

**SPARK**  
EDUCATION TRUST



# Whinstone Primary School

## ART CURRICULUM

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*Art is a place for children to learn to trust their ideas,  
themselves and explore what is possible.*

**MaryAnn F Kohl**

## Art and Design Intent

'To practice any art, is a way to make your soul grow.'

Our Art curriculum is designed to engage, inspire and challenge pupils, whilst equipping them with the knowledge and skills to be able to experiment, invent and create their own works of art.

We want children to have no limits to what their ambitions are and to be aware of the creative career opportunities available to them. Our intent is that children use the local areas as inspiration, to learn from other cultures and to respect diversity. Outside of our Art Curriculum, we aim to offer a range of extracurricular opportunities including Art Week, our Art's Council, our summer term fashion show and our after school, 'Arty Explorers,' club.

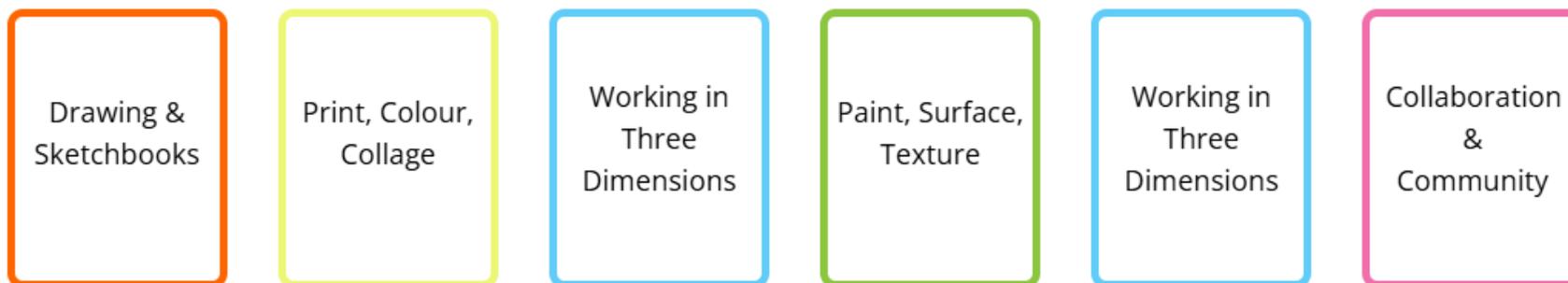
Aims:

- 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.

