



**Blessed Robert Widmerpool CVA**  
**Knowledge, Skills and Progression Grid**  
**Art: Foundation Stage**

**Development Matters 2021**  
**Expressive arts and design: Creating with Materials**

**3 and 4-year-olds will be learning to:**

- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- Attempt to make drawings of people, including some facial features.
- Visit an Art Gallery or look at work by famous artists and be inspired to create drawings with more detail.
- Begin to choose colours purposefully.
- Begin to use objects to print or create patterns in art.
- Talk about what they like or don't like in their own or others' art.
- Say one thing that they could improve in their artwork.
- Explore 3D art eg using natural materials.

**Children in reception will be learning to:**

- 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.
- Say one thing that they could improve in their artwork.
- Explore 3D art eg using natural materials.
- Visit an Art Gallery or look at the work of famous artists and try to represent emotions in their drawings.
- Investigate different lines
- Know some of the combinations that can be mixed to create secondary colours.
- Use drawing to tell a story
- Explore different textures
- Work as part of a group to create a box model – listening to each other ideas about how to improve and change their model.
- Explain how they have made a model and what it's purpose it

**Early Learning Goal – Creating with Materials:** *Children at the expected level of development will:*

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

**Art at BRW includes:**

- Presentation of final pieces to be celebrated through: parent drop-in; assembly; display; blog; exhibition.
  - An art gallery visit must be planned on a two-year cycle.
  - At least one art session per term must take place outside.
- Self and peer assessments (evaluations) should be modelled, encouraged, supported and evidenced in learning journeys, ‘Say what they like about their own and another child’s work’.
  - One piece of work each term to be given to Subject Leader.

| Term                 | Autumn  | Spring | Summer |
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| Continuous Provision | All children have access to a wide range of art materials including block paints, dry paints, ready-mixed paints, chalks, coloured pencils, HB pencils, a variety of thicknesses of paintbrushes, glue, spreaders, a wide variety of papers, cards and fabrics, natural and made collage materials eg beans, lolly sticks, matchsticks, leaves and sequins. These are supported by sequenced symbols to show process of painting or joining and a display of stimulating images. In addition, natural transient art materials are available weekly and painting apps on the IWB are accessible daily. Construction toys including lego, duplo, interstar, stikkebricks and mobilo are available daily. Playdough or sensory experiences including cornflour mixtures, shaving foam and finger painting are available daily. Children can access opportunities of learning through art inside and outside. |        |        |

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| Cycle A | <p><b>Artist: Leonardo da Vinci</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• <b>FS1: Begin to know how to use a variety of drawing tools</b></li> <li>• Use drawing to tell a story</li> <li>• Investigate different lines</li> <li>• Explore different textures</li> <li>• <b>FS2: Know that to create accurate drawings of people, you need to use a circle for a face and add details including emotion.</b></li> </ul> <p><b>Vocabulary:</b> dark, light, straight, wavy, zig-zag, thick, thin, heavy, soft, line, texture, change, plan, do, review, features, shape, expression, beautiful, unique, similarities, differences, detail, emotional, lifelike.</p> <p><b>Evaluate:</b> Are you happy with your picture? What is the best part? What could you do even better?</p> | <p><b>Artist: Bridget Riley</b></p> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• <b>Know how to make a repeating pattern – FS1 (AB) / FS2 (ABB or ABC and talk about it.)</b></li> <li>• Irregular painting patterns</li> <li>• Simple symmetry</li> </ul> <p><b>Vocabulary:</b> Colour names, shape names, pattern, repeating, continuing, first, next, same, mirrored, plan, do, review</p> <p><b>Evaluate:</b> Are you happy with your pattern? Does it repeat? How else could you represent this pattern?</p> | <p><b>Artist: David Hockney</b></p> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• <b>FS1: To enjoy handling and manipulating materials FS2: To manipulate purposefully to express their ideas and feelings.</b></li> <li>• Sensory experiences</li> <li>• <b>FS1: To know how to create simple collages FS2: To plan their collage and work collaboratively.</b></li> <li>• Weaving</li> </ul> <p><b>Vocabulary:</b> Colour names, slimy, dry, wet, texture, brush, palette, mix, change, shape, cut, tear, rough, smooth, weave, plan, do, review, nature, bright, colourful, detail, peaceful, lifelike, beautiful</p> <p><b>Evaluate:</b> Are you happy with your picture? What is the best part? What could you do even better?</p> |
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| <b>Cycle B</b> | <p><b>Artist: Jackson Pollock</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• <b>FS1: To experiment with and use primary colours</b></li> <li>• <b>FS2: To know how to mix colours to create secondary colours.</b></li> <li>• Learn the names of tools that bring colour</li> <li>• Use a range of tools to make coloured marks on paper</li> </ul> <p><b>Vocabulary:</b> Colour names, dark, light, straight, wavy, zig-zag, thick, thin, heavy, soft, line, texture, brush, palette, mix, wet, dry, change, splatter, splash, flick, huge, shape, beautiful, unique, similarities, differences, detail, plan, do, review</p> <p><b>Evaluate:</b> Are you happy with your picture? What is the best part? What could you do even better?</p> | <p><b>Artist: Dan Mather</b></p> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Rubbings</li> <li>• <b>FS1: Know how to print with a variety of objects and FS2: know how they can be put together to create different images.</b></li> <li>• Print with block colours</li> </ul> <p><b>Vocabulary:</b> Colour names, dark, light, heavy, soft, line, texture, brush, palette, mix, change, print, rub, press, pattern, plan, do, review</p> <p><b>Evaluate:</b> Are you happy with your printing? What is the best part? What could you do even better?</p> | <p><b>Artist: Andy Goldsworthy</b></p> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• <b>FS1: To enjoy handling and manipulating materials FS2: To manipulate purposefully to express their ideas and feelings.</b></li> <li>• <b>FS1: To know how to construct with made or natural objects. FS2: To plan their construction and work collaboratively.</b></li> <li>• Building and destroying</li> <li>• Shape and model</li> </ul> <p><b>Vocabulary:</b> Material names eg rocks, pebbles, grass, wood, , slimy, dry, wet, texture, brush, palette, mix, change, shape, cut, tear, rough, smooth, shape, model, form, line, circle, spiral, imaginative, sculpture, natural, plan, do, review</p> <p><b>Evaluate:</b> Are you happy with your sculpture? What is the best part? What could you do even better?</p> |
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**Blessed Robert Widmerpool CVA**  
**Knowledge, Skills and Progression Grid**  
**Art: Key Stage One**

