

## Art Curriculum (Cycle A)

### Autumn: Drawing - line, pattern and texture

KS1

LKS2

UKS2

**Skills:**

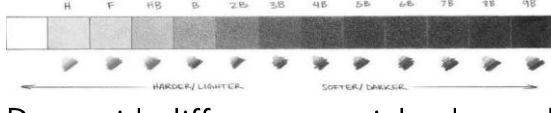
- Explore ways of drawing lines between two points
- Observe and draw patterns
- Draw light and dark lines by applying different pressure
- Draw from imagination

Artist: Paul Klee



Vocabulary: Line, dark, light, pressure

**Skills:**

- Experiment with different grades of pencil, 
- Draw with different materials; charcoal, pencil, pens, ink etc.
- Create different textures, cross hatching, blending
- Draw on different surfaces, paper and texture.
- Draw from imagination

Artist: Yayoi Kusama



Vocabulary: grade, texture, blend, cross hatch, shade, vibrant

**Skills:**

- Work from a range of sources including observation and photographs
- Develop a key element of their work: line, tone, pattern, texture.
- Develop simple perspective in their work using a single focal point and horizon.
- Begin to develop an awareness of composition, scale and proportion in their drawings

Artist: Jim Kay (Harry Potter illustrator)



**Vocabulary:** observation, tone, pattern, focal point, horizon, scale, proportion



### Spring: Painting, printing and colour

KS1

LKS2

UKS2

- mix primary colours to make secondary colours;
- experiment with thick and thin brushes and other painting tools
- I know what 'loading' the paintbrush is.
- I know how to create a smooth sweeping brushstroke.



Artist: Peter Lanyon- Local (landscape)

abstract

Vocabulary: primary, secondary, brushstroke, loading, sweeping,

- mix colours effectively using the correct language, primary, secondary and tertiary; make colour wheels
- mix tints and shades of secondary colours
- Experiment with different brushes to create an effect
- I can experiment with different ways to make marks using a paintbrush



Artist: Alfred Wallis (local) (Seaside Landscape,)

Vocabulary: tertiary, shades, effect, smudging, blending, naive

- create a colour palette, mixing primary colours to make secondary and tertiary colours
- create tints and shades
- use overlapping and layering to create shadow in my painting
- use varied brush techniques to create shapes, textures, patterns and lines;

Artist: Monet- Landscape (waterlilies)



Vocabulary: Impressionism, atmosphere, tints, shade, layers.

### Summer: Mixed-Media, Collage and Sculpture

KS1

LKS2

UKS2

- Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping.
- Manipulate malleable materials e.g. salt dough, play dough, plasticine, clay for a purpose e.g. create a tile, simple pot, animal.
- Develop slab techniques - change the surface of a malleable material e.g. adding texture to a tile.

Artist: Charlotte Hupfield (ceramics)



Vocabulary: rolling, pressed, mould, relief, ceramic

- To shape, form, model and construct from observation or imagination.
- Manipulate clay using pinch, slab and coil techniques and using wire to cut.
- Create surface patterns and textures onto clay.

Artist: Henri Moore

Vocabulary: sculpture, abstract, reclining figures, shape, form



- Use clay to create a coil pot using joining techniques to add detail e.g. handles.
- Use smoothing techniques to create a desired finish before painting.
- Add final finishes to pots/jugs using paint/glazing techniques

Artist: Bernard Leach (local)

Vocabulary: glazes, translucent, Raku firing, studio pottery





## Art Curriculum (Cycle b)

### Autumn: Drawing - line, pattern and texture

KS1

- Skills:**
- Begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, writing pen, chalk.
  - Observe and draw shapes and simple objects
  - Draw the gaps (draw shapes in between objects)

Artist: Vassily Kandinsky



Vocabulary: marks, observation, abstract, shape

LKS2

- Skills:**
- make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, charcoal
  - use observational skills to create a detailed sketch of a single object
  - Apply different pressure to create light and shade
  - Develop an awareness that objects have a third dimension



Artist: Michelle Calkins (still life-fruits and vegetables)



Vocabulary: still life, light, shade, pressure, dimension

UKS2

- Skills:**
- Experiment with wet media to make marks, lines, patterns, textures and shapes – ink and watercolour pencils
  - Explore colour mixing and blending techniques with coloured pencils
  - Draw objects from different viewpoints: above, below, front, back
  - Work in a sustained and independent way to create a detailed drawing.

Artist: Giorgio Morandi (still life)



Vocabulary: viewpoint, dimension, contrast, light, colour palette, muted tones.

### Spring: Painting, printing and colour

KS1

- Use finger prints and ink pads
- Add drawings to finger prints.
- Make printing blocks with cookie cutters and plasticine (ink pads)
- Use elastic bands and card to create prints (poster paints)
- Use plastic wheels, plugs, bubble wrap and junk to create patterns (poster paints)

Artist: Gustav Klimt



Vocabulary: Patterns, colours, bold, ink,

LKS2

- use more than one colour in a print;
- replicate patterns from observations;
- make printing blocks and create repeating patterns

Artist: Orla Keily



Vocabulary: geometric, symmetrical, repeating, rotation, shape, reflection, harmonious, complementary, pressure

UKS2

- Create a simple two colour linocut print.
- Layer prints
- Carve a variety of mark making techniques using linocut tools.
- Create a design suitable for printing
- Print a design by hand, using water-based inks.