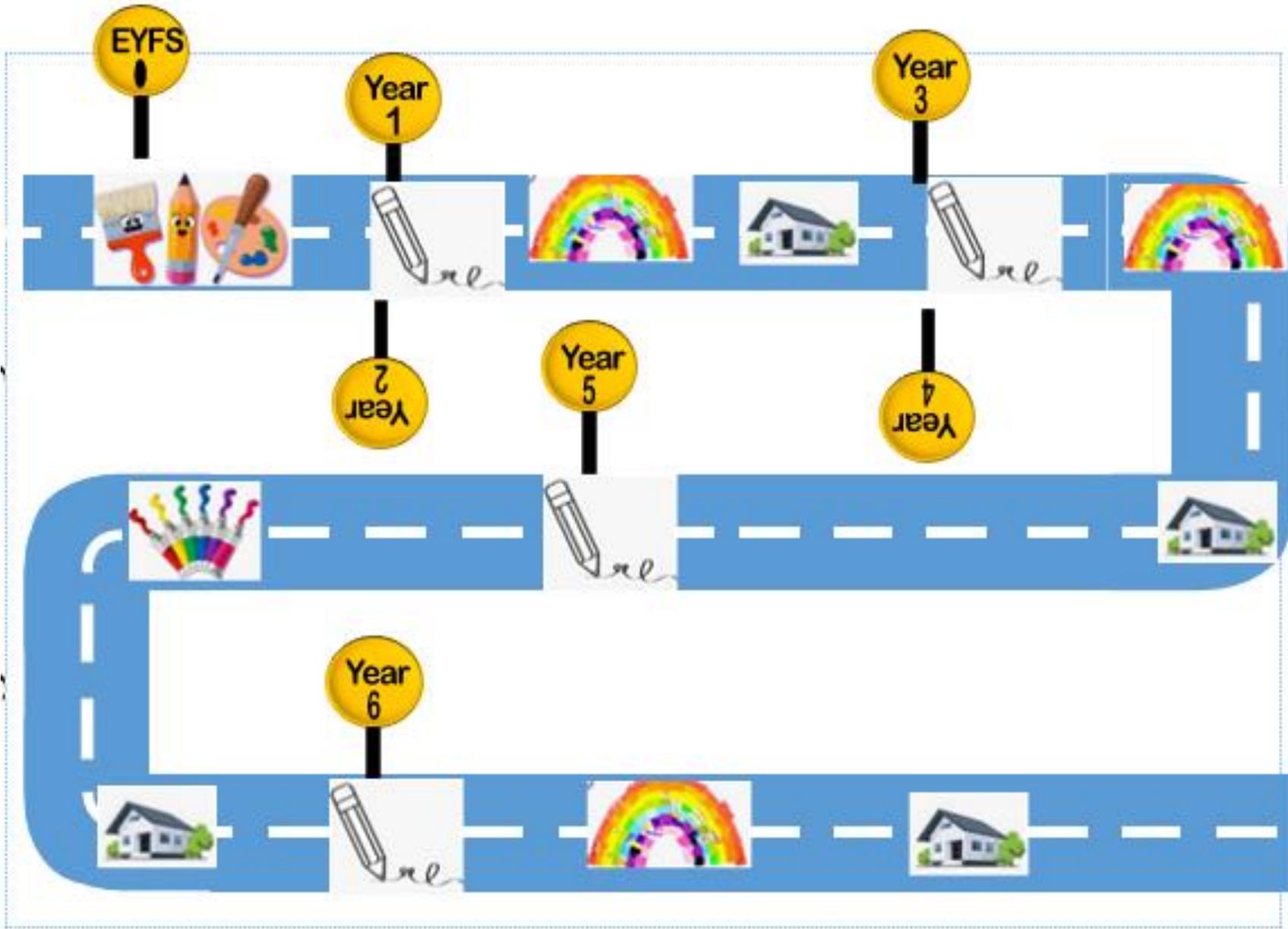
At Whinstone Primary School, the appreciation and enjoyment of the visual arts enriches all of our lives.

### Areas of Focus:

Each pathway is bordered by a colour. These colours correspond to the area of focus of that pathway.



# ART UNIT LONG TERM PLAN ROADMAP



	Drawing & Sketchbooks
	Print, Colour, Collage
	Working in Three Dimensions
	Paint, Surface, Texture
	Collaboration & Community

## ART UNIT Tracker Year 1-6 Curriculum Overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Drawing & Sketchbooks		Print, Colour, Collage		Working in Three Dimensions	
Year 2		Drawing & Sketchbooks		Print, Colour, Collage		Working in Three Dimensions
Year 3	Drawing & Sketchbooks		Paint, Surface, Texture		Working in Three Dimensions	
Year 4		Drawing & Sketchbooks		Paint, Surface, Texture		Working in Three Dimensions
Year 5	Drawing & Sketchbooks		Paint, Surface, Texture		Working in Three Dimensions	

Year 6		 <p>Drawing &amp; Sketchbooks</p>		 <p>Print, Colour, Collage</p>		 <p>Working in Three Dimensions</p>
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**ART Key Stage 1 Curriculum Overview: Long Term Plan:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>AUTUMN TERM 1</p>  <p>Spirals</p> <p><b>Spirals</b> Build an understanding of making marks on a drawing surface Explore how to hold tools, move their bodies and how these affect the drawings they make.</p>	DT	<p><b>Simple Printmaking</b> Explore the world about them as a way to begin to understand the concept of 'print.'</p>  <p>Simple Printmaking</p>	DT	 <p>Playful Making</p> <p><b>Playful Making</b> An introduction to what sculpture can be, and invited to explore the work of other sculptors.</p>	DT
Year 2	DT	<p><b>Explore and Draw</b> An introduction to the idea that artists can be collectors: they go</p>	DT	<p><b>Exploring the world through mono print</b></p>	DT	<p><b>Be An Architect</b></p>

out into the world, look at things in a new way, and bring things back to the studio to inspire their art.



