

# Woodside Junior School

## Art skills progression and curriculum overview



### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Key Stage 2

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.

	Year 3	Year 4	Year 5	Year 6
<b>Exploring and developing ideas</b>	<p>Use sketchbooks to record ideas; review and revisit ideas, collect ideas, develop ideas</p> <p>Explore ideas from first- hand observations.</p> <p>Compare their work to others, commenting on methods, techniques, colours.</p> <p>Respond positively to suggestions.</p> <p>Adapt and refine ideas.</p> <p>Talk about preferences and explain reasons for these.</p> <p>Evaluate own and others' work.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	<p>Use sketchbooks to record ideas; review and revisit ideas; collect ideas; develop ideas</p> <p>Explore ideas from first- hand observations.</p> <p>Compare their work to others, commenting on methods, techniques, colours.</p> <p>Respond positively to suggestions.</p> <p>Adapt and refine ideas.</p> <p>Talk about preferences and explain reasons for these.</p> <p>Evaluate own and others' work.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	<p>Use sketchbooks to record ideas; review and revisit ideas; collect ideas; develop ideas</p> <p>Explore ideas from first- hand observations, refining and adapting during the exploration stage.</p> <p>Compare ideas, methods and approaches used by themselves and others, commenting on technique, colours, style.</p> <p>Offer feedback using technical vocabulary.</p> <p>Think critically about their art and design work.</p> <p>Talk about preferences and explain reasons for these using knowledge of technical vocabulary.</p> <p>Evaluate own and others' work.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	<p>Use sketchbooks to record ideas; review and revisit ideas; collect ideas; develop ideas</p> <p>Explore ideas from first- hand observations, refining and adapting during the exploration stage.</p> <p>Compare ideas, methods and approaches used by themselves and others, commenting on technique, colours, style.</p> <p>Offer feedback using technical vocabulary.</p> <p>Think critically bout their art and design work.</p> <p>Talk about preferences and explain reasons for these using knowledge of technical vocabulary.</p> <p>Evaluate own and others' work.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>
<b>Vocabulary</b>	Observe, colour, technique, discuss, suggest, preference, explain, evaluate, review, revisit	Observe, colour, technique, style, discuss, suggest, preference, explain, evaluate, review, revisit	Observe, colour, technique, style, discuss, suggest, preference, explain, evaluate, review, revisit	Observe, colour, technique, style, discuss, suggest, preference, explain, evaluate, review, revisit

	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<p>Make marks using different drawing implements e.g. pencils, pastels, chalks, felt-tips, paint.</p> <p>Colour neatly, following the lines.</p> <p>Use different grades of pencil to create a wide range of lines, marks, tone and texture e.g. thin, bold, feint, wavy, broken, hard and soft.</p> <p>Use shading to show light and dark</p> <p>Begin to represent objects using the correct <b>proportions</b>, showing an awareness of the use of shapes and space when drawing.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	<p>Make marks using different drawing implements e.g., pencils, pastels, chalks, felt-tips, paint, ink.</p> <p>Use different grades of pencil to create a wide range of lines, marks, tone and texture e.g. thin, bold, feint, wavy, broken, hard and soft.</p> <p>Experiment with different techniques eg hatching, cross-hatching and blending</p> <p>Use shading to show light and shadow effects.</p> <p>Develop the drawing of landscapes, patterns and objects with increasing accuracy showing an awareness of the correct proportions.</p> <p>To draw using one-point <b>perspective</b></p> <p>Use a view finder to select an area of subject for drawing.</p> <p><b>Use colour, shading and tinting to produce digital works of art of the computer.</b></p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	<p>Make marks using different media eg ink, oil pastels and chalk pastels.</p> <p>Use a variety of tools and select the most appropriate.</p> <p>Experiment with an increasing number of mark making techniques eg hatching, cross-hatching, dots, shading, smudging, blending</p> <p>Apply the effect of light on objects from different directions.</p> <p>Use a variety of techniques to add effects to drawings eg <b>shadows</b>, light, dark, <b>reflection</b>, showing the direction of <b>sunlight</b></p> <p>Develop increasing accuracy in drawings of the human face using the correct <b>proportion and size</b></p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	<p>Use <b>mixed media</b> in artworks, selecting the most appropriate tools.</p> <p>Use a variety of tools and select the most appropriate.</p> <p>Experiment with an increasing number of mark-making techniques (eg hatching, cross-hatching, contour lines, stippling, weaving, scribbling)</p> <p>Sketch a collection of observational drawings using appropriate and effective technique choices eg vanishing points, movement and perspective, different pressures and shading techniques.</p> <p>Develop an awareness of composition, scale and <b>proportion</b>, foreground, middle ground and background.</p> <p>Create a composition showing more than one human figure and when creating portraits an awareness of expression in the human face.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>
<b>Vocabulary</b>	light, dark, tone, shadow, line, pattern,	portrait, light, dark, tone, shadow, line,	portrait, light, dark, tone, shadow, line,	portrait, light, dark, tone, shadow, line,