**NC Subject Content**

**Using Materials**

Use a range of materials creatively to design and make products

**Drawing**

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

**Use colour, pattern, texture, line, form, space and shape**

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**Range of Artists**

Study a range of artists, craft makers and designers

**FS Vocabulary:**

**Drawing:** dark, light, straight, wavy, zig-zag, thick, thin, heavy, soft, line, texture, change, plan, do, review, features, shape, expression, beautiful, unique, similarities, differences, detail, emotional, lifelike

**Pattern:** Colour names, shape names, pattern, repeating, continuing, first, next, same, mirrored, plan, do, review

**Texture:** Colour names, slimy, dry, wet, texture, brush, palette, mix, change, shape, cut, tear, rough, smooth, weave, plan, do, review, nature, bright, colourful, detail, peaceful, lifelike, beautiful

**Colour:** Colour names, dark, light, straight, wavy, zig-zag, thick, thin, heavy, soft, line, texture, brush, palette, mix, wet, dry, change, splatter, splash, flick, huge, shape, beautiful, unique, similarities, differences, detail, plan, do, review

**Printing:** Colour names, dark, light, heavy, soft, line, texture, brush, palette, mix, change, print, rub, press, pattern, plan, do, review

**Form:** Material names eg rocks, pebbles, grass, wood, , slimy, dry, wet, texture, brush, palette, mix, change, shape, cut, tear, rough, smooth, shape, model, form, line, circle, spiral, imaginative, sculpture, natural, plan, do, review

**Art at BRW includes:**

- Presentation of final pieces to be celebrated through: parent drop-in; assembly; display; blog; exhibition.
  - An art gallery visit must be planned on a two-year cycle.
  - At least one art session per term must take place outside.
- Topic Assessments with child-friendly objectives must be in sketchbooks (Emerging, Developing, Expected)
  - Mini quiz/recap should take place frequently.
    - End of topic quiz/test/
- A variety of self and peer assessments (evaluations) should be evidenced, including teacher-scribed post-it notes.
  - One piece of work each term to be given to the Subject Leader.