### Explore & Draw



### Exploring the World Through Mono Print

Building on the exploration of drawing in Autumn 2 and the concept of spring in Year 1 Spring 1.

Children are introduced to mono print, a key artist and simple mono print techniques

- Gives the children an opportunity to explore architecture and some of the ways they work. They should go on to make their own architectural model.

Children will use knowledge from their Summer 2 History learning and focus on local architecture.



### Be An Architect

## ART Lower Key Stage 2 Curriculum Overview: Long Term Plan:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b><u>Gestural Drawing with Charcoal</u></b></p> <p>Children will discover how to make drawings that capture a sense of drama or performance. This builds on spirals work and the use of the charcoal medium from Year 1.</p>  <p style="text-align: center;"><b>Gestural Drawing with Charcoal</b></p> <p>Children use the qualities of the medium to work in dynamic ways, linking drawing to the whole body.</p>	DT	 <p style="text-align: center;"><b>Cloth, Thread, Paint</b></p> <p><b><u>Cloth, Thread, Paint</u></b></p> <p>Children will combine paint and sewing, art and craft to make work. Children will explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes).</p>	DT	 <p style="text-align: center;"><b>Making Animated Drawings</b></p> <p><b><u>Making Animated Drawings</u></b></p> <p>Children are introduced to the idea that animations can be made by sequencing drawings. After exploring the work of other artists, children make simple 'paper puppets' with moving parts. This will also include a background which will then go on to make simple animations using iPads.</p>	DT
Year 4	DT	 <p style="text-align: center;"><b>Storytelling Through Drawing</b></p> <p><b><u>Storytelling Through Drawing</u></b></p> <p>Children explore how we can create sequenced imagery to share and tell stories.</p>	DT	 <p style="text-align: center;"><b>Exploring Still Life</b></p> <p><b><u>Exploring Still Life</u></b></p> <p>- Children are introduced to the genre of still life as an old art form and also one which is still</p>	DT	 <p style="text-align: center;"><b>Sculpture, Structure, Inventiveness &amp; Determination</b></p> <p><b><u>Sculpture, Structure, Inventiveness and Determination</u></b></p>

				<p>enjoyed by contemporary artists.</p> <p>Children revisit and develop their drawing (and looking) skills using observational drawing of physical objects and then go on to explore a project (collage, photography and paint, clay relief or graphic still life).</p>		<ul style="list-style-type: none"> <li>- Children are building on their knowledge of sculpture form KS1.</li> <li>- Children explore formal drawing and sculpture skills.</li> </ul> <p>They explore how they can appreciate a sense of challenge, and a feeling of trying things without feelings of failure.</p>
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## ART Upper Key Stage 2 Curriculum Overview: Long Term Plan:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	 <p><b>Typography &amp; Maps</b></p> <p><u>Typography and Maps</u></p> <ul style="list-style-type: none"> <li>- Children are introduced to typography and design. They explore how they can create their own fonts and designs. Children explore how we use visual letters and other elements to help convey ideas and emotions.</li> </ul>	DT	 <p><b>Making Monotypes</b></p> <p><u>Making Monotypes</u></p> <p>Children are building on their mono print skills from KS1. Children explore the process of making monotypes.</p>	DT	 <p><b>Set Design</b></p> <p><u>Set Design</u></p> <ul style="list-style-type: none"> <li>- Children are building on their architectural and sculpture knowledge from previous year groups. Pupils explore the work of set-designers and how they can create their own model set (inspired by a creative stimulus).</li> </ul>	DT

