

## ART THEMES – YEAR A

	Line	Colour	Pattern	Texture	Space	Form
KS1	<b>Painting:</b> Expressive Art	<b>Painting:</b> Expressive Art		<b>Sculpture:</b> Stick Transformation	<b>Sculpture:</b> Stick Transformation <b>Painting:</b> Expressive Art	<b>Sculpture:</b> Stick Transformation
LKS2	<b>Sculpture:</b> Wire Insects <b>Painting:</b> Still Life	<b>Painting:</b> Still Life		<b>Sculpture:</b> Wire Insects	<b>Painting:</b> Still Life	<b>Sculpture:</b> Wire Insects
UKS2	<b>Sculpture:</b> Wire Jewellery <b>Painting:</b> Natural Disasters	<b>Painting:</b> Natural Disasters		<b>Sculpture:</b> Wire Jewellery	<b>Painting:</b> Natural Disasters	<b>Sculpture:</b> Wire Jewellery

## YEAR B

KS1	<b>Drawing:</b> Spirals <b>Printing:</b> Simple Printmaking (Plants)	<b>Drawing:</b> Spirals <b>Printing:</b> Simple Printmaking (Plants)	<b>Drawing:</b> Spirals <b>Printing:</b> Simple Printmaking (Plants)			
LKS2	<b>Drawing:</b> Telling Stories <b>Printing:</b> Printmaking	<b>Drawing:</b> Telling Stories <b>Printing:</b> Printmaking	<b>Printing:</b> Printmaking	<b>Printing:</b> Printmaking	<b>Drawing:</b> Telling Stories	
UKS2	<b>Drawing:</b> Figures <b>Printing:</b> Decorative patterns in the Middle East	<b>Drawing:</b> Figures <b>Printing:</b> Decorative patterns in the Middle East	<b>Printing:</b> Decorative patterns in the Middle East		<b>Drawing:</b> Figures	<b>Drawing:</b> Figures

## ART KEY VOCABULARY

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;"><b>Drawing: Spirals</b></p> <p>Scale, focus, blending, smudging, contrast, tone, sketch, texture, gradient</p> <p style="text-align: center;"><b>Painting: Expressive Art</b></p> <p>Expression, tone, contrast, scale, focus, scumbling, brushstrokes, blending</p> <p style="text-align: center;"><b>Sculpture: Stick Transformation</b></p> <p>Sculpture, mould, fix, form, scale, focus, delicate, connect, secure</p> <p style="text-align: center;"><b>Simple printmaking: Plants</b></p> <p>relief print, repetition, ghost print, resist, stamp, roller, carve</p>	<p style="text-align: center;"><b>Drawing: telling Stories</b></p> <p>contrast, tone, gradient, depth, contour, tableau, freeze frame, expression</p> <p style="text-align: center;"><b>Painting: Still Life</b></p> <p>stippling, midground, still life, cubism, atmosphere, acyclic, perspective, composition</p> <p style="text-align: center;"><b>Sculpture: Wire Insects</b></p> <p>mould, connect, secure, manipulate, structure, abstract, accurate, realistic</p> <p style="text-align: center;"><b>Printmaking: Plants</b></p> <p>relief print, ghost print, resist, stamp, lino print, mono print, Chine Colle, carve</p>	<p style="text-align: center;"><b>Drawing: Figures</b></p> <p>gradient, contour, composition, negative space</p> <p style="text-align: center;"><b>Painting: Natural Disasters</b></p> <p>perspective, narrative, composition, sensitive nature, responsibility</p> <p style="text-align: center;"><b>Sculpture: Wire Jewellery</b></p> <p>manipulate, realistic, expression, decorative, design, construction</p> <p style="text-align: center;"><b>Printmaking: Decorative patterns in the Middle East</b></p> <p>screenprint, Chine Colle, construct, squeegee, carve</p>			

## ART PROGRESSION MAP

Topic	Year Group	Content
Drawing	KS1	<ul style="list-style-type: none"> <li>• <b>Express</b> their feelings through drawing &amp; create a mood</li> <li>• Draw lines of different shapes and thicknesses, using different grades of pencil</li> <li>• <b>Interpret</b> an object through drawing</li> <li>• Understand where they might use different grades of pencil in their drawing and why</li> <li>• Use charcoal and pastels to create different drawing styles</li> <li>• <b>Apply</b> different shading techniques to create different tones</li> <li>• Show patterns and texture in their drawings</li> </ul>
	LKS2	<ul style="list-style-type: none"> <li>• Use sketches to develop a final piece of work</li> <li>• Use drawing as a tool to <b>express</b> an idea</li> <li>• Apply different shading techniques to create depth and texture in a drawing</li> <li>• Experiment with drawing <b>techniques</b> to support their observations</li> <li>• Create a sense of distances and proportion in a drawing</li> <li>• Use experimental drawing techniques to create atmosphere in a drawing</li> <li>• Explain choice of specific materials to draw with</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>• Experiment with drawing techniques to support their observations</li> <li>• Continue to develop their <b>sense of distance and proportion</b> in a drawing</li> <li>• Apply lines to create movement in a drawing</li> <li>• Understand how drawing skills can support other <b>media</b></li> <li>• Communicate ideas through sketches and <b>convey</b> a sense of individual styles</li> <li>• Show a strong understanding of how to use shading techniques to create depth and tone</li> <li>• Identify when to apply different drawing techniques to support their <b>outcomes</b></li> <li>• Create <b>experimental</b> and accurate drawings</li> <li>• Explain how and why they have combined different tools and explain why they have chosen specific drawing techniques</li> </ul>