| Term  | Autumn  | Spring  | Summer  |
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| Topic | <p style="text-align: center;"><b>Cycle A</b></p> <p style="text-align: center;">History: Grace Darling</p> <p style="text-align: center;">Geography: Oceans and Continents</p> <p style="text-align: center;"><b>Artist: William Morris</b></p> <p><b>Outdoor lesson:</b> gathering ideas for printing motifs using natural stimulus/materials. Children gather natural materials to print with.</p> | <p style="text-align: center;"><b>Cycle A</b></p> <p style="text-align: center;">History: Great Fire of London</p> <p style="text-align: center;">Geography: Hot/Cold Places</p> <p style="text-align: center;"><b>Artist:</b></p> <p><b>Outdoor lesson :</b> weaving using natural and man-made materials on the BRW fences.</p> | <p style="text-align: center;"><b>Cycle A</b></p> <p style="text-align: center;">History: The Titanic</p> <p style="text-align: center;">Geography: Local Study - Clifton</p> <p style="text-align: center;"><b>Artist: Van Gogh</b></p> <p><b>Outdoor lesson:</b> landscapes – choose a spot to draw and then add watercolours. Forest School/ Flower Park opportunity</p> |

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|                      | <p style="text-align: center;"><b>Cycle B</b></p> <p style="text-align: center;">History: Gunpowder Plot</p> <p style="text-align: center;">Geography: United Kingdom</p> <p style="text-align: center;"><b>Artist: Joan Miro</b></p> <p><b>Outdoor lesson:</b> identifying primary and secondary colours in nature (link to warmth)</p>  | <p style="text-align: center;"><b>Cycle B</b></p> <p style="text-align: center;">History: Mary Seacole</p> <p style="text-align: center;">Geography: Weather and Climate</p> <p style="text-align: center;"><b>Artist: Augusta Savage</b></p> <p><b>Outdoor lesson:</b> Explore texture in the natural world and find resources which will create texture when exploring with play dough/clay.</p>   | <p style="text-align: center;"><b>Cycle B</b></p> <p style="text-align: center;">History: Holidays</p> <p style="text-align: center;">Geography: Non-European Study - India</p> <p style="text-align: center;"><b>Artist: Rangoli Patterns</b></p> <p><b>Outdoor lesson:</b> Glapton Woods/ Flower Park lesson creating Rangoli Art Patterns using natural resources.</p> |
| <p><b>Year 1</b></p> | <p><b>Know the names of the primary and secondary colours (use colour, pattern, texture, line form, space and shape)</b></p> <p>Know how to create moods in art work (use colour, pattern, texture, line, form, space and shape)</p> <p>Know how to create a repeating or a symmetrical pattern in print. Know how to develop impressed images. Know how to create relief printing. (use colour, pattern, texture, line form, space and shape)</p> <p><i>Evaluate: To identify how their own work, peers or other artists' work make them feel.</i></p> | <p><b>Know the difference between pencils (3 different grades) and use to create lines of different thickness in drawings (drawing)</b></p> <p>Know how to show how people feel in paintings and drawings (drawing)</p> <p><b>Know the vocabulary to describe what can be seen and give an opinion about the work of an artist (range of artists)</b></p> <p><i>Evaluate: To identify how their own work, peers or other artists' work make them feel.</i></p> | <p>Know how to cut, roll and coil materials. Know how textures create things. (using materials)</p> <p>Know how to use IT to create a picture (using materials)</p> <p><b>Ask questions about a piece of art (range of artists)</b></p> <p><i>Evaluate: To identify how their own work, peers or other artists' work make them feel.</i></p>                              |

