly Doggy****Supertato** |
| **Year 1** | **Drawing**Spirals | **Surface and colour**Simple printmaking | **3D work**Playful making |
| **Focus artist** | Molly Haslund | Arlene Bandes | Faith Bebbington |
| **Year 2** | **Drawing**Explore and draw | **Surface and colour**Expressive painting | **3D work**Stick transformation |
| **Focus artist** | Andy Goldsworthy | Marella Zacarías | Chris Kenny |
| **Year 3** | **Drawing**Gestural drawing with charcoal | **Surface and colour**Working with shape and colour | **3D work**Telling stories through drawing and making |
| **Focus artist** | Laura Mckendry | Henri Matisse | Quentin Blake |
| **Year 4** | **Drawing**Storytelling through drawing | **Surface and colour**Exploring still life | **3D work**Sculpture, structure, inventiveness and determination |
| **Focus artist** | Laura Carlin | Paul Cezanne | Marcus Coates |
| **Year 5** | **Drawing**Typography and maps | **Surface and colour**Making monotypes | **3D work**Set design |
| **Focus artist** | Louise Fili | Kevork Mourad | Rae Smith |
| **Year 6** | **Drawing**2D drawing to 3D making | **Surface and colour**Activism | **3D work**Take a seat |
| **Focus artist** | Lubaina Himid | Luba Lukova | Yinka Ilori |

|  |
| --- |
| **Wharton CE Primary School Art End Points**Proverbs 22 v 6 Train up a child in the way they should go and they will not depart from it |
| The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, along with the specific vocabulary which supports this understanding. |
| **EYFS** |
| **Children in the EYFS will learn about a variety of aspects that get them ready for the Year 1 curriculum and beyond.****Some of the aspects of learning are detailed below.** |
| **Children at the expected level of development will:*** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
* Share their creations, explaining the process they have used;
* Make use of props and materials when role playing characters in narratives and stories.
 |
| **Autumn** | **Spring** | **Summer** |
| **All About Me** | **I’m Going to Eat this Ant** | **Naughty Bus** | **The Journey Home** | **Silly Doggy** | **Supertato** |
| **Key lines of enquiry:** - Can I use a variety of materials to express my ideas and feelings?  | **Key lines of enquiry:** - Can I use different media to represent objects/animals - Can I explore 3D art?  | **Key lines of enquiry:** - Can I begin to use a variety of art tools and effects to express my ideas and feelings?  - Can I represent objects and landmarks using paint and junk modelling?  |  **Key lines of enquiry:**- Can I use a range of media and skills to create big collaborative art? (cities, settings for the story) - Can I use instruments to create a bedtime lullaby? - Can I create effects using different materials? - Can I create observational sketches? - Can I explore using paint techniques? |  **Key lines of enquiry:**-Can I manipulate clay to make an animal of my choice?-Can I use a combination of skills to cut and join materials together independently? (glue, sellotape, split pins, staples) | **Key lines of enquiry:** - Can I develop my fine motor skills by using pencils, scissors and tweezers? |
| Access Art: Self-portraits and Marbling  | Access Art: Ducklings and Textures of feathers  | Access Art: Making a creature from clay  |

|  |
| --- |
| **Key Skills across Key Stage One** |
| **Pupils will be able to:*** Explore a range of artwork, commenting on personal preferences.
* Identify similarities and differences between the art they are studying, and art they have studied previously.
* Respond to own art work, identifying strengths and areas for improvement
 |