<p>Year 6</p>	<p>DT</p>	 <p><b>2D Drawing to 3D Making</b></p> <p><u>2D drawing the 3D making</u></p> <ul style="list-style-type: none"> <li>- A culmination of drawing and sculpture through primary.</li> <li>- Children will work towards a graphic design packaging or sculpture (this can be linked to Geography focus on economic activity and sustainability).</li> </ul> <p>This is the idea that drawing as a 2 dimensional activity can then be manipulated into a 3 dimensional object</p>	<p>DT</p>	 <p><b>Activism</b></p> <p><u>Activism</u></p> <ul style="list-style-type: none"> <li>- Children are introduced to the idea that they can use art as a way of sharing their passions and interest with their community.</li> </ul> <p>Children are introduced to art activists (linking to geography work on sustainability) and then go on to help pupils to identify and voice the things they care about as individuals.</p>	<p>DT</p>	 <p><b>Brave Colour</b></p> <p>Brave Colour</p> <ul style="list-style-type: none"> <li>- The culmination of colour work across primary.</li> <li>- Children are enabled to explore colour in a very personal and intuitive way.</li> <li>- They will take inspiration from artists who use colour, light and form to create their own art work..</li> <li>- They are enabled to imagine, 'what if...?' and encouraged to share their vision through mock-up artworks and models).</li> </ul> <p>This should result in a Year 6 art installation at the end of the year to celebrate their achievements in art</p>

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### Artists Focus

Year 1 - Spirals - Kandinsky

Year 2- Lucy Pittaway - Explore and Draw

Year 3- Making Animated Drawings - Nick Park: British animator, most famous for his series Wallace and Gromit. He used traditional stop-motion techniques to make his characters come to life.

Year 4- Storytelling Through Drawing - Quentin Blake, Shane Devries

Year 5 - McKenzie Thorpe

Year 6 - Activism -Shepard Fairey is a contemporary street artist and activist. In his work he tackles topics such as political power and propaganda. Fairey uses stencils and screen print to make his work.



The Creakers  
Tom Fletcher, Shane Devries



**y4 Stained glass windows inspired by**  
Marc Chagall's 'Paris Through the Window'

## ART Curriculum Overview

### Early Learning Goals and National Curriculum Aims:

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas.

Early Learning Goals that link to Art and Design:

Early Years Foundation Stage:		
<b><u>EYFS – Physical development</u></b>  ELG Fine motor <ul style="list-style-type: none"><li>I can use a range of small tools, including scissors, paintbrushes, pencils.</li></ul>	<b><u>EYFS - Expressive Arts and Design</u></b> <ul style="list-style-type: none"><li>I can explore and investigate materials.</li><li>I am starting to represent some objects with others.</li><li>I can explore art materials for large and small-scale art.</li><li>I can start to join materials together.</li><li>I can explore art materials and colour mixing freely.</li><li>I can develop my own ideas for art (and talk about them).</li></ul>	<b><u>In Foundation Stage the children;</u></b> <ul style="list-style-type: none"><li>Have daily opportunities to make their own creations using a wide range of different materials which are freely available in continuous provision,</li><li>Are encouraged to talk about what they would like to create, how they will do it and what they think about it when it is finished,</li><li>Are encouraged to evaluate what they have created, what they like and discuss changes they might make,</li><li>Take part in parental engagement sessions where they work collaboratively to create artworks,</li><li>Are exposed to range of artists throughout the year.</li></ul>

## Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

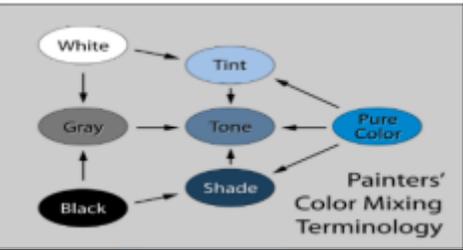
## ART Curriculum – KNOWLEDGE AND UNDERSTANDING PROGRESSION

Drawing		
Purple = Substantive Knowledge Green = Implicit Knowledge / Skills <a href="http://www.accessart.org.uk">www.accessart.org.uk</a>		
EYFS	Year 1	Year 2
Share their creations, explaining the process they have used.	<p>Understand drawing is a physical activity. <a href="#">Spirals</a></p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. <a href="#">Spirals</a></p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. <a href="#">Spirals</a></p>	<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <a href="#">Explore &amp; Draw</a></p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <a href="#">Explore &amp; Draw</a></p>
		<p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph. <a href="#">Explore &amp; Draw</a></p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. <a href="#">Explore &amp; Draw</a></p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. <a href="#">Explore &amp; Draw</a></p> <p>Create final collaged drawings (see column 5 “collage”) which explore composition. <a href="#">Explore &amp; Draw</a></p>