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| <b>Vocabulary</b> | <p>Colour: colour, tint, tone, dark, light, primary colours, secondary colours, warm, cool, colour wheel, mixing</p> <p>Printing: print, overlap, motif, cut, coil, roll, texture, create, pressing, rolling, rubbing, stamping</p> | <p>Drawing: Drawing: sketch, shade, outline, light, dark, shadow, texture, cross-hatch, blend</p> | <p>Form/ Sculpture: Sculpture: Texture, shape, cut, tear, arrange, cut, roll, rough, smooth, hard, soft, straight, wavy, sharp, smooth, heavy, regular</p> <p>Pattern: pattern, motif, repeated, regular, irregular, symmetry, man-made, natural, arrange, fold, overlap, repeat</p> |
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| <p><b>Year 2</b></p>     | <p><b>Know which colours to choose in order to mix paint to create all the secondary colours. Know of natural and manmade forms. (use colour, pattern, texture, line form, space and shape)</b></p> <p><b>Know that adding white to a colour will create a tint and that adding black will change the tone. Use colour on a large scale. (use colour, pattern, texture, line form, space and shape)</b></p> <p>Know how to create brown with paint (use colour, pattern, texture, line, form, space and shape)</p> <p>Know how to create a printed piece of art by pressing, rolling, rubbing and stamping (using materials)</p> <p><i>Evaluate: Identify what they might change in their own work next time.</i></p> | <p><b>Know the difference between three different grades of pencil and which to choose when drawing. Sketch to make quick records. Use shadows. (drawing)</b></p> <p><b>Know the differences between charcoal, pencil and pastels and create art and experiment with different surfaces. Draw as a way of recording experiences and feelings. (drawing)</b></p> <p>Know how to use a viewfinder to focus on a specific part of an artefact before drawing it (drawing).</p> <p><i>Evaluate: Identify what they might change in their own work next time.</i></p> | <p>Know how to use different effects within an IT paint package (using materials)</p> <p><b>Know how to make a clay pot and know how to join two clay finger pots together (using materials)</b></p> <p>Know how to create a piece of art in response to the work of another artist. Know the work of sculptors. (range of artists)</p> <p>Know how to arrange, fold, repeat, overlap, regular and irregular patterns. (use colour, pattern, texture, line, form, space and shape)</p> <p><b>Suggest how artists have used colour, pattern and shape (range of artists).</b></p> <p><i>Evaluate: Identify what they might change in their own work next time.</i></p> |
| <p><b>Vocabulary</b></p> | <p>Colour: colour, tint, tone, dark, light, primary colours, secondary colours, warm, cool, colour wheel, mixing</p> <p>Printing: print, overlap, motif, cut, coil, roll, texture, create, pressing, rolling, rubbing, stamping</p>   | <p>Drawing: Drawing: sketch, shade, outline, light, dark, shadow, texture, cross-hatch, blend</p>  | <p>Form/ Sculpture: Sculpture: Texture, shape, cut, tear, arrange, cut, roll, rough, smooth, hard, soft, straight, wavy, sharp, smooth, heavy, regular</p> <p>Pattern: pattern, motif, repeated, regular, irregular, symmetry, man-made, natural, arrange, fold, overlap, repeat</p>  |



**Blessed Robert Widmerpool CVA**  
**Knowledge, Skills and Progression Grid**  
**Art: Lower Key Stage Two**

**NC Subject Content**

**Using Sketchbooks**

*Create sketch books to record their observations and use them to review and revisit ideas*

**Drawing, painting and sculpture**

*Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*

**Study of great artists**

*Great artists, architects and designers in history*

### FS Vocabulary:

**Drawing:** dark, light, straight, wavy, zig-zag, thick, thin, heavy, soft, line, texture, change, plan, do, review, features, shape, expression, beautiful, unique, similarities, differences, detail, emotional, lifelike

**Pattern:** Colour names, shape names, pattern, repeating, continuing, first, next, same, mirrored, plan, do, review

**Texture:** Colour names, slimy, dry, wet, texture, brush, palette, mix, change, shape, cut, tear, rough, smooth, weave, plan, do, review, nature, bright, colourful, detail, peaceful, lifelike, beautiful

**Colour:** Colour names, dark, light, straight, wavy, zig-zag, thick, thin, heavy, soft, line, texture, brush, palette, mix, wet, dry, change, splatter, splash, flick, huge, shape, beautiful, unique, similarities, differences, detail, plan, do, review

**Printing:** Colour names, dark, light, heavy, soft, line, texture, brush, palette, mix, change, print, rub, press, pattern, plan, do, review

**Form:** Material names eg rocks, pebbles, grass, wood, , slimy, dry, wet, texture, brush, palette, mix, change, shape, cut, tear, rough, smooth, shape, model, form, line, circle, spiral, imaginative, sculpture, natural, plan, do, review

### KS1 Vocabulary:

**Colour:** colour, tint, tone, dark, light, primary colours, secondary colours, warm, cool, colour wheel, mixing

**Printing:** print, overlap, motif, cut, coil, roll, texture, create, pressing, rolling, rubbing, stamping

**Drawing:** Drawing: sketch, shade, outline, light, dark, shadow, texture, cross-hatch, blend

**Form/ Sculpture:** Sculpture: texture, shape, cut, tear, arrange, cut, roll, rough, smooth, hard, soft, straight, wavy, sharp, smooth, heavy, regular

**Pattern:** pattern, motif, repeated, regular, irregular, symmetry, man-made, natural, arrange, fold, overlap, repeat

### Art at BRW includes:

- Presentation of final pieces to be celebrated through: parent drop-in; assembly; display; blog; exhibition.
  - An art gallery visit must be planned on a two-year cycle.
  - At least one art session per term must take place outside.
- Topic Assessments with child-friendly objectives must be in sketchbooks (Emerging, Developing, Expected)
  - Mini quiz/recap should take place frequently
    - End of topic quiz/test/
- A variety of self and peer assessments (evaluations) should be evidenced, including teacher-scribed post-it notes.
  - One piece of work each term to be given to the Subject Leader.