Painting	KS1	<ul style="list-style-type: none"> <li>• Express their feelings through paintings &amp; create a mood</li> <li>• Interpret an object through painting</li> <li>• Have a basic understanding of basic colour theory</li> <li>• Mix paint to explore colour theory</li> <li>• Create shades of a colour</li> <li>• Experiment with watercolour techniques to create different effects</li> </ul>
	LKS2	<ul style="list-style-type: none"> <li>• Mix a range of colours in the colour wheel</li> <li>• <b>Identify</b> what colours work well together</li> <li>• Use a range of brushes to create different effects</li> <li>• Explore the different <b>properties</b> of different paints e.g. poster paints and water colours</li> <li>• Create different moods in a painting</li> <li>• Use shade to create depth in a painting</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>• Create a range of shades using different kinds of paint</li> <li>• <b>Convey</b> a range of moods in paintings</li> <li>• Identify different painting styles and how artists are <b>influenced</b> by these styles over time</li> <li>• Explain what their own style is</li> <li>• Apply a wide range of techniques in their work and explain why they have chosen these techniques</li> <li>• Have a strong understanding of colour <b>theory</b> and how to use it to create a <b>balanced</b> painting</li> </ul>
Printing	KS1	<ul style="list-style-type: none"> <li>• Recognise and explore different marks through printing with different objects.</li> <li>• Repeat a print to make a pattern</li> <li>• Apply drawing skills to print</li> <li>• Create an impression in a surface and use this to create print</li> <li>• Find printing opportunities in everyday objects</li> </ul>
	LKS2	<ul style="list-style-type: none"> <li>• Experiment with layered printing using 2 colours or more</li> <li>• Understand how printing can be used to make numerous designs</li> <li>• Transfer a drawing into a print</li> <li>• <b>Explore</b> a variety of printing techniques</li> <li>• Create an accurate print design</li> <li>• Use printmaking as a tool with other media to develop a final outcome</li> </ul>

	UKS2	<ul style="list-style-type: none"> <li>• Print using a variety of materials</li> <li>• Create an accurate print design that reflects a theme or ideas</li> <li>• Make links with printmaking and other <b>media</b> to help develop their work</li> <li>• Overprint using different colours</li> <li>• Identify different printing methods and make decisions about the effectiveness of their printing methods</li> <li>• Know how to make a positive and a negative print</li> </ul>
Sculpture	KS1	<ul style="list-style-type: none"> <li>• Recognise different textures in different surfaces</li> <li>• Select and apply different materials to create raised texture</li> <li>• Scrunch, roll and shape materials to make a 3D form</li> <li>• Mould, form and shape and bond materials to create a 3D form.</li> <li>• Apply bonding techniques to add parts onto their sculpture</li> <li>• Apply line and shape to their work</li> </ul>
	LKS2	<ul style="list-style-type: none"> <li>• Create texture and shape through adding layers</li> <li>• Work independently or collaboratively to create a sculptural form</li> <li>• Experiment with and combine materials and processes to design and make 3D form</li> <li>• Transform a 2D drawing into a 3D form</li> <li>• Create different shapes using a variety of <b> moldable </b> materials</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>• <b> Interpret </b> an object in a 3D form</li> <li>• Develop an understanding of different ways on how to finish a sculptural form e.g. paint, polish, glaze</li> <li>• Identify and know the <b> properties </b> of a range of different sculptural materials and how to use them to create 3D forms</li> <li>• Create models on a range of scales</li> </ul>
Knowledge and Critique	KS1	<ul style="list-style-type: none"> <li>• Describe and discuss what they can see and like in the work of another artist/craft maker/designer</li> <li>• Express their feelings and opinions about their own piece of art</li> <li>• Express their feelings and positive opinions about a peer’s piece of art</li> <li>• Make links to an artist to inspire their work</li> <li>• Discuss how other artists, craft makers and designers have used colour, pattern and shape</li> </ul>

	LKS2	<ul style="list-style-type: none"> <li>• <b>Compare</b> the work of different artists</li> <li>• <b>Explore</b> changes of art over time</li> <li>• Consider artistic expression and feeling from a piece of work</li> <li>• <b>Communicate</b> their own feelings through their own work</li> <li>• Experiment with different styles which artists have used</li> <li>• Research and learn about the work of others e.g. looking at their work in books, the internet, visits to galleries and sharing idea as a class</li> <li>• <b>Evaluate</b> their learning and record in sketchbooks</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>• <b>Critique</b> each other's work as a way of developing and supporting each other's ideas</li> <li>• Understand how different media can be combined and work together</li> <li>• Have the knowledge to develop an idea through <b>exploration</b> and <b>experimentation</b></li> <li>• Record information about the styles and qualities in their pieces</li> <li>• Consider and explain who or what their work is <b>influenced by</b></li> <li>• Include <b>technical aspects</b> in their work, e.g. architectural design</li> <li>• Have the knowledge of a wide range of artists and form their own opinions on their different styles</li> <li>• Compare their methods to those of others and keep notes in their sketch-books</li> <li>• <b>Adapt</b> and <b>refine</b> their work to reflect its meaning and purpose, keeping notes and annotations in their sketch-books</li> </ul>