	texture, form, shape, tone, outline, hatching, cross-hatching, scribble, grade, thin, bold, faint, wavy, broken, hard, soft, proportions, implements.	pattern, texture, form, shape, tone, outline, hatching, cross-hatching, blending, grade, thin, bold, faint, wavy, broken, hard, soft, proportions, implements, landscape, view finder, perspective, one point perspective, over-lapping, blurring, near, far, distance, composition, foreground, middle ground, background.	pattern, texture, form, shape, tone, outline, hatching, cross-hatching, smudge, blending, grade, thin, bold, faint, wavy, broken, hard, soft, dots, loops, ripples, proportions, implements, landscape, view finder, perspective, over-lapping, blurring, near, far, distance, reflection, parallel lines, converge, composition, complementary, monochromatic, analogous	pattern, texture, form, shape, tone, outline, hatching, cross-hatching, contour lines, stippling, weaving, scribbling, blending, grade, thin, bold, faint, wavy, broken, smudge, hard, soft, dots, loops, ripples, arcs, proportions, landscape, view finder, perspective, over-lapping, blurring, near, far, distance, parallel lines, converge, composition, pressure, technique, scale, foreground, middle ground, background, vanishing point, horizon, abstract
--	---	---	---	--

	Year 3	Year 4	Year 5	Year 6
<b>Painting</b>	<p>Mix colours and use the language of primary and secondary, shades and tints.</p> <p>Make a colour wheel by mixing colours.</p> <p>Know how to create shades (black added) and tints (white added)</p> <p>Create different textures and effects with paints.</p> <p>Use varied brush techniques to create shapes, textures, patterns, and lines.</p> <p>Experiment with different effects eg washes, blocking in colour.</p> <p>Use a wide range of painting tools eg thin and thick brushes, sponges.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	<p>Colour mix to match tints, tones and shades in existing works.</p> <p>Mix and use tints, shades and tones and add to their own work.</p> <p>Create different textures and effects with paints.</p> <p>Use varied brush techniques to create shapes, textures, patterns, and lines.</p> <p>Use a variety of watercolour techniques eg wet on wet, dry brush, salt, colour graduation, wet next to dry.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	<p>Create a colour palette, demonstrating mixing techniques and knowledge of tints, shades and tones.</p> <p>Mix colours for artistic effect.</p> <p>Use brush techniques and a range of paint for effect to create visually interesting pieces.</p> <p>Use varied brush techniques to create an effective background for a final piece.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	<p>Create a colour palette, demonstrating mixing techniques and knowledge of tints, shades and tones.</p> <p>Mix colours to create atmosphere and for artistic effect.</p> <p>Use brush techniques and a range of paint for effect to create visually interesting pieces.</p> <p>Use varied brush techniques for effect to create shapes, textures, patterns, and lines.</p> <p>Choose appropriate paint, paper, and tools to adapt and extend their work.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>
<b>Vocabulary</b>	Colour, primary, secondary, tertiary, mix, texture, effect, shade, tint, shape, pattern, line,	Colour, primary, secondary, tertiary, mix, texture, effect, shade, tint, shape, pattern, line,	Colour, primary, secondary, tertiary, mix, texture, effect, shade, tint, shape, pattern, line,	Colour, primary, secondary, tertiary, mix, texture, effect, shade, tint, shape, pattern, line,

	warm, cool, mood, emotion, colour wheel, colour wash, background, foreground, bold, block colour, poster paint, paint blocks	warm, cool, mood, emotion, colour wheel, colour wash, background, foreground, bold, block colour, hue, technique, blend, perspective, landscape, repeating, watercolours	warm, cool, mood, emotion, colour wheel, colour wash, background, foreground, bold, block colour, hue, technique, blend, perspective, colour palette, complementary, contrasting, abstract, splatter, monochromatic, analogous	warm, cool, mood, emotion, colour wheel, colour wash, background, foreground, bold, block colour, hue, technique, blend, perspective, colour palette, complementary, contrasting, abstract, atmosphere, pointillism
--	--	--	--	---