|  |
| --- |
| **Year 1** |
| **Autumn** | **Spring** | **Summer** |
| **Drawing****Spirals** | **Surface and Colour****Simple Printmaking** | **3D work****Playful making** |
| Artist focus: **Molly Haslund**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  | Artist focus: **Arlene Bandes**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces. | Artist focus: **Faith Bebbington**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces. |
| **Skills:** - Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.- Use colour (pastels, chalks) intuitively to develop spiral drawings. - To control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. | **Skills:** - Use hands and feet to make simple prints, using primary colours. - Collect textured objects and make rubbings, and explore how we ink up the plates and transfer the image. - Explore concepts like “repeat” “pattern” “sequencing”. | **Skills:** - Explore “design’ through a free play making approach - Use a combination of two or more materials to make a sculpture. - Use construction methods to build. - Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. |
| **Knowledge:** - Drawing is a physical activity. - You can make different marks by using different materials or changing the way we draw. - Primary colours are red, yellow and blue and cannot be made by mixing other colours. | **Knowledge:** - Prints are made by transferring an image from one surface to another. - Relief prints are made when we print from raised images (plates). - Secondary colours are orange, purple and green and these can be made by mixing primary colours (know which primary colours mix to make each secondary colour). | **Knowledge:** - sculpture is the name given for artwork that exists in 3 dimensions.  |
| **Key vocabulary:**Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Hand, Wrist, Elbow, Shoulder, Graphite, Chalk, Pen, Paper, Ground, Primary colours: Red, Yellow, Blue | **Key vocabulary:**Print, Press, Pressure, Paint, Primary colours: Red, Yellow, Blue, Shape, Line, plate, Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Stick, Arrange, Relief print, Colour Mixing, Secondary Colours: Green, Orange, Purple, Pattern, Repeat, Picture, Image | **Key vocabulary:**Sculpture, Sculptor, Three Dimensions, Design Through Making, Playful Making, Explore, Construction, Materials, Invent, Imagine, Tools, Structure, Balance |

|  |
| --- |
| **Year 2** |
| **Autumn** | **Spring** | **Summer** |
| **Drawing****Explore and draw** | **Surface and colour****Expressive painting** | **3D work****Stick transformation** |
| Artist focus: **Andy Goldsworthy**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  | Artist focus: **Marella Zacarías**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  | Artist focus: **Chris Kenny**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  |
| **Skills:** - Use different media (sometimes combined in one drawing) to capture the nature of things we find. - Hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. - Collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. - Use drawing exercises to focus an exploration of observational drawing - Experiment with mark making, using graphite, soft pencil, handwriting pen. - Work with care and focus, enjoying making drawings which are unrushed.  - Explore the quality of line, texture and shape.  - Create final collaged drawings which explore composition.  | **Skills:** - Explore how the properties of the paint that you use, and how you use it, will affect your mark making. - Explore how primary colours can be mixed together to make secondary colours of different hues. - Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media.  - Investigate how different marks can be made using different tools.  - Use an arrangement of objects or elements as the focus for an abstract still life painting using gestural marks and skills learnt above.  | **Skills:** - Use Design through Making philosophy to playfully construct towards a loose brief.  - Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking.  - Think about shape (2D), form (3D), texture, colour and structure when creating. |
| **Knowledge:**-Know that wax crayon will resist watercolour-Know that art can be made using the nature around us. | **Knowledge:** - some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.  - still life is the study of non-moving objects as a subject | **Knowledge:** - when we make sculpture by adding materials it is called Construction. - a 2 Dimensional form (2D) is flat - a 3 Dimensional form (3D) is not flat and has height, width and depth |
| **Key Vocabulary:**Explore, Collect, ReSee, Imagine, Curious, Present, arrange, composition, Photograph, Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page, Wax resist, oil pastel, Wax crayon, Graphite, Watercolour, Pencil, Mark making, Line, Shape,  | **Key Vocabulary:**Gesture, Gestural, Mark making, Exploration, Personal, Imagination, Colour, Still Life, Texture, LinePrimary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Brush, Mark making Tools , Abstract,  | **Key Vocabulary:**Design Through Making, Play, Explore, Experiment, Fasten, Construct, Form, Material, Object, Sculpture, Imagine, Select, Discard, Edit, Transform, Create, Line, Shape, Structure, Balance, Sculpture, Colour, materials, Texture, Height, Width, Depth |

|  |
| --- |
| **Key Skills across Key Stage Two** |
| **Pupils will be able to:*** Explore a range of artwork, commenting on personal preferences and artistic styles.
* Compare and contrast art they are studying currently, and art they have studied previously.
* Present own artwork in a style that suits the artistic genre.
* Critically evaluate own artwork, identifying changes they would make.
 |

