



Art and Design Progression of Skills





YR	Drawing	Painting	Collage	Sculpture	Printing	Artists, Architects, Craftmakers & Designers	Vocabulary
Knowledge and Skills	<ul style="list-style-type: none"> • Draw circles, lines and other shapes • Use different drawing media e.g. pencil, chalk, pastel • Sketch from observation • Draw big and small objects • Draw round objects and use templates. • Notice and depict the natural world. • Reflect on own and others' work. • Share ideas, resources and skills. • Design and create art independently and in collaboration with others. 	<ul style="list-style-type: none"> • Paint with the colours of the spectrum and colour wheel. • Mix colours and match to colours they see in the real world. • Use different brush strokes e.g. smooth, stipple, dot • Use different paint media • Paint different kinds of pictures e.g. self-portraits, observational, landscapes. • Study the work of famous painters. • Reflect on the work of own and others' work. 	<ul style="list-style-type: none"> • Cut and stick to layer materials. • Construct with a range of materials. • Use a variety of different collage techniques e.g. scrunch, rip, cut • Use an outline to collage materials to and develop accuracy. • Collaborate with others to make collage art. • Develop techniques to join materials together. • Explore and define different textures and shapes. 	<ul style="list-style-type: none"> • Make objects in 3-D from different materials e.g. junk models, clay, tin foil, pipe cleaners • Use tools to shape sculptures. • Observe the work of famous sculptors. • Reflect on own and others' work. • Use tools with precision • Refine ideas 	<ul style="list-style-type: none"> • Use the colours of the colour wheel. • Use a variety of materials to make prints. • Study the work of famous printers e.g. Eric Carle. • Develop and realise creative ideas. 	<ul style="list-style-type: none"> • View art both in and outside school to generate inspiration. • Study the work of different artists. • Comment and reflect on the impact of different art. 	
	Development Matters/ EYFS Framework Expressive Arts and Design (Creating with Materials and Being Imaginative and Expressive) Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.						
YR Lesson Overview	Sketch the first dog in space (<u>Space</u>) Animals of the savannah using light to cast shadows (<u>Globe Trotters</u>) Observational drawings of caterpillars as they grow (<u>All Things Great and Small</u>) Outdoor chalk pictures	Flanders Field painting (<u>Remembrance</u>) Painting self-portraits (<u>All About Me</u>) Divali firework paintings (<u>Bonfire Night, Festivals/RE</u>) Outdoor water paintings (<u>All topics</u>)	Collage house of different materials (<u>All About Me</u>) Poppies using collage materials (<u>Remembrance</u>) Snowflakes (<u>Winter Wonderland</u>)	3D Kaleidoscopes (<u>Autumn</u>) Make solar systems (Space) Concertina astronauts (Space) Mask-making for a carnival (<u>Globe Trotters</u>)	Printing bricks for a house they live in (<u>All About Me</u>) Vegetable printing – vegetables from different countries (<u>Globe Trotters</u>) Printed snow scene (<u>Winter Wonderland</u>)	Giuseppe Arcimboldo (Vegetable paintings) Frieda Kahlo, Andy Warhol, Salvador Dali, (Self-portraits) James Rosenquist (Fireworks pop artist),	sketch, straight line, circle, shape, line, portrait, landscape brush, paint, colour names, mix, dab, stipple