| Term  | Autumn  | Spring   | Summer  |
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| Topic | <p><b>Cycle A</b></p> <p><i>History: Anglo Saxons</i></p> <p><i>Geography: Settlements</i></p> <p><b>Artist: Gustav Klint</b></p>         | <p><b>Cycle A</b></p> <p><i>History: Vikings</i></p> <p><i>Geography: Rivers – including field study</i></p> <p><b>Artist: Ben Mosely</b></p>      | <p><b>Cycle A</b></p> <p><i>History: Egyptians</i></p> <p><i>Geography: Climate Zones</i></p> <p><b>Artist: Picasso</b></p>   |
| Cycle | <p><b>Cycle B</b></p> <p><i>History: Stone Age</i></p> <p><i>Geography: Region of the UK/Local Study</i></p> <p><b>Artist: Banksy</b></p> | <p><b>Cycle B</b></p> <p><i>History: Bronze Age – Iron Age</i></p> <p><i>Geography: Rio and SE Brazil</i></p> <p><b>Artist: Linda Caverley</b></p> | <p><b>Cycle B</b></p> <p><i>History: Romans</i></p> <p><i>Geography: European Study - Italy</i></p> <p><b>Artist: Paul Klee / Mosaics</b></p> <p><b>Nick Mackman / Roman Pots</b></p> |

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| <p><b>Year 3</b></p> | <p>Know how to use facial expressions in art (drawing, painting and sculpture)</p> <p><b>Know how to use six different grades of pencil and charcoal to shade and to show different tones and textures (drawing, painting and sculpture)</b></p> <p><b>Know how to use sketches to produce a final piece of art (using sketchbooks)</b></p> <p>Recognise when art is from different historical periods (study of great artists)</p> <p><i>Evaluate: Directly annotate work, sketches and drawings prior to creating final piece of work.</i></p> <p><i>OUTDOOR SESSION: Use natural materials to create facial expressions</i></p> | <p>Know how to create a background using a wash (drawing, painting and sculpture)</p> <p><b>Know how to make a colour wheel (drawing, painting and sculpture)</b></p> <p>Know how to apply colour using techniques of dotting, scratching or splashing (drawing, painting and sculpture)</p> <p>Know how to draw positive and negative shapes (drawing, painting, sculpture)</p> <p>Know how to use IT to create art which includes their own work and that of others (using sketchbooks)</p> <p><b>Know how to compare the work of different artists (study of great artists)</b></p> <p>Know when art is from different cultures (study of great artists)</p> <p><i>Evaluate: Directly annotate work, sketches and drawings prior to creating final piece of work.</i></p> <p><i>OUTDOOR SESSION: Use natural materials to re-create Mosley art pieces</i></p> | <p><b>Know how to use a range of brushes to create different effects in painting (drawing, painting and sculpture)</b></p> <p>Know how to use digital images and combine with other media (using sketchbooks)</p> <p>Know how to create relief and impressed printing; monoprinting and colour mixing through overlapping of colour prints (drawing, painting and sculpture)</p> <p><b>Know about making patterns on a range of surfaces, make symmetrical patterns and use patterns in the environment (drawing painting and sculpture)</b></p> <p>Know how to identify the techniques used by different artists (study of great artists)</p> <p><i>Evaluate: Directly annotate work, sketches and drawings prior to creating final piece of work.</i></p> <p><i>OUTDOOR SESSION: Use natural materials to create Egyptian scene/tessellating patterns</i></p> |
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| <b>Vocabulary</b> | Expression, grades, graphite scale, lead, scale, detailed, unique, proportion, placement, delicate, simple, bold, subtle, contrasting, dramatic, vibrant, boring, dull, flat, engaging, sketch. | Scale, proportion, placement, delicate, simple, bold, subtle, contrasting, dramatic, vibrant, boring, dull, flat, engaging, sketch, wash, primary, secondary, tertiary, silhouette, range of technique descriptors e.g dotting etc, positive, negative, complex, contemporary, energetic | Scale, proportion, placement, delicate, simple, bold, subtle, contrasting, dramatic, vibrant, boring, dull, flat, engaging, sketch, relief, impressed, intricate, decorative, aesthetically pleasing |
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| <p><b>Year 4</b></p> | <p>Know how to show facial expressions and body language in sketches and paintings (drawing, painting and sculpture)</p> <p><b>Know how to use six different grades of pencil and pastel line, tone, shape and colour to represent figures and forms in movement and know how to show reflections. (drawing, painting and sculpture)</b></p> <p>Use sketchbooks to help create facial expressions (using sketchbooks)</p> <p>Use photographs to help create reflections (using sketchbooks)</p> <p><b>Explain some of the features of art from historical periods (study of great artists)</b></p> <p><i>Evaluate: The work of artists, identifying what they like and dislike.</i></p> <p><i>OUTDOOR SESSION: Use natural materials to create facial expressions/Anglo Saxon natural Jewellery pieces/natural Banksy art (grass graffiti)</i></p> | <p><b>Know how to use marks and lines to show texture in art. Know how to select suitable equipment for the task. (drawing, painting and sculpture)</b></p> <p>Know how to make a colour wheel including tertiary colours.</p> <p>Know how to print onto different materials using at least four colours (drawing, painting and sculpture)</p> <p>Work on a variety of scales (drawing, painting and sculpture)</p> <p>Use sketchbooks to experiment with different texture (using sketchbooks)</p> <p><b>Experiment with the styles used by other artists (study of great artists)</b></p> <p><i>Evaluate: The work of artists, identifying what they like and dislike.</i></p> <p><i>OUTDOOR SESSION: Use natural materials to create lines/patterned art inspired by Ben Mosely/Linda Caverley</i></p> | <p><b>Know how to sculpt clay and other mouldable materials. Know about natural and manmade forms of construction. (drawing, painting and sculpture)</b></p> <p>Know about environmental and man-made patterns. Use tessellation. (drawing, painting and sculpture)</p> <p>Know how to integrate digital images into artwork (using sketchbooks)</p> <p><b>Know how different artists developed their specific techniques, knowing work of sculptors (study of great artists)</b></p> <p><i>Evaluate: The work of artists, identifying what they like and dislike.</i></p> <p><i>OUTDOOR SESSION: Use natural materials to create tessellations</i></p> |
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| <b>Vocabulary</b> | Expression, grades, Graphite scale, lead, scale, proportion, placement, delicate, simple, bold, subtle, contrasting, life-like, realistic, soft, emotional, unique, dramatic, vibrant, boring, dull, flat, engaging, sketch, reflection. | Scale, proportion, placement, delicate, simple, bold, subtle, contrasting, dramatic, vibrant, boring, dull, flat, engaging, sketch, wash, primary, secondary, tertiary, silhouette, scale, sparse, distinctive, fluid | Scale, proportion, placement, delicate, simple, bold, subtle, contrasting, dramatic, vibrant, boring, dull, flat, engaging, sketch, relief, impressed, sculpt, model, mould, tessellate. Intricate, decorative, aesthetically pleasing, tactile |
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## Blessed Robert Widmerpool CVA

