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| **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 |

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| **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 | |

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| **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 |

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| **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 |

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| **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, Line  Primary 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 |

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| **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. |

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| **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, |

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| **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, |

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| **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, |

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| **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 |