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	(All topics)			Underwater aquarium (<u>Sunshine and Seasides</u>)	The Hungry Caterpillar (<u>All Things Great and Small</u>)	Edward Middleton Manigault (Fireworks) Eric Carle (The Hungry Caterpillar) (<u>All Things Great and Small</u>) Robert Delauney, Eiffel Tower Series (Globe Trotters) Stephen Biesty cross-sections of buildings e.g. Sydney Opera House (<u>Globe Trotters</u>)	cut, stick, rip, below, next to, above, over, under, texture, materials mould, roll, knead, shape, smooth, construct, build, 3-D press, load, cover, colour names, pattern, repeat artist, sculpture, print, portrait, landscape
Y1	Drawing	Painting	Collage	Sculpture	Printing	Artists	Vocabulary
Knowledge and Skills	<ul style="list-style-type: none"> Develop drawing and sketching techniques. Sketch using feathered, soft lines. Develop use of line and shape. Develop and share ideas using drawing Use different starting points for art and design 	<ul style="list-style-type: none"> Develop painting techniques Develop sense of colour and use correct terms and names Share ideas Evaluate own and others' work Use different starting points. 	<ul style="list-style-type: none"> Develop craft techniques. Develop a sense of texture and pattern. Share ideas Evaluate own and others' work Use a variety of starting points. 			<ul style="list-style-type: none"> To discuss the work of artists, crafts makers and designers and discuss preferences. Discuss the work of different artists and compare them. 	
Lesson Overview	<u>Self-Portraits</u> <u>Record from first-hand observations</u> <ul style="list-style-type: none"> Learn the term 'self-portrait). Shape – observe face shapes (not circular but 	<u>Paint the Rainbow!</u> <ul style="list-style-type: none"> Learn the colours of the spectrum in order – red, orange, yellow, green, blue, 	<u>Collage Castles</u> <ul style="list-style-type: none"> Investigate different materials and how they can be used e.g. scrunching, folding, tearing, deconstructing, pleating, twisting, , 			<u>Self-Portraits</u> Van Gogh, Pablo Picasso Frieda Kahlo <u>Exploring Colour</u> Kandinsky Mondrian	line, shape, curved, straight, feathered, faint, dark, outline, profile, silhouette, cylindrical

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	<p>oval), eyes (almond), nose, mouth (top and lower lip different shapes), neck (cylindrical)</p> <ul style="list-style-type: none"> Line – use feathered, (not solid lines, using different parts of the pencil (point, side), observing and drawing what they see Texture – rough and smooth, bold, expressive, shading, patterns, use charcoal, pencil, paint, chalk for different textures Use mirrors to draw themselves Draw life-size and miniature self-portraits Draw silhouettes and learn the term 'profile' Use the terms 'subject', 'foreground' and 'background'. Look at self-portraits of famous artists e.g. Monet, Rembrandt etc... 	<p>indigo and violet.</p>  <ul style="list-style-type: none"> Study colours used in famous landscape paintings. Learn the term 'landscape'. Mix and match colours to match with a famous painting. Colour – make a colour wheel with primary and secondary colours..  <ul style="list-style-type: none"> Mix secondary colours using two primary colours. Traditional Aboriginal art – dot painting, rock painting (link to Australia Geography topic) Pointillist paintings using dots to build up a picture. 	<p>cutting, weaving (e.g. paper strips).</p> <ul style="list-style-type: none"> Create different textures e.g. soft, spiky, rough, smooth Use the horizon line to place collage objects onto a background to change the viewpoint. Use household objects to make stone work for a castle collage. Layer different textures of materials to create different effects. Use ripped and cut collage techniques to create different effects. Note the use of 2D shapes in castles and replicate using 2D shape. Collaborate with others to create class art projects. <p>To comment on own and others' work.</p> <ul style="list-style-type: none"> Mix media and techniques in a single art piece. 			<p>Van Gogh <u>Deconstruction</u> Marco Laborda Pablo Picasso</p>	<p>paint, colour names, primary, secondary, spectrum, landscape, portrait, mix, match, famous, colour wheel, Pointillism</p> <p>scrunch, folding, pleating, twisting, tearing, deconstruct, cut, layer, media</p>
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Y2	Drawing	Painting	Collage	Sculpture	Printing	Artists	Vocabulary
Knowledge and Skills	<ul style="list-style-type: none"> Develop drawing and sketching techniques using line and tone. Use sketching as a starting point for other art techniques Use different softnesses of pencils and charcoal. Evaluate own and others' work Discuss and share ideas Learn about different artists and compare their work. 	<ul style="list-style-type: none"> Develop painting techniques and paint effects Study different painters and discuss similarities and differences. Use a variety of starting points. Know that there are secondary and primary colours. Study the spectrum of colour. Evaluate own and others' work Share and discuss ideas in depth. 		<ul style="list-style-type: none"> Develop sculpture techniques, working in 3D. Use a variety of starting points. Explore form through sculpture. Develop imagination working in 3D. Share ideas and compare their work to others. 		<ul style="list-style-type: none"> Learn about the work of designers, artists and craftmakers and make links to own work and discussing similarities and differences. 	
Y2 Lesson Overview	<p><u>Still Life</u></p> <ul style="list-style-type: none"> Shape – shape of different types of fruit, flowers and seeds. Practise drawing what you see. Line – sketchy lines (not hard lines), using different parts of the pencil (point, side), observing closely. Use hand as a pivot for circular, almond and round shapes. Turn paper as you draw these shapes. For straight lines, do not use a ruler, draw two dots and join up with a sketchy 	<p><u>A Blaze of Colour</u></p> <ul style="list-style-type: none"> Revise colours of the colour wheel and look at opposites (complementary colours). Red makes green appear greener, green makes red appear redder. Recall primary and how to mix secondary colours.  <ul style="list-style-type: none"> Painting backgrounds and foregrounds e.g. London during Great Fire 		<p><u>The Natural World</u></p> <ul style="list-style-type: none"> Investigate texture using natural materials Use the terms 'temporary' and 'permanent' sculpture Use appropriate materials to stick materials together Look at Andy Goldsworthy, Michael Grabs and Bill Dan Use the term 'three dimensional' and work in 3D. 		<p><u>Still Life</u></p> <p>Rembrandt Pablo Picasso Giorgio Morandi Arcimboldo</p> <p><u>A Blaze of Colour</u></p> <p>David Hockney, Andy Warhol, Keith Haring</p> <p><u>Sculptors</u></p> <p>Andy Goldsworthy, Michael Grabs and Bill Dan</p>	<p>shape, line, dark, light, circular, almond, round, straight, curved, texture, rough, smooth, bold, patterned, still life, life-size, feathered</p> <p>colour names, colour wheel, primary, secondary, complementary, backgrounds, foregrounds, stipple, stencil, wash, silhouettes, spattering,</p>