## ART Curriculum – KNOWLEDGE AND UNDERSTANDING PROGRESSION

Drawing			
Purple = Substantive Knowledge Green = Implicit Knowledge / Skills <a href="http://www.accessart.org.uk">www.accessart.org.uk</a>			
Year 3	Year 4	Year 5	Year 6
<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand that animators make drawings that move.</p>	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <a href="#">Storytelling Through Drawing</a></p> <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. <a href="#">Storytelling Through Drawing</a></p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including</p>	<p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. <a href="#">Mixed Media Landscapes</a></p>	<p>often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. <a href="#">2D to 3D</a></p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. <a href="#">2D to 3D</a></p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. <a href="#">2D to 3D</a></p>
<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). <a href="#">Gestural Drawing with Charcoal</a></p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). <a href="#">Gestural Drawing with Charcoal</a></p>	<p>handwriting pen, graphite or ink. <a href="#">Storytelling Through Drawing</a></p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. <a href="#">Storytelling Through Drawing</a></p>		<p>Explore using negative and positive space to “see” and draw a simple element/object. <a href="#">2D to 3D</a></p> <p>Use the grid system to scale up the image above, transferring the image onto card. <a href="#">2D to 3D</a></p> <p>Use collage to add tonal marks to the “flat image”. <a href="#">2D to 3D</a></p>

## ART Curriculum – KNOWLEDGE AND UNDERSTANDING PROGRESSION

Colour						
						
Purple = Substantive Knowledge Green = Implicit Knowledge / Skills <a href="http://www.accessart.org.uk">www.accessart.org.uk</a>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children explore colour and how colours can be changed</p> <p>Children explore colour mixing</p> <p>Experiment with colour and texture including creating animal prints</p>	<p>Develop experience of primary and secondary colours</p> <p>Name all the colours</p> <p>Mixing of paint colours primary to secondary</p> <p>Find collections of colour applying colour with a range of tools</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. <a href="#">Spirals</a></p>	<p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using homemade tools.</p> <p>Make as many tones of one colour as possible (using white) chalk pastels</p> <p>Darken colours without using black paint.</p>	<p>Continue to develop colour mixing skills. Colour mixing secondary to tertiary</p> <p>Make colour wheels</p> <p>Techniques- apply colour using dotting, scratching, splashing textiles</p>	<p>Colour mixing and matching; tint, tone, shade.</p> <p>Colour to reflect mood</p> <p>Artist Focus- Andy Warhol</p>	<p>Hue and mood explore the use of texture in colour.</p>	<p>Explore colour: make colours, collect colours, experiment with how colours work together.</p> <p>Hue, tint, tone, shades and mood Explore the use of texture in colour.</p> <p>Colour to express feelings.</p>

## ART Curriculum – KNOWLEDGE AND UNDERSTANDING PROGRESSION

Form – changed some units to fit Access Art Modules						
Purple = Substantive Knowledge Green = Implicit Knowledge / Skills <a href="http://www.accessart.org.uk">www.accessart.org.uk</a>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a range of small tools, including scissors, paintbrushes and cutlery	Understand when we make sculpture by adding materials it is called Construction	<p>Replicate patterns and textures in a 3-D form e.g. buildings decorative techniques</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.</p>	<p>Shape, form, model and construct ( malleable and rigid materials) Mod roc Plan and develop aesthetics work and that of other sculptors e.g. video of sand artists/ sculptors</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>That clay and Modroc are soft materials which finally dry/set hard</p>	<p>Experience surface patterns / textures analyse and interpret natural and manmade forms of construction to shape and form from direct observation</p> <p>Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. <a href="#">Art of Display</a></p> <p>To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. <a href="#">Art of Display</a></p> <p>To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. <a href="#">Art of Display</a></p>	<p>plan and develop ideas Shape, form clay slab buildings (Whitby abbey) observation properties of media Discuss and evaluate own work</p> <p>Option to work in 3d to devise fashion constructed from patterned papers. <a href="#">Fashion Design</a></p>	<p>plan and develop ideas model and join wire and rolled paper imagination properties of media Discuss and evaluate own work and that of other sculptors</p> <p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. <a href="#">Take a Seat</a></p>