|  |
| --- |
| **Year 3** |
| **Autumn** | **Spring** | **Summer** |
| **Drawing****Gestural drawing with charcoal** | **Surface and colour****Working with shape and colour** | **3D work****Telling stories through drawing and making** |
| Artist focus: **Laura Mckendry**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  | Artist focus: **Henry Matisse**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  | Artist focus: **Quentin Blake**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  |
| **Skills:** - Using the concept of Chiaroscuro, explore tone in drawings.  - Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.  - Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).  | **Skills:** - Explore how collage and print can be combined for artistic effect - Use mono print over collaged work to make a creative response to an original artwork.  - Consider use of layers to develop meaning.  | **Skills:** - Explore how newspaper and masking tape can be used to form a base layer of a sculpture (known as an armature) - Use Modroc or air dry clay to model characters inspired by literature.  - Consider form, texture, character and structure when creating characters |
| **Knowledge:** - Charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.  - Know that Chiaroscuro means “light/dark”  | **Knowledge:** - Monoprint can be used effectively to create prints which use line. - Monoprints can only be used once | **Knowledge:** - Many makers use other artforms as inspiration, such as literature, film, drama or music. - When we make sculpture by moulding with our fingers it is called modelling - Clay and Modroc are soft materials which finally dry/set hard.  - An armature is the base structure of a 3D form |
| **Vocabulary:**Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body, Mark Making, Sweeping, Fast, Slow, Gentle, Energetic, Chiaroscuro, Tone, Tonal Values, Dark, Light, Hands, Handprints, Tools, Drama, Lighting, Shadow, Atmosphere, Narrative | **Vocabulary:**Sketch, Shape, Capture, Share, Cut, Explore, Colour,, Elements, Composition, Arrange, Monoprint, Collage, Layers | **Vocabulary:**Explore, Experiment, Test, Try Out, Line, Shape, Wash, Armature, Layer, Watercolour, Exaggerate, Gesture, Sculpture, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality,  |

|  |
| --- |
| **Year 4** |
| **Autumn** | **Spring** | **Summer** |
| **Drawing****Story Telling through Drawing** | **Surface and colour****Exploring Still Life** | **3D work****Sculpture, structure, inventiveness and determination** |
| Artist focus: **Laura Carlin**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  | Artist focus: **Paul Cezanne**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  | Artist focus: **Marcus Coates**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  |
| **Skills:** - Create own narratives by arranging toys in staged scenes. - Use the scenes as subject matter to explore the creation of drawings using charcoal which convey drama and mood. - Use light and portray light/shadow. - Interpret poetry or prose and create sequenced images in a poetry comic format.  | **Skills:** - Explore colour (and colour mixing), line shape, pattern, and composition in creating a still life - Consider lighting surface, foreground and background when creating still life art- Use close observation and try different hues and tones to capture 3D forms in 2 dimensions. | **Skills:**- Develop construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. - Use tools to help us construct and take creative risks by experimenting to see what happens. - Use *‘Design through Making’* philosophy and reflect at all stages to inform future making.  |
| **Knowledge:** - Artists and illustrators interpret narrative texts and create sequenced drawings. | **Knowledge:** **-** Still life is the name given to the genre of painting (or making) a collection of objects/elements. - Still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. | **Knowledge:** - Making a sculpture can be challenging and requires resilience - Sculpture requires a combination of skills that we can learn through practice.  - It is ok to take creative risks and ok if things go wrong as well as right.  |
| **Vocabulary:**Illustration, Inspiration, Interpretation, Graphic Novel, Illustrator, Poetry, Arrangement, Line, Quality of line,Mark Making, Medium, Charcoal, Ink, Brush, Composition, Sequencing, Narrative. | **Vocabulary:**Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Pattern, Texture, Colour, Mark Making, Hatching, Cross-hatching, Appearance, 2D, 3D | **Vocabulary:**Exploration, Inventive, Challenge, Character, Personality, Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Scissors, Glue Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk,  |