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	<p>line.</p> <ul style="list-style-type: none"> • Texture – rough and smooth, bold, expressive, shading, pattern • Use charcoal, pencil, paint, chalk for different textures. • Experiment with short and long lines, flicked pencil lines, harder and softer pressure. • Draw life-size drawings of favourite objects. • Position still life for best aspect. • Use sketches for starting points to develop art 	<ul style="list-style-type: none"> • Look at colour opposites and cut a stencil of a London landmark to stipple in a contrasting colour. • Learn the term 'wash', 'foreground' and 'background'. • Experiment with different brush strokes: stippling, spattering, sponging, dabbing, smooth outlining. • Silhouettes of London against a fiery backdrop. 		<ul style="list-style-type: none"> • Know the difference between 2D and 3D art • Name famous sculptures • Make a natural and man-made sculpture. • Use clay 'slip' to stick clay to clay • Use tools to carve the sculpture • Use rolling pin and rulers at either side for an even base. 			<p>sponging, dabbing, stippling</p> <p>natural, man-made, temporary, permanent, sculpt, sculptor, materials, 3-D, clay slip, tools, carve, flatten, smooth, rough,</p>
Y3	Drawing	Painting	Collage	Sculpture	- Printing	Artists	Vocabulary
Knowledge and Skills	<ul style="list-style-type: none"> • Develop control when drawing, using a range of techniques. • Experiment with different softnesses of pencil, creating different effects. • Draw using sketchy lines, rather than solid lines. • Use shading to create tone. • Use a range of sketching mediums e.g. charcoal, pastel, pencil. • Use a sketch book to collect ideas and starting points. 		<ul style="list-style-type: none"> • Develop control and a sense of purpose when collaging. • Explore different collage techniques e.g. ripping, scrunching, twisting etc. • Experiment with contrasting textures and prints to create collage pictures. • Collect ideas for collage in a sketch book. • Revisit ideas to create collage. • Comment on own/others' work 		<ul style="list-style-type: none"> • Develop control of printing techniques • Experiment with imaginative starting points e.g. history, natural world, photos, sketches. • Use sketch books to collect ideas for printing. • Experiment with use of colour, using colour wheel principles. • Evaluate own work, act on advice, improving work. 	<p><u>Ancient Art</u> Lascaux Cave paintings</p> <p><u>Mix-ups and Mayhem</u> Hannah Hoch, John Stezaker</p> <p><u>Positive and Negative</u> Indian wood printing, Henri Matisse, William Morris, Roy Lichtenstein, Van Gogh</p>	