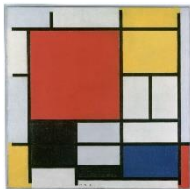








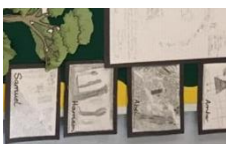







	LKS2 (Year 3 and 4) Hapa Zome printing technique-Year 3 Printing block technique-Year 4	UKS2 (Year 6) Digital print of a repeated pattern technique-Year 6
<b>Printing</b>	<p><b>Year 3</b> Use Hapa- Zome technique to print and make patterns using natural materials and flowers.</p> <p><b>Year 4</b> Make printing blocks using relief or impressed techniques, eg from coiled string glued to a block</p> <p>Replicate patterns from observations.</p> <p>Explore pattern and shape, creating simple designs for printing (Ancient Greece)</p> <p>Make repeated patterns with precision.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	<p><b>Year 6</b></p> <p>Design and create printing tiles.</p> <p>Create a digital print of a repeated pattern inspired by William Morris</p> <p>Replicate and design own patterns from observations.</p> <p>Create and arrange accurate, intricate patterns.</p> <p>Create a mood board inspired by William Morris use of shape, pattern and use of colour</p> <p>Create repeated patterns with precision.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>
	Line, pattern, texture, colour, shape, block printing, ink, inking rollers, impressed technique, collagraph, regular, irregular symmetry, geometric	Repeated pattern, reflection, theme, abstract, texture, colour, shape ink, overlay.

	Year 3- Clay thumb pot and nature sculptures	Year 4- Clay coil pot	Year 5- Sculpture using modroc	Year 6- Sculpture using metal and everyday objects
<b>Sculpture</b>	Plan, design and make a model	Plan, design and make a model.	Plan, design and make a model	Plan, design and make a model.
	Cut, make and combine shapes using clay.	Cut and shape clay to use the coil technique	Develop cutting, trimming and joining skills	Use a range of materials (including wire) to








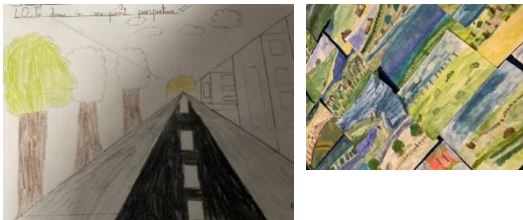

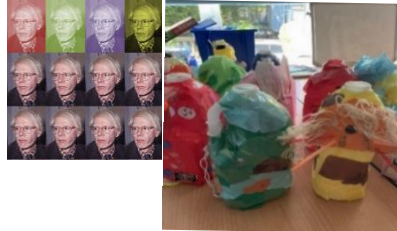

<b>Vocabulary</b>	<p>Use clay to practice joining techniques.</p> <p>Use tools to create, decorate and add detail.</p> <p>Use a variety of natural materials to create sculptures.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	<p>to make a clay pot.</p> <p>Use clay to practice joining and smoothing techniques.</p> <p>Use tools to create, decorate and add detail including pattern and texture.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	<p>using wire, modroc and appropriate tools.</p> <p>Use tools and materials to mould, bend, shape, decorate and create. Apply modroc to a wire frame, using shaping and smoothing techniques.</p> <p>Select appropriate materials and tools.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	<p>create a 3D sculpture</p> <p>Use tools, cutting, gluing, trimming and joining skills- where appropriate- to add colour, pattern, layers and texture to objects to make it aesthetically pleasing.</p> <p>Select appropriate materials and tools.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>
	Malleable, construct, form, join, technique, colour, pattern, texture, decorate, 3D, shape, pinch, nature, natural materials, environment, leaves, flowers, twigs, wool, string, weave, interlink, expression	Malleable, construct, form, join, technique, colour, pattern, texture, decorate, aesthetic, 3D, papier mâché, coiled	Malleable, construct, form, join, technique, colour, pattern, texture, decorate, aesthetic, pose, 3D, Modroc, wire, manipulate, shape,	Malleable, construct, form, join, technique, colour, pattern, texture, decorate, aesthetic