## ART Curriculum – KNOWLEDGE AND UNDERSTANDING PROGRESSION

Texture						
Purple = Substantive Knowledge Green = Implicit Knowledge / Skills <a href="http://www.accessart.org.uk">www.accessart.org.uk</a>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Collage Sort according to specific qualities e.g. 'soft' calligram	weaving Use large eyed needles – running stitches	Use smaller eyed needles and finer threads Start to explore other simple stitches	Use a wider variety of stitches and applique compare different fabrics (covered during Autumn term DT Christmas decorations)	felt making embellish felt work with beads etc artists using textiles	<p>Work collaboratively on a larger scale</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p>

## ART Curriculum – KNOWLEDGE AND UNDERSTANDING PROGRESSION

Printing						
Purple = Substantive Knowledge Green = Implicit Knowledge / Skills <a href="http://www.accessart.org.uk">www.accessart.org.uk</a>						
EYFS	Year 1	Year 2	Y 3	Year 4	Year 5	Y 6
Use a range of small tools, including scissors, paintbrushes and cutlery.	<p>Create repeated patterns e.g. bricks, tiles recording textures/patterns with rubbings</p> <p>Understand prints are made by transferring an image from one surface to another.</p> <p>Understand relief prints are made when we print from raised images (plates)</p>	Print with a growing range of objects	<p>Relief and impressed printing mono-printing</p> <p>Understand that screen prints are made by forcing ink over a stencil. <a href="#">Working with Shape &amp; Colour</a></p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. <a href="#">Working with Shape &amp; Colour</a></p>	Interpret environmental and manmade patterns	<p>combining prints design prints make connections discuss and evaluate own work</p> <p>Combine mono type with painting and collage to make an “artists book” inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks. <a href="#">Making MonoTypes</a></p>	<p>Explore printing techniques used by various artists Another print technique William Morris</p>
			<p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. <a href="#">Working with Shape &amp; Colour</a></p>			

## ART Curriculum – KNOWLEDGE AND UNDERSTANDING PROGRESSION

<b>Pattern</b>						
Purple = Substantive Knowledge Green = Implicit Knowledge / Skills <a href="http://www.accessart.org.uk">www.accessart.org.uk</a>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Y 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Y 6</b>
Experimenting with colour, design, texture, form and function.	Symmetry	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning natural and manmade patterns	I can use a range of media to show a repeating pattern	Explore environmental and manmade patterns	Create own abstract pattern	create pattern for purposes  William Morris



## ART– Key Vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<i>Form and Printing</i>		<i>Texture and Drawing</i>		<i>Pattern and Colour</i>	
<b>Artists:</b> Molly Haslund	Joins Repeated –patterns Rubbings patterns printing Clay tools pinch/ing		Texture Observe Landscape Anatomy (faces, limbs) Collage Calligram		Symmetry Primary Secondary Applying	
Year 2	<i>Form and Printing</i>		<i>Texture and Drawing</i>		<i>Pattern and Colour</i>	
<b>Artists:</b> Rosie James, Alice Fox	Replicate Decorative techniques Print Stamp		Running stitches Shade, light, dark, tone, Lines, curve, wave		Arranging Folding Repeating Overlapping Manmade Tones Brushes –effects	
Year 3	<b>Drawing</b>	<b>Pattern</b>	<b>Texture Colour</b>		<b>Form</b>	<b>Printing</b>
<b>Artists:</b> Heather Hansen, Laura McKendry, Edgar Degas	Dark Cross hatching Silhouette Cubism Picasso self-portrait Style	Repeating patterns	Textures colours lines pattern Mixing Tertiary Dotting Scratching Splashing		Shape, form model and construct malleable and ridged Aesthetics	Relief and impressed printing Mono- printing