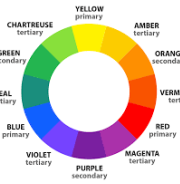
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			• Review and modify work.				
Y3 Lesson Overview	<p><u>The First Artists</u></p> <ul style="list-style-type: none"> • Draw Stone Age/Iron Age artefacts using line and tone. • Look at ancient Stone Age and Iron Age art and discuss its style. Compare with modern drawings. • Line – using feathered lines (not hard lines), using different parts of the pencil (point, side), observing and drawing what they see. • Draw 3D shapes with line and tone E.g. cubes, cuboids, spheres. • Experiment with cross-hatching and shading to create depth and texture. • Sketch round shapes using hand as a pivot e.g. echo drawings to build up skill in using hand as a pivot. • Sketch straight lines by using two dots and joining up. • Shape – shape of horses, cattle which are depicted in Stone Age and Iron Age art. Show a video of a horse running to demonstrate that Stone Age/Iron Age 		<p><u>Deconstruct to Construct</u> (From the French 'coller' – to glue).</p> <ul style="list-style-type: none"> • Collage techniques: cut paper, ripped paper, folded, twisting, curling, newspaper print on coloured background, silhouette collages, mosaic, scrunched, photographs torn up and reassembled, words. • Use natural materials to make a collage. • Rough v smooth edges – experiment with each type of collage. • Talk about 'background' and 'foreground', positive and negative areas. • Colour and contrast – colour is used to create shape and line in collage as there is no drawing. Materials are layered and overlapped, with rough and smooth edges • Create two different collages of the same scene e.g. one with torn paper, one with cut or one with screwed up paper and one with flat, smooth paper. 		<p><u>Metamorphosis</u></p> <ul style="list-style-type: none"> • Revise the colour wheel, including primary, secondary. • Developing children's sense of colour – revise use of contrasting colours, complementary colours and the colour wheel. • Introduce the term 'pastels' for colours with white added to them. • Shape – identify positive (where there is colour) and negative (a lack of colour) areas of a pattern and its effect. Look at geometric prints, paintings Experiment with geometric designs and use 2D shapes to create repeating patterns in a square or strip. • String print – simple outline to make a print-block 		<p>line, tone, shape, curved, straight, smooth, rough, blend, smudge, shadows, feathered, bold, soft, dark, light, 3D shapes, texture, depth, hatching, cross-hatching, pivot, media</p> <p>collage, quilled, twisted, folded, ripped, scrunched, deco-patch, deconstruction, construct, layer, transparent, background, foreground, colour wheel, contrast, colour names, materials, rough, smooth</p> <p>metamorphosis (to change), primary, secondary, tertiary, complementary, colour wheel, pastels, shape, positive, patterns, materials, press, load (with</p>

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	<p>recorded from memory, not from photographs.</p> <ul style="list-style-type: none"> • Sketch Stone Age and Iron Age animals and paint using authentic colours. • Draw on different surfaces to experiment with the effects of drawing media e.g. charcoal, chalk, pencil, biro, ink pen, oil pastel, (grainy) paper, smooth paper, tracing paper, sandpaper, corrugated paper. • Sketch Stonehenge and place cut out stones on a tonal sky background. 		<p>Compare and contrast.</p> <ul style="list-style-type: none"> • Deconstruct a picture by ripping it into pieces. Jigsaw it back together e.g. photo of the Blitz • Make a newspaper print of a WW2 fighter plane. 		<ul style="list-style-type: none"> • Texture – stippling, sponging, spraying (with a brush loaded with paint), symmetrical prints using folding. • Use a stencil to create a positive print. Use an object to create a negative print e.g. sprayed picture (negative print leaves the outline of the object) 		<p>paint), geometric, sponging, stippling, spraying, repeating pattern, texture, stencil</p>
Y4	Drawing	Painting	Collage	Sculpture	Printing	Artists	Vocabulary
Knowledge and Skills	<ul style="list-style-type: none"> • Develop use of line, shape and tone in drawing. • Use a sketch pad to sketch ideas. • Use a variety of starting points for sketching. • Refine use of different pencil softnesses. • Use techniques for curved and straight lines. • Create shadows, observing where light hits an object. • Use anatomical dolls to sketch proportions of people. • Evaluate own and others' work. 	<ul style="list-style-type: none"> • Develop painting techniques; use fine and broad brushes. • Create washes, use foreground, mid-ground and background. • Use watercolour to layer paint to create depth. • Use pastels for paint effects. • Take ideas from the natural world, use a sketch book to record. • Evaluate own and others' work. • Discuss ideas, revisit and modify work. 		<ul style="list-style-type: none"> • Develop control of sculpture techniques, working with a variety of media (clay and salt dough). • Use a variety of starting points, such as ideas in sketch books. • Use a range of tools to refine work. • Explore form and shape. • Work imaginatively to create distinctive art. 		<ul style="list-style-type: none"> • Learn about different artists, architects and designers throughout history and begin to describe art movements. 	