|  |
| --- |
| **Year 5** |
| **Autumn** | **Spring** | **Summer** |
| **Drawing****Typography and maps** | **Surface and colour****Making monotypes** | **3D work****Set design** |
| Artist focus: **Louise Fili**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  | Artist focus: **Kevork Mourad**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  | Artist focus: **Rae Smith**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  |
| **Skills:** - Create fonts inspired by objects/elements around you.- Use close observational drawing with pen to inspire, and use creative skills to transform into letters.- Explore line weight, rhythm, grip, mark making and shape-Explore how 2D can become 3D through manipulation of paper.  | **Skills:** - Explore colour, mixing different hues, and explore composition, working with different shaped elements - Use knowledge gained through exploration (above) to use a mono print to layer lines and marks.  - Explore how print is combined with paint and collage to create a cohesive artwork. | **Skills:** - Use *‘Design through Making’*, inspired by a brief, to create a scale model “set” for a theatre production or an animation. - Construct with a variety of media, using tools.  - Experiment with scale, foreground, background, lighting, texture, space, structure and intention. |
| **Knowledge:** - To know that Typography is the art of creating and arranging letters in a way that is visually appealing - Designers create fonts and work with Typography.  | **Knowledge:** - Mono types are single monoprints. - Monotype is a process where we make images by transferring ink from one surface to another to make a single print. - Artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book.  | **Knowledge:** - Set designers can design/make sets for theatres or for animations.  - Designers often create scaled models to test and share ideas with others.  |
| **Key vocabulary:**Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention.  | **Key vocabulary:**Monotype, Monoprint, Colour, hues, Composition, Shape, Lines, Marks, Collage, Paint, Transfer, Surface, Installation, Layer, Combine, MultiMedia,  | **Key vocabulary:**Set Design, Theatre, Animation, Model, Design Through Making, Imaginative, Vision, Mood, Drama, Narrative, Lighting, Composition, Foreground, Background, |

|  |
| --- |
| **Year 6** |
| **Autumn** | **Spring** | **Summer** |
| **Drawing****2D drawing to 3D making** | **Surface and colour****Activism** | **3D work****Take a seat** |
| Artist focus: **Lubaina Himid**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  | Artist focus: **Luba Lukova**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  | Artist focus: **Yinka Ilori**Pupils will identify key features of the artist and their work and will use this knowledge to influence decisions when creating their own pieces.  |
| **Skills:**- Explore using negative and positive space to “see” and draw a simple element/object.  - Use the grid system to scale up the image above, transferring the image onto card.  - Use collage to add tonal marks to the “flat image”.  | **Skills:** - Explore what kinds of topics or themes pupils care about - Articulate fears, hopes, dreams.  - Consider what could be created (possibly working collaboratively) to share voice and passion with the world. - Use monoprinting over collaged and painted sheets to create your piece of activist art. | **Skills:** - Use a variety of materials to design (through making) and construct a scaled piece of furniture.  - Bring personality and character to the piece.  - Let personal preferences and character inform the choice of materials and shapes you use.  |
| **Knowledge:** - There is often a close relationship between drawing and making.  - We can transform 2D drawings into 3D objects - There are technical processes we can use to help us see, draw and scale up our work.  | **Knowledge:** - Artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better - The nature of the object (artwork in gallery, graffiti on wall,) can be specific to the intention of the artist. | **Knowledge:** - Designers & makers sometimes work towards briefs, but always bring their own experience and style to the project. - Artists and designers add colour, texture, meaning and richness to our life.  - As artists, we can take the work of others and re-form it to suit us.  |
| **Key vocabulary:**2D Drawing, 3D Object, Positive space, Negative space, Grid method, Scaling up, Collage, Structure, Balance | **Key vocabulary:**Activism, Voice, Message, Community, Poster, Monoprinting, Collage, Passion, Reflect, Collaboration, Representation. | **Key vocabulary:**Chair Design, Designer, Craftsperson, Maker, 3D Doodle, Design through Making, Expression, Personality, Character, Materials, Form, Function |