### Knowledge, Skills and Progression Grid

#### Art: Upper Key Stage Two

#### NC Subject Content

##### Using Sketchbooks

*Create sketch books to record their observations and use them to review and revisit ideas*

##### Drawing, painting and sculpture

*Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay*

##### Study of great artists

*Great artists, architects and designers in history*

##### FS Vocabulary:

**Drawing:** dark, light, straight, wavy, zig-zag, thick, thin, heavy, soft, line, texture, change, plan, do, review, features, shape, expression, beautiful, unique, similarities, differences, detail, emotional, lifelike

**Pattern:** Colour names, shape names, pattern, repeating, continuing, first, next, same, mirrored, plan, do, review

**Texture:** Colour names, slimy, dry, wet, texture, brush, palette, mix, change, shape, cut, tear, rough, smooth, weave, plan, do, review, nature, bright, colourful, detail, peaceful, lifelike, beautiful

**Colour:** Colour names, dark, light, straight, wavy, zig-zag, thick, thin, heavy, soft, line, texture, brush,

##### KS1 Vocabulary:

**Colour:** colour, tint, tone, dark, light, primary colours, secondary colours, warm, cool, colour wheel, mixing

**Printing:** print, overlap, motif, cut, coil, roll, texture, create, pressing, rolling, rubbing, stamping

**Drawing:** Drawing: sketch, shade, outline, light, dark, shadow, texture, cross-hatch, blend

**Form/ Sculpture:** Sculpture: texture, shape, cut, tear, arrange, cut, roll, rough, smooth, hard, soft, straight, wavy, sharp, smooth, heavy, regular