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Y4 Lesson Overview	<p><u>People and Places:</u></p> <ul style="list-style-type: none"> • Sketch people in proportion using anatomical dolls. • Revise sketching techniques (crosshatching, shading, lines etc..) with a range of B pencils e.g. 2B, 4B, 6B. • Study Lowry paintings and sketch a scene of people in the same style. • Revise how to draw curved and straight lines (sketchy lines, joining dots to make a straight line, using hand as a pivot for curved). • Sketch buildings in the local area e.g. St Paul's Church, houses in Low Moor. Sketch some figures like Lowry's separately and place in the foreground (composite picture like Lowry drew). • Learn the term 'mid-ground' as well as revising 'foreground' and 'background'. • Look at a range of Lowry paintings and decide on titles. Compare with the real title. 	<p><u>Rainforest Vibes</u></p>  <ul style="list-style-type: none"> • Introduce that there are even tertiary colours (as well as primary, secondary) • Use a variety of painting media e.g. watercolours, oil pastels, poster paint • Experiment with paint effects e.g. stippling, washing • Learn the difference between a bold, vibrant colour palette and a muted, soft colour palette. • Group paint colours as warm and cool. • Use one colour and create a tonal 'strip' to show how colour changes when more and more of one colour is added. • Lighter and darker - Add water to watercolour paint to lighten/thicker watercolour to darken, or add ultramarine blue (ultramarine to create depth and tone - retains the base colour better than black -harsh and dull). 		<p><u>Three Dimensional Feelings</u></p> <ul style="list-style-type: none"> • Show how a sculpture can begin from a sketch. • Know that sculpture can be as a result of moulding a material, or by placing materials in a certain position. • Use a range of materials to sculpt with e.g. tin foil, pipe cleaners, newspaper, toilet roll, egg boxes • Sculpt faces using a range of different materials. • Sculpt people using proportions. • Experiment with joining techniques for clay. • Look at famous sculptures and learn the work of famous artists. • Sculpt a mountain range (North America) using salt dough to make a 3D map. 		<p><u>Rainforest Vibes</u></p> <p>Nixiwaka Yawanawa John Dyer</p> <p><u>People and Places</u></p> <p>L.S. Lowry, Helen Bradley</p> <p><u>Three Dimensional Feelings</u></p> <p>Michaelangelo, Carravagio, Bernini Jeff Koons Louise Bourgeois Starr Kempf, Barbara Hepworth, Ugo Rondinone, Joan Coderch and Javier Malavia</p>	<p>line, tone, depth, dark, light, faint, bold, proportion, anatomical, shading, hatching, cross-hatching, soft, curved, straight, pivot, mid-ground, foreground, background</p> <p>primary, secondary, tertiary, media, watercolour, gouache, acrylics, poster, ink, oil pastels, bold, vibrant, muted, palette, warm, cool, tonal, ultramarine, wash, background, foreground, mid-ground, base colour, horizon line, landscape, portrait</p> <p>sculpture, sculptor, mould, malleable, proportions, joining, twisting, bending, folding, scrunching, manipulating</p>