	<p>LKS2 (Year 3 and 4)</p> <p>Year 3- Profile collages</p> <p>Year 4- Collage on DT light project.</p>	
<b>Collage</b>	<p>Select colours and materials for effect, giving reasons for their choices eg magazines, paper, wool, tissue paper, fabric.</p> <p>Refine work as they go to ensure precision.</p> <p>Learn and practice techniques such as overlapping, mosaic and montage.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	<p>Select colours and materials for effect, giving reasons for their choices on created mood boards</p> <p>Refine work as they go to ensure precision.</p> <p>Add collage to a painted background.</p> <p>Create and arrange accurate patterns.</p> <p>Use a range of mixed media.</p> <p>Plan and design a collage.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>
	Texture, shape, form, pattern, overlapping, form, montage, fabric, layers, refine	Texture, shape, form, pattern, overlapping, form, montage, fabric, layers, refine, arrange.






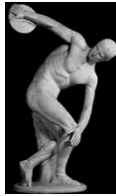







	Year 3	Year 4	Year 5	Year 6
Work of artists	<p>Use inspiration from famous artists to replicate a piece of work.</p> <p>Reflect upon their work inspired by a famous, notable artists and the development of their art skills.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>		<p>Give detailed observations about notable artists' and designers' work.</p> <p>Use inspiration from famous artists to create and inspire their own piece of art.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p>Offer facts about notable artists and designers' lives.</p> <p>Use key vocabulary to demonstrate knowledge and understanding (of this strand)</p>	
	<p><b>Cave paintings</b>  <b>original source material</b>  <b>Piet Mondrian 1872- 1944</b>  Cubism, modern art, expressionism, impressionism, modernism, abstract art  <b>Van Gogh 1853- 1890</b>  expressionism, impressionism, modernism, abstract art  <b>Georgia O Keefe 1887- 1986</b>  <b>modernist, flowers, skyscrapers, landscapes</b>  <b>Andy Goldsworthy 1956 -</b>  Land art, contemporary art, environmental art, nature weaving with natural materials.  <b>Hapa-Zome art</b>  Expressive arts, Japanese art, natural art, natural pigments</p>	<p><b>Greek Art</b>  <b>Original artefacts</b>  <b>John Sell Cotman 1782- 1842</b>  Watercolour, English, landscape  <b>Edward Hopper 1882- 1967</b>  Realism, impressionism, modern artist  <b>Turner 1775- 1851</b>  <b>Romantic, watercolour, expressive, landscapes</b>  <b>Andy Warhol 1928- 1987</b>  Pop art, modern art  <b>Andre Derain 1889-1954</b>  Modernist French landscape artist, painter, sculptor/co-founder of Fauvism with Henri Matisse  <b>John Constable 1776-1837</b>  English landscape painter using oils and watercolours  <b>Roman clay pots</b>  <b>Original artefacts</b></p>	<p><b>Katsushika Hokusai 1760- 1849</b>  Japanese artist, woodblock painting  <b>Claude Monet 1840- 1926</b>  Impressionism, modern art  <b>Pablo Picasso 1881- 1973</b>  Cubism, surrealism, modern art  <b>Antony Gormley 1950 -</b>  British sculptor  <b>Frida Kahlo 1907- 1954</b>  Surrealism, modern art, cubism, symbolism</p>	<p><b>Nelson Makamo 1982- current day</b>  <b>South African portrait artist, particularly of children's faces using a mix of art mediums.</b>  <b>Kara Walker 1969-current</b>  contemporary painter, silhouettes, printmaker  <b>Faith Ringgold 1930-</b>  American painter and mixed media sculptor  <b>Henry Moore 1898- 1989</b>  Modern art, underground shelter drawings  <b>Roy Lichtenstein 1923-1997</b>  <b>Comic book style of pop art</b>  <b>William Morris 1834-1896</b>  <b>British textile designer, pattern maker.</b>  <b>Louisa Penfold (current)</b>  <b>Contemporary modern art and sculpture.</b></p>