##### Lower KS2 Vocabulary:

Expression, grades, Graphite scale, lead, scale, proportion, placement, delicate, simple, bold, subtle, contrasting, life-like, realistic, soft, emotional, unique, dramatic, vibrant, boring, dull, flat, engaging, sketch, reflection

Wash, primary, secondary, tertiary, silhouette, scale, sparse, distinctive, fluid

Relief, impressed, sculpt, model, mould, tessellate. Intricate, decorative, aesthetically pleasing, tactile

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| <p>palette, mix, wet, dry, change, splatter, splash, flick, huge, shape, beautiful, unique, similarities, differences, detail, plan, do, review</p> <p><b>Printing:</b> Colour names, dark, light, heavy, soft, line, texture, brush, palette, mix, change, print, rub, press, pattern, plan, do, review</p> <p><b>Form:</b> Material names eg rocks, pebbles, grass, wood, , slimy, dry, wet, texture, brush, palette, mix, change, shape, cut, tear, rough, smooth, shape, model, form, line, circle, spiral, imaginative, sculpture, natural, plan, do, review</p>   | <p><b>Pattern:</b> pattern, motif, repeated, regular, irregular, symmetry, man-made, natural, arrange, fold, overlap, repeat</p>  |  |  |
| <p><b>Art at BRW includes:</b></p> <ul style="list-style-type: none"> <li>• Presentation of final pieces to be celebrated through: parent drop-in; assembly; display; blog; exhibition. <ul style="list-style-type: none"> <li>• An art gallery visit must be planned on a two-year cycle.</li> <li>• At least one art session per term must take place outside.</li> </ul> </li> <li>• Topic Assessments with child-friendly objectives must be in sketchbooks (Emerging, Developing, Expected) <ul style="list-style-type: none"> <li>• Mini quiz/recap should take place frequently. <ul style="list-style-type: none"> <li>• End of topic quiz/test/</li> </ul> </li> </ul> </li> <li>• A variety of self and peer assessments (evaluations) should be evidenced, including teacher-scribed post-it notes. <ul style="list-style-type: none"> <li>• One piece of work each term to be given to the Subject Leader.</li> </ul> </li> </ul> |   |  |  |
| <b>Term</b>   | <b>Autumn</b>   | <b>Spring</b>  | <b>Summer</b>  |
| <b>Topic</b>  | <p style="text-align: center;"><b>Cycle A</b></p> <p style="text-align: center;"><i>History: WW2</i></p> <p><i>Geography: Local Study – Field Work – Fairham Brook</i></p> <p style="text-align: center;"><b>Artist: Barbara Hepworth</b></p> | <p style="text-align: center;"><b>Cycle A</b></p> <p style="text-align: center;"><i>History: Ancient Greece</i></p> <p><i>Geography: European Study – Greece and Athens</i></p> <p><b>Artist: Damien Hirst</b> Kaleidoscope Patterns – Greek Word (Ancient Greek Vases – repeated patterns).</p> | <p style="text-align: center;"><b>Cycle A</b></p> <p style="text-align: center;"><i>History:</i></p> <p><i>Geography: Volcanoes and Earthquakes</i></p> <p style="text-align: center;"><b>Artist: Edward Munch</b><br/>(art in Munch’s style portraying volcanoes)</p> |