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		<p>Never add white to lighten colour when using watercolour – only for poster/acrylics/pastels.</p> <ul style="list-style-type: none"> • Texture/paint effects – experiment with different styles of painting. • Use a colour 'wash' to create a background for painting on. • Use the term 'horizon' and 'vanishing point'. • Use the terms 'foreground', 'mid-ground' and 'background'. Layer paint onto the wash when dry. • Link sketching as a starting point for sketching. Use fine lines for the initial sketch. 					
Y5	Drawing	Painting	Collage	Sculpture	Printing	Artists	Vocabulary
Knowledge and Skills	<ul style="list-style-type: none"> • Develop use of line and tone, shape and form • Use a sketch book for ideas. • Use 2B – 8B pencils • Use a variety of starting points for sketching. • Refine use of 2B – 8B pencils, using the point and the side of the pencil to create line and tone. • Use techniques for curved and straight lines. 			<ul style="list-style-type: none"> • Develop control of sculpture techniques, working with a variety of media (clay and salt dough). • Use a variety of starting points, such as ideas in sketch books. • Use a range of tools to refine work. 	<ul style="list-style-type: none"> • Develop control of printing techniques • Experiment with imaginative starting points e.g. history, natural world, photos, sketches. • Use sketch books to collect ideas for printing. 	<ul style="list-style-type: none"> • Learn about different artists, architects and designers throughout history, describing art movements and relate to the period of history. 	

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	<ul style="list-style-type: none"> • Create shadows, observing where light hits an object (use of a torch to accentuate). • Where light hits an object, leave void or erase • Continue to refine sketching objects in 3D. • Refine the drawing of people in proportion, including faces. • Evaluate own and others' work. 			<ul style="list-style-type: none"> • Explore form and shape. • Work imaginatively to create distinctive art. 	<ul style="list-style-type: none"> • Experiment with use of colour, using colour wheel principles. • Evaluate own work, act on advice, improving work 		
Y5 Lesson Overview	<p><u>Proportion</u></p> <ul style="list-style-type: none"> • Draw a rose (one of the most abundantly used flowers in design) at different stages of opening. • Sketch a portrait of Nefertiti from an artefact (still life) • Learn the formula for sketching a face (top of ears in line with eye) • Use an anatomical doll to sketch a person in proportion. • Sketch shadows by using a torch to create shadows on objects. • Draw with tone, using 2B – 8B pencils • Use curved and straight lines practised in previous 	-		<p><u>Ceramics</u></p> <ul style="list-style-type: none"> • Use drawings as a starting point for sculpture. • Use sculpting techniques e.g. moulding, pinching, rolling. • Join ceramics using slip. • Sculpt the Eye of Horus out of clay. • Use clay tools • Anglo-Saxon jewellery sculptures • Learn that sculpture can be from different materials, too. • Make a 3D model of the solar system. 	<p><u>Botanicals</u></p> <ul style="list-style-type: none"> • Revise colour wheel and terminology. • Revise how to lighten and darken paints (add water to watercolours, add ultramarine not black to darken, add white to lighten). • Create mood using different choices of colour (blues/purples are moody, greens, yellows, uplifting). • View Monet's Waterlilies (deteriorating vision affected his paintings). • Sketch a rose (used abundantly in design) 	<p><u>Proportion</u></p> <p>Ancient Egyptian art, Leonardo Da Vinci, Jeff Jordan, Todji Kurtzman, Hayden Williams</p> <p><u>Botanicals</u></p> <p>Claude Monet Pierre Auguste Renoir, Berthe Morisot Elizabeth Blackwell, Beatrix Potter, Charles Rennie Mackintosh</p> <p><u>Ceramics</u></p> <p>Ancient Egyptian art Anglo-Saxon art, Anthony Gormley, Bruno Catalano, The Shoes on the Danube Bank, Chong Fah Cheong</p>	<p>portrait, landscape, artefact, still life, anatomical, shadows, light, dark, line, tone, depth, bold, light, darken, lighten</p> <p>landscape, colour wheel, lighten, darken, tones, warm, cool, moody, uplifting, colour wheel, spectrum, positive, negative, print, press, load brush/object, colour palette, stencil, stipple, sponging</p> <p>sculpt, sculptor, sculpture, form, 3-D, mould, smooth, join,</p>