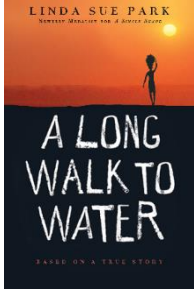









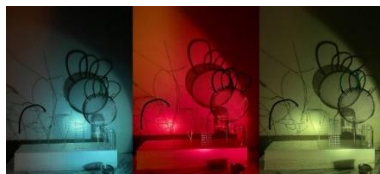

Year 3											
Autumn			Spring				Summer				
Artists/ stimuli											
Cave paintings		Piet Mondrian		VanGogh		Georgia O’Keefe		Andy Goldsworthy		Hapa-Zome art	
				 							
Pupil outcomes											
<p>To mix paint colours-to create a colour wheel. Create Piet Mondrian style abstract art Develop sketching skill techniques when drawing cave paintings Create a collage</p>				<p>To create own interpretation of Van Gogh or Georgia O’Keefe flower paintings</p>				<p>To create Andy Goldsworthy style art/sculptures Use Hapa –Zome technique to print Make clay pinch pots</p>			
    				 				   <p>Optional ‘extra’: Nature weaving with natural materials</p> 			



Year 4				
Autumn		Spring		Summer
Artists/ stimuli				
<b>Greek art patterns/artefacts</b> 	<b>John Sell Cotman</b> 	<b>J.M.W. Turner</b> 	<b>Edward Hopper</b> 	<b>Andy Warhol (Digital Art)</b> 
Pupil outcomes				
<p>To create a Greek inspired repeating pattern using a printing block</p>  <p>Home-learning: using sketching skills when drawing Greek statues, patterns and architecture.</p> 	<p>To create a landscape in watercolours of Amersham using one point perspective</p>  <p>Home-learning- re-creating a famous landscape painting. Choose from taught artists as well as: Andre Derain- L’Estaque Van Gogh- Wheatfield with Crows</p> 	<p>To use photo editing software to create a piece of art inspired by Andy Warhol Children will use collage techniques to decorate their light designs from DT</p>  <p>Making a clay coil pot (link to Romans topic)</p> 		



Year 5		
Autumn (2 half terms)	Spring	Summer (2x DT units)
<b>Artists/ stimuli</b>		
<p><b>Claude Monet</b></p>  <p><b>Pablo Picasso</b></p>  <p><b>Katsushika Hokusai</b></p>  <p><b>Frida Kahlo</b></p>  <p>Class text-Kensuke's Kingdom by Michael Morpurgo</p>	<p><b>Antony Gormley</b></p>  <p><b>Greek sculpture</b></p> 	<p>Trip to Tate Modern</p> 
<b>Pupil outcomes</b>		
<p>To create a dual portrait of inner and outer self</p> <p>To create a reflection and shadow using different art mediums</p> <p>To create Japanese style cherry blossom tree</p>	<p>To create an Andy Gormley inspired sculpture</p>   	<p>Appreciate famous artists work -eg Pablo Picasso, Henri Matisse, Piet Mondrian, Jackson Pollock</p> <p>Evaluate and analyse creative works</p> <p>See and recognise the artwork of some notable artists</p> <p>Sketching London skyline from The Tate Modern</p> <p>Pablo Picasso- Weeping Woman</p> <p>Andy Warhol-Marilyn Diptych</p> <p>Jackson Pollock- number 14</p> <p>Henri Matisse-The Snail</p>   

Year 6					
Autumn		Spring		Summer	
Artists/ stimuli					
Nelson Makamo		Faith Ringgold		Henry Moore	
					
					
				Louise Penfold	
					
				William Morris	
					
				Roy Lichtenstein	
					
Class text- A Long Walk to Water by Linda Sue Park					
Pupil outcomes					
Creating silhouettes, depicting movement and perspective using a mix of art mediums		Creating WW2 tunnel scene using sketching skills		To create a single tile design based on William Morris designs and use technology to generate the tile into a pattern To create a digital print of a repeated repeating pattern	
					
Creating an African portrait using mixed art mediums- paint, acrylics, inks, charcoal for effect.		Creating a WW2 memorial sculpture, eg poppies inspired by Louise Penfold using everyday objects (wire)		Create a digital cartoon strip-Pop art	
					
Comparing artist styles Kara Walker, Nelson Makamo and Faith Ringgold		