

Binley Woods Primary School

Long Term Plan :Progression of Skills and Knowledge in Art & Design

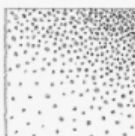
Class Teachers: Use when completing MTP and Yr Gp LTP

Subject Leader: Check coverage and sequencing on LTP and MTP

SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas NC link	Aims: The national curriculum for art and design aims to ensure that all pupils: -produce creative work, exploring their ideas and recording their experiences. -know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Key stage 1: Pupils should be taught 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.		Aims: The national curriculum for art and design aims to ensure that all pupils: -produce creative work, exploring their ideas and recording their experiences. -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. Pupils should be taught about great artists, architects and designers in history.			
Exploring and developing ideas Skills	- Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	- Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work and the processes they have used. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Vocabulary	Portrait, landscape, imagination, idea, artist, craftsperson, designer, observe	Observe, investigate, difference, design, gallery	experience, similarity, difference, culture	Starting point, great artists, artistic style, technique, shadow	Depth, distance, art history, art movement	Starting point, edit, effect, filter
Evaluating and developing work NC	Aims: The national curriculum for art and design aims to ensure that all pupils: -evaluate and analyse creative works using the language of art, craft and design.		Aims: The national curriculum for art and design aims to ensure that all pupils: -evaluate and analyse creative works using the language of art, craft and design.			
Evaluating and developing work Skill	- Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in their future work.	- Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in their future work. - Annotate work	- Compare ideas, methods and approaches in their own and others' work, say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in sketchbook.	- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further.	- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further.	- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further.
Vocabulary	Like dislike, change	Idea, future, develop	Compare, adapt, annotate	Opinion, method, approach,	Genre, functionality	Views, art elements, balance
NC link to technical skills	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 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		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 Key Stage 2 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]			

	- 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.		- about great artists, architects and designers in history.			
Drawing	• draw lines of different shapes and varying thickness • draw with crayons and pencils • look for different lines and shapes when doing simple observational drawings. • shade neatly using pencil and crayons, following the lines carefully.	• use pencils and pastels to shade objects when doing observational drawings. • show patterns and textures in drawings by adding dots and lines. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • sketch lightly for painting • know that light and dark marks are made by varying the pressure.	• Experiment with different grades of pencil – HB, B and 2B – showing line, tone and texture. • represent the effect of light on an object, including shadows, using pencil. • Introduce charcoals as drawing material. • Draw for a sustained period of time at their own level. • use hatching and cross hatching to show tone and texture in drawings. • sketch lightly for painting • concept of perspective	• use a variety of techniques to show tone and texture including hatching, cross hatching, stippling, circulism • continue to experiment with a wider range of graded pencils to achieve interesting effects to my drawing, including shadows and reflections. • show an awareness of space when drawing • Draw both the positive and negative shapes. • show emotion in faces	• Practise the techniques taught in previous years and start to self select the materials which are suitable for the task. • Work in a sustained and independent way from observation, experience and imagination. • know when different materials can be combined and use this to good effect. • represent scale and proportion in observational drawings.	• Demonstrate a wide variety of techniques to add effects e.g. shadows, reflection, hatching and cross hatching. • depict movement and perspective in drawings • use a variety of tools and select the most appropriate.
Development of techniques taught https://rapidfireart.com/2020/01/15/pencil-shading-	 Blending	 Blending	 Hatching	 Ciculism	Practise all of the previously taught techniques in warm ups, skill teaching and observational drawing parts of sequence.	Practise all of the previously taught techniques in warm ups, skill teaching and observational drawing parts of sequence.

techniques-intro/			 Scribbles  Cross-hatching	 Scribbles  Short Dashes  Stippling		
Vocabulary	pencil, pastel, crayon, drawing, illustration, sketch, line, shape, colour, thick, thin, curve, straight, diagonal	shade, tone, pattern, blend, texture, detail, shade, shape, stencil pencil pressure, light, dark	Sketchbook, pencil grade, record, media, medium, tone, composition, line, cross hatch, horizontal, vertical, scribbles, hatching, geometric, tessellation,	proportion, features, guidelines, highlight, still life, study, focal point, perspective, foreground, background calligraphy foreshortening horizon line	depth, emphasis, foreground, middle ground, found object, gesture, optical illusion, perspective,	manipulate, experiment, aerial perspective geometric, tessellation,
Materials taught	Pencils Coloured crayons Felt tip pens Pastels		HB, B and 2B grades of pencils charcoal	6B-2H grades of pencils		Ball point pens Fibre tipped pens
Painting	- Use a variety of tools and techniques including the use of different brush sizes and types. - Mix and match colours to artefacts and objects.	- add white to colours to make tints - add black to colours to make tones - link colours to natural and man made objects - Experiment with tools and techniques, inc.	- Mix colours effectively using the correct language e.g. tint, shade, primary, secondary. - Experiment with different effects and textures inc. blocking	- Make and match colours with increasing accuracy. - Use more specific colour language e.g. tint, tone, shade, hue. - Choose paints and implements appropriately.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours and how they can add mood, texture and	- use a repertoire of painting skills previously taught - Show an awareness of how paintings are created (composition)