## ART– Key Vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Colour	Form	Drawing	Pattern	Printing	Texture
<b>Artists:</b> <i>Laura Carlin, Shaun Tan</i> Artist Focus- Andy Warhol	Tint Tone Mood Shade	Analyse Interpret	Light Scale Proportion Placement Scales	Bright Fun Suitable Dots Pattern Pop art Popular culture Artist Theme Layers	Pop art Popular culture Artist Theme Layers	Applique
Year 5	Drawing and Printing		Colour and Texture		Form and Pattern	
<b>Artists:</b> <i>Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</i>	Interpret Perspective  Discuss and evaluate		Hue Mood Tint Tone Shade  Felt making Embellish		Plan and develop Slab buildings Evaluate  Abstract patterns	
Year 6	Colour	Form	Pattern and Printing		Drawing and Texture	
<b>Artists:</b> <i>Lubaina Himid, Claire Harrup</i>	Shades Feelings	Imagination Media	Pattern for purposes Motif		Angular Confident Flowing  Collaborate/ively	

## ART– KS1 Assessment Sheets

Assessments are carried out termly at Whinstone – use the drawing objectives to assess where the children are for their art assessments.

### Assessment Statements – Year 1 – Drawing – Access Art ‘Spirals’ assessment Guidance

Expected 70%	
Most children will be able to...	Less than 70% of objectives children are <b>working towards</b> Year 1 objectives.
Draw from my fingertips, my wrist, my elbow, my shoulder, my body.	90% + children are working at <b>Greater depth</b> in Year 1.
Make a drawing using a continuous line for a minute or two.	
Draw from observation for a few minutes at a time.	
Make different marks with different drawing tools. I have seen the different marks make with a soft pencil, a graphite stick and a handwriting pen.	
Have explored how water affects the graphite and pen and explored how use a brush to make new marks.	
Make choices about which colours I'd like to use in my drawing.	
Have seen the work of an artist and listened to how the artist made the work.	
Have been able to share how I feel about the work.	
Talk about what I like in my drawings, and what I'd like to try again.	
Take photos of my artwork.	

Assessments are carried out termly at Whinstone – use the drawing objectives to assess where the children are for their art assessments.

### Assessment Statements – Year 2 – Drawing – Access Art ‘Explore and Draw’ Assessment Guidance

Expected	
Most children will be able to...	Less than 70% of objectives children are <b>working towards</b> Year 2 objectives.
Have seen how some artists explore the world around them to help them find inspiration.	90% + children are working at <b>Greater depth</b> in Year 2.
Explore my local environment (school, home, etc) and collect things which catch my eye.	
Explore composition by arranging the things that I have collected. Talk about what I collected, and how and why I arranged the things I collected.	
Take photographs of my artwork and think about focus and light.	
Use careful looking to practice observational <b>drawing_and</b> focus for 5 or 10 minutes.	
Hold an object and make a drawing thinking about the way the object <i>feels</i> .	
Combine different drawing media such as wax resist and watercolour, graphite and water, wax <b>crayon</b> and pencil in my observational drawings.	
Work small in my sketchbook and on large sheets of paper, exploring how use line, <b>shape</b> and colour in my work.	
Cut out and collage to explore composition.	
Talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.	

## Lower KS2 Assessment Sheets

Assessments are carried out termly at Whinstone – use the drawing objectives to assess where the children are for their art assessments.

### Assessment Statements – Year 3 – Drawing – ‘Gestural Drawing with Charcoal’ Assessment Guidance

Expected Most children will be able to...	Less than 70% of objectives children are <b>working towards</b> Year 3. objectives.
Have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work.	90% + children are working at <b>Greater depth</b> in Year 3.
Have experimented with the types of marks make with charcoal, using my hands as well as the charcoal.	
Work on larger sheets of paper, and make loose, gestural sketches using my body.	
Understand what Chiaroscuro is and how use it in my work.	
Use light and dark tonal values in my work, to create a sense of drama.	
Have used my body as a drawing tool to make drawings inspired by movement and seen how other artists do the same.	
Have taken photographs of my work, thinking about focus, lighting, and composition.	
Have shared my work with my classmates and talked about what I felt was successful and what I might like to try again.	
Voice what I like about my classmates work and how it makes me feel.	