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|                   | <p><b>Cycle B</b></p> <p><i>History: Beyond Face Value</i></p> <p><i>Geography: Mountains</i></p> <p><b>Artist: Marc Chagall</b> – war and RE links</p>  | <p><b>Cycle B</b></p> <p><i>History: Non-European Society that provides contrast with British History (Mayans)</i></p> <p><i>Geography: North America – flooding and migration</i></p> <p><b>Artist: Andy Warhol</b> (recreate art based on Mayan patterns/animals)</p>  | <p><b>Cycle B</b></p> <p><i>History: Local – how has Clifton changed over time?</i></p> <p><i>Geography:</i></p> <p><b>Artist William Morris</b></p>   |
| <b>Year 5</b>     | <p><b>Know that shading can be used to create mood and feeling (drawing, painting and sculpture)</b></p> <p>Know how to express emotion in art (drawing, painting and sculpture)</p> <p>Experiment with shading to create mood and feeling (using sketchbooks)</p> <p>Experiment with media to create emotion in art (using sketchbooks)</p> <p>Research the work of an artist and use their work to replicate a style (study of great artists)</p> <p><i>Evaluate: generate an explanation, why they like specific features of an artist's work/technique</i></p> | <p><b>Know that line, tone, shape and colour can be used to represent figures and forms in movement. Know the effect of light on objects and people from different directions. To understand the concept of perspective. (drawing, painting and sculpture)</b></p> <p>Experiment by using marks and lines to produce texture, using a full range of pencils. (using sketchbooks)</p> <p>Research the work of an artist and use their work to replicate a style (study of great artists)</p> <p><i>Evaluate: generate an explanation, why they like specific features of an artist's work/technique</i></p> | <p>Know how to create an accurate print design following given criteria. (drawing, painting and sculpture)</p> <p>Know how to create own abstract pattern to reflect personal experiences and expression. (drawing, painting and sculpture)</p> <p>Know how to use images created, scanned and found; altering them where necessary to create art (using sketchbooks)</p> <p><b>Research the work of an artist, know their key style and use their work to replicate a style (study of great artists)</b></p> <p><i>Evaluate: generate an explanation, why they like specific features of an artist's work/technique</i></p> |
| <b>Vocabulary</b> | <p>Hepworth:<br/>contemporary,<br/>lifelike,<br/>moving,<br/>organic,<br/>soft,<br/>graceful</p>   | <p>aesthetically pleasing<br/>balanced<br/>bold<br/>contemporary<br/>controversial<br/>detailed<br/>original</p>   | <p>absorbing<br/>atmospheric<br/>balanced<br/>contemplative<br/>deeply thoughtful<br/>intense<br/>layered</p>  |

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|   | <p>Chagall:<br/>bold,<br/>deeply thoughtful,<br/>narrative,<br/>moving,<br/>graceful,<br/>dreamlike,<br/>surreal</p>  | <p>realistic<br/>layered<br/>remarkable<br/>distinctive<br/>engaging<br/>thought-provoking<br/>unique</p>  | <p>organic<br/>dreamlike<br/>dynamic<br/>exotic<br/>imaginative<br/>skilled<br/>surreal<br/>thought-provoking</p>   |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p> | <p><b>Know that a full range of pencils, charcoal or pastels can be chosen from when creating a piece of observational art. To know how to use the effect of light on objects and people from different directions. To understand the concept of perspective. To know which colours to use to express feelings. (drawing, painting and sculpture)</b></p> <p>Explain why different tools have been used to create art (using sketchbooks)</p> <p>Understand what a specific artist is trying to achieve in any given situation (study of great artists)</p> <p><i>Evaluate: explain why they have chosen a specific style, media or technique and the impact this has on their final outcome.</i></p> | <p>Know how to overprint to create different patterns (drawing, painting and sculpture)</p> <p>Explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art (using sketchbooks)</p> <p>Know which media to use to create maximum impact. Shape form, model and join. (drawing, painting and sculpture)</p> <p><b>Know the differences between realism and impressionism. (drawing, painting and sculpture)</b></p> <p>Explain the style of art used and how it has been influenced by a famous artist (study of great artists)</p> <p><i>Evaluate: explain why they have chosen a specific style, media or technique and the impact this has on their final outcome.</i></p> | <p>Know how to work collaboratively on a large scale (drawing, painting and sculpture)</p> <p>Know how to use a range of e-resources to create art (using sketchbooks)</p> <p><b>Understand why art can be very abstract and what message the artist is trying to convey (study of great artists)</b></p> <p><i>Evaluate: explain why they have chosen a specific style, media or technique and the impact this has on their final outcome.</i></p> |

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| <p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p> | <p>Hepworth:<br/>contemporary,<br/>lifelike,<br/>moving,<br/>organic,<br/>soft,<br/>graceful<br/>Chagall:<br/>bold,<br/>deeply thoughtful,<br/>narrative,<br/>moving,<br/>graceful,<br/>dreamlike,<br/>surreal</p> <p><b>Differentiation through use of language and independence in using vocabulary</b></p> | <p>aesthetically pleasing<br/>balanced<br/>bold<br/>contemporary<br/>controversial<br/>detailed<br/>original<br/>realistic<br/>layered<br/>remarkable<br/>distinctive<br/>engaging<br/>thought-provoking<br/>unique</p> <p><b>Differentiation through use of language and independence in using vocabulary</b></p> | <p>absorbing<br/>atmospheric<br/>balanced<br/>contemplative<br/>deeply thoughtful<br/>intense<br/>layered<br/>organic<br/>dreamlike<br/>dynamic<br/>exotic<br/>imaginative<br/>skilled<br/>surreal<br/>thought-provoking</p> <p><b>Differentiation through use of language and independence in using vocabulary</b></p> |
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