	- name and use primary and secondary colours - mix primary colours to make secondary colours - know about warm and cool colours	layering, mixing media, scraping through etc. Work on a range of scales e.g. large brush on large paper	in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc.	- Show increasing independence and creativity with the painting process. - use watercolours	expression to a painting. paintings include texture gained through paint mix or brush technique	
Vocabulary	painting, colour wheel, primary colour, secondary colour, paint, paintbrush, line, mix, warm colour, cool colour, hue Blend, tone, tint, technique, layer, brush strokes, complementary colour, texture,		thickened paint, acrylic, bleed, cool colours, warm colours, neutral colours, contrast, opaque, translucent, transparent, palette, rotate, spectrum, colour match, apply, detail, hue, colour, still life, theme, blocking in, wash, watercolour wash, watercolour		small elements, hue, pose, intensity, tint tone analogous colours, harmonious colours, atmosphere,	
Sculpture	- Use a mouldable material to roll, pinch, coil and smooth. - experiment with pattern using carving techniques. - make simple joins	- Experiment with, construct and join recycled, natural and man-made materials - Use different adhesives and methods of joining to construct form from 2D objects e.g. stitching, split pins, slotting, stapling etc. - Understand the safety and basic care of materials and tools.	- Shape, form, model and construct 3D forms using malleable and rigid materials. - Plan and develop ideas using taught techniques. - Use slip to join clay - Construct a simple clay base for extending and modelling other shapes. - Make informed choices about the 3D technique chosen. - Talk about their work understanding that it has been sculpted, modelled or constructed.		- Describe the different qualities involved in modelling, sculpture and construction. - Use recycled, natural and man-made materials to create sculpture. - Plan and design a sculpture through drawing and other preparatory work. - Develop cutting and joining skills - Talk about their work understanding that it has been sculpted, modelled or constructed.	
Vocabulary	2D or Two Dimensional, 3D or Three Dimensional, masking tape, join, relief sculpture, sculpture, sculpt	Clay, join, mould, manipulate, care of materials, care of tools, tools, construct, natural material, man-made material	Pottery, coil, clay, roll, join, score, slip, shape, knead, tools,		carving, embellish, manipulate,	
Printing	print using a range of materials including natural and made objects.		- relief printing - make own printing block e.g. using card or string - use more than one colour to layer in a print		- develop previously taught techniques in printing - create and arrange accurate patterns	

	- Carry out different printing techniques e.g. rubbings and drawing on polystyrene - Build a repeating pattern and recognise pattern in the environment. - Print using a variety of materials, objects and techniques - Design patterns of increasing complexity and repetition.	to explore pattern and shape, creating designs for printing	
Vocabulary	pattern, print, repeating, rotational pattern, polystyrene, monoprint, roller	variety, design, symmetrical, asymmetrical, reflection, symmetry refine,	layering print, alter, modify, relief print
Collage	- use a combination of materials that have been cut, torn and glued; - sort and arrange materials; - add texture by mixing materials;	- select colours and materials to create effect, giving reasons for their choices; - refine work as they go to ensure precision; - learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;	- add collage to a painted or printed background; - create and arrange accurate patterns; - use a range of mixed media; - plan and design a collage;
Vocabulary	Experiment, media, understand, glue, sticking, paper, fabric, natural materials, textural effects, observation, imagination	Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, overlap edges	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
Textiles	- show pattern by weaving; - use a dyeing technique to alter a textile's colour and pattern; - decorate textiles with glue or stitching, to add colour and detail;	- select appropriate materials, giving reasons; - use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; - develop skills in stitching, cutting and joining	- experiment with a range of media by overlapping and layering in order to create texture, effect and colour; - add decoration to create effect;
Vocabulary	pattern, scissors, weave, thread, fabric crayon, sew, trim	embroidery, mosaic, stitch, knot, running stitch, thread, needle, pattern, design	applique, needle, thread, button, accurate, embellish
Breadth of knowledge	- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT - Investigate different kinds of art, craft and design.	- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	