Assessments are carried out termly at Whinstone – use the drawing objectives to assess where the children are for their art assessments.

### Assessment Statements – Year 4 – Drawing ‘Storytelling through drawing’ Access Art Assessment Guidance

Expected Most children will be able to...	Less than 70% of objectives children are <b>working towards</b> Year 4. objectives.
Have explored the work of artists who tell stories through imagery.	
Respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts.	90% + children are working at <b>Greater depth</b> in Year 4.
Work in a sketchbook to record my ideas and thoughts generated by looking at other artists’ work.	
Use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.	
Use line, shape, and colour using a variety of materials to test my ideas.	
Think about how I might use composition, sequencing, mark making and some text in my drawings.	
Create a finished piece which contains sequenced images to describe a narrative.	
Share my work with others and talk about my journey and outcome. listen to their feedback and take it on board.	
Appreciate the work of my classmates and think about similarities and differences between our work.	
Share my feedback on their work.	
Take a photograph of my work, thinking about lighting and focus.	

## Upper KS2 Assessment Sheets

Assessments are carried out termly at Whinstone – use the drawing objectives to assess where the children are for their art assessments.

### Assessment Statements – Year 5 – Drawing ‘Mixed Media Land and cityscapes’ Access Art Assessment Guidance

Expected	Most children will be able to...
Have seen how artists respond to land and cityscapes in various ways by using inventive mixed media combinations.	Less than 70% of objectives children are <b>working towards</b> Year 5 objectives.
Have seen how artists work outside amongst the land and cityscapes which inspire them, and how they use all their senses to capture the spirit of the place.	
Have been able to share my response to their work.	90% + children are working at <b>Greater depth</b> in Year 5.
Extend my sketchbook thinking creatively about how change the pages giving myself different sizes and shapes of paper to work on.	
Use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work.	
Have continued my exploratory work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper.	
Share my journey and discoveries with others and am able to reflect upon what I have learnt.	
Appreciate and be inspired by the work of my classmates and share my response to their work.	

Assessments are carried out termly at Whinstone – use the drawing objectives to assess where the children are for their art assessments.

### Assessment Statements – Year 6 – Drawing 2D to 3D making Access Art Assessment Guidance

Expected	Most children will be able to...
Have explored artists who use their drawing skills to make objects, and share my responses to their work, thinking about their intention and outcome.	Less than 70% of objectives children are <b>working towards</b> Year 6 objectives.
Use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists' use.	90% + children are working at <b>Greater depth</b> in Year 6.
Use line, mark making, tonal values, colour, <u>shape</u> and composition to make my work interesting. Use negative space and the grid method to help me see and draw.	
Explore typography and design lettering which is fit for purpose.	
Transform my drawing into a three-dimensional object.	
Share my work with others and talk about my intention and the outcome. listen to their response and take their feedback on board.	
Appreciate the work of my classmates. listen to their intentions and share my response to their work.	
Photograph my three-dimensional work, thinking about presentation, lighting, focus and composition.	

**Addressing misconceptions in Art:**

<b>Drawing</b>	I can't draw – everyone can make marks, drawing is making marks. Not everyone can draw with precision and control, but <b><u>everyone can draw.</u></b> <b><u>I am not artistic – art is a skill that can be taught.</u></b>
<b>Form</b>	Sculpture is only made from clay- sculpture is any 3D artwork.
<b>Printing</b>	Art is made to be admired/seen as beautiful- a lot of art is designed to challenge thinking and share difficult emotions, some art is beautiful, some is not.
<b>Pattern</b>	Art must be pretty – that's not art that's aesthetics.
<b>Texture</b>	Collage can only be paper – collage can be any medium.
<b>Colour</b>	Black and white are colours – Black is the absence of colour. White is all the colours combined in scientific terms. To make something darker add black – use the colour mixing theory to make darker/lighter shades. It may be appropriate to add black to darken sometimes – but generally it will just make black. Primary colours cannot be mixed and made. Colours/shades - which ones are colours and which one are shades.