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	years, using hand as a pivot for curved lines and dots to join up to make a straight line. • Turn paper as you sketch for curved lines.			• Use computer aided design to make a 3D model of a vehicle.	in various stages of opening. Use for print design. Study the Glasgow Rose (Mackintosh).		slip, malleable, glaze, materials, surface
Y6	Drawing	Painting	Collage	Sculpture	Printing	Artists	Vocabulary
Knowledge and Skills	<ul style="list-style-type: none"> • Develop control when drawing, using a range of techniques. • Experiment with 2B to 8B pencils, creating different tonal effects. • Draw using sketchy, feathered lines, rather than solid lines. • Use shading to create tone. • Use a range of sketching mediums e.g. charcoal, pastel, pencil. • Use a sketch book to collect ideas and starting points. • Sketch using perspective, noting the vanishing point and horizon line. • Revisit work and use as starting point. 	<ul style="list-style-type: none"> • Develop painting techniques, using fine and broad brushes. • Learn colour terms e.g. complementary, primary, secondary, tertiary, monochrome, hue, analogous. • Know how we see different colours (light hitting objects with different attributes). • Create washes and use foreground, mid-ground and background. • Use pastels to create paint effects. • Take ideas from the natural world and man-made. • Evaluate own and others' work. • Discuss ideas and modify work. 			<ul style="list-style-type: none"> • Develop control of printing techniques • Experiment with imaginative starting points e.g. history, natural world, photos, sketches. • Use sketch books to collect ideas for printing. • Experiment with use of colour, using colour wheel principles. • Evaluate own work, act on advice, improving work. 		
	Perspective <ul style="list-style-type: none"> • Use sketchbooks to sketch ideas and record starting points. 	Fauvism – in the style of les fauves (wild beasts); bold colours (came after Impressionism), non-			Fashion Prints <ul style="list-style-type: none"> • Dress anatomical dolls in clothing designs. 	Perspective Frank Lloyd Wright, Gaudi, Escher	line, tone, depth, shape, form, shadows, light, dark, perspective, vanishing

Art and Design Progression of Skills

<ul style="list-style-type: none"> • Study Gaudi, Escher and Frank Lloyd Wright • Know that perspective creates an illusion of depth or three dimensions in drawing. • Horizon lines: where the sky meets the land or water. • Vanishing point: where two parallel lines come together in the distance. • Vantage point: the place from which the image is viewed. • Experiment with changing the vanishing point: • Sketch interesting buildings around Clitheroe e.g. St Paul's Church, Clitheroe Castle Keep, Clitheroe Library in perspective. • Sketch a street showing perspective, with vanishing point and horizon line. • Draw a house using perspective. 	<p>naturalistic, textured brushwork.</p> <ul style="list-style-type: none"> • Revise the colour wheel, using the correct terms eg. Primary, secondary, tertiary, complementary (opposites), analogous (adjacent) • Paint with complementary colours (opposites). Green makes red appear redder, red makes green appear more vibrant. • Paint with analogous colours. Discuss the effect of both complementary and analogous colours. • Design canvas paintings using bold colours and textures to capture a favourite memory. • Experiment with a variety of brush strokes for effect. • Paint onto silk, using gutta to prevent the paint from bleeding. 			<ul style="list-style-type: none"> • Print a geometric design using a stencil. • Use the prints to make 60s inspired clothes for anatomical dolls. • Use sketched designs for starting points for prints. • Tie dye fabric to use in a design. • Sketch fashion designs (exaggerated proportions). • Experiment with different kinds of printing e.g. positive and negative prints • Press shapes into clay and use as a negative print • Print onto calico fabric. • Make a stencil, cutting out the shape of something interesting from a magazine. 	<p><u>Fauvism</u></p> <p>Andre Derain's Bateau dans le Port, Henri Matisse</p> <p><u>Designers</u></p> <p>Vivienne Westwood, Mary Quant, Cath Kidston, Emma Bridgewater, Philip Treacy, Jasper Conran</p>	<p>point, horizon line, three dimensions, illusion, eye level, parallel, vantage point, recede</p> <p>Fauvism, bold, colour wheel, primary, secondary, tertiary, complementary, analogous, hues, tones, pastels, silk, gutta, bleeding</p> <p>anatomical, design, costume, stencil, prints, repeating patterns, geometric, fabric, proportions, positive and negative prints, press, texture, block printing</p>
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