Artist: Michelle Hughes



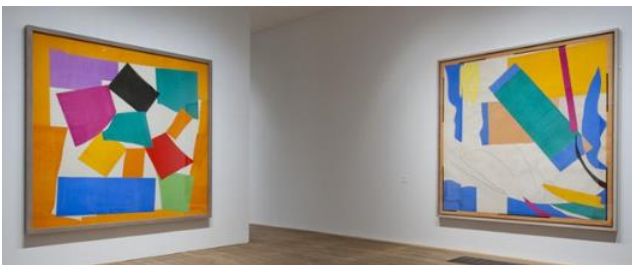
Vocabulary: carve, layer, linocut, contemporary, simplistic

### Summer: Mixed-Media, Collage and Sculpture

KS1

- Create images from a variety of media e.g. magazines, fabric, crepe paper
- Arrange and glue materials to different backgrounds Sort and group materials by properties e.g. colour and textures
- I can select, sort, cut and tear
- Work on different scales

Artist: Henri Matisse



Vocabulary: scale, mood, spiral, positioning, vibrant, exciting, canvas

LKS2

- I can investigate texture through a range of materials e.g scrunching and screwing paper up.
- I can experiment with using colours or textures to create a specific mood or feeling.
- I can cut a variety of shapes to complete a composition.
- Fold, crumble, tear and overlap papers and other materials

Artist: Beatriz Milhazes



Vocabulary: shapes, crumble, contrast, mood

UKS2

- Add collage to a painted, printed or drawn background
- Use a range of mixed media to create collages, textiles, fabric, sew onto canvas, card etc
- add embellishment using a variety of techniques, including drawing, painting, sequins, glitter, print.

Artist: Hannah Hoch



Vocabulary: layers, embellishment, overlapping, stencil, statement

## All units follow this sequence of lessons:

<p><b>Step 1: Who is..?</b> Gallery exhibition of key pieces of their work.</p> <p>Introduce the artist, basic background information. What media do they work in? What inspire them? How did they develop their skills etc.</p> <p>Class discussion on likes/dislikes</p>	<p><b>Step 2. Composition</b></p> <p>Closer look at selected piece of art to focus on.</p> <p>Discuss the composition (the way in which different elements of a piece is combined or arranged).</p> <p>*See teacher notes on composition.</p> <p>Annotate work in sketch book.</p>	<p><b>Step 3: Tools and Techniques</b></p> <p>What skills, tools and techniques have the artist used to create their piece? Colour/tone, proportion, mark making implements, brushstrokes, knowledge of materials, specialist equipment etc.</p> <p>Annotate work in sketch book.</p>
<p><b>Step 4: Practise</b></p> <p>Provide opportunity to practise the main skill/technique using tools and equipment.</p> <p>Evaluate what they have learnt and record in sketch book.</p>	<p><b>Step 5: Design</b></p> <p>In this lesson pupils will plan a design using the techniques and skills that they have learned.</p> <p>The plan will be recorded in their sketch books, noting the colours they will use, equipment needed, technique, composition etc.</p>	<p><b>Step 6: Create</b></p> <p>Follow the plan to create a final piece. Some adaptations may be made but the journey of how they reached their final piece should be evident.</p>
<p><b>Step 7. Celebrate and evaluate!</b></p> <p>Final pieces will be displayed around the room so that the children can appreciate and celebrate each other's success. They will then reflect and review their pieces and suggest advice for future projects.</p>		



## St Erth School Art Progression Map

Autumn : Drawing - Line, pattern and texture			
	KS1	LKS2	UKS2
Cycle A	<p>Skills:</p> <ul style="list-style-type: none"> <li>Explore ways of drawing lines between two points</li> <li>Observe and draw patterns</li> <li>Draw light and dark lines by applying different pressure</li> <li>Draw from imagination</li> </ul> <p><b>Artist: Paul Klee</b> Vocabulary: Line, dark, light, pressure</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil,</li> <li>Draw with different materials; charcoal, pencil, pens, ink etc.</li> <li>Create different textures, cross hatching, blending</li> <li>Draw on different surfaces, paper and texture.</li> <li>Draw from imagination</li> </ul> <p><b>Artist: Yayoi Kusama</b> Vocabulary: grade, texture, blend, cross hatch, shade, vibrant</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Work from a range of sources including observation and photographs</li> <li>Develop a key element of their work: line, tone, pattern, texture.</li> <li>Develop simple perspective in their work using a single focal point and horizon.</li> <li>Begin to develop an awareness of composition, scale and proportion in their drawings</li> </ul> <p><b>Artist: Jim Kay (Harry Potter illustrator)</b> <b>Vocabulary:</b> observation, tone, pattern, focal point, horizon, scale, proportion</p>
Cycle B	<p>Skills:</p> <ul style="list-style-type: none"> <li>Begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, writing pen, chalk.</li> <li>Observe and draw shapes and simple objects</li> <li>Draw the gaps (draw shapes in between objects)</li> </ul> <p><b>Artist: Vassily Kandinsky</b> Vocabulary: marks, observation, abstract, shape</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, charcoal</li> <li>use observational skills to create a detailed sketch of a single object</li> <li>Apply different pressure to create light and shade</li> <li>Develop an awareness that objects have a third dimension</li> </ul> <p><b>Artist: Michelle Calkins</b> Vocabulary: still life, light, shade, pressure, dimension</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Experiment with wet media to make marks, lines, patterns, textures and shapes – ink and watercolour pencils</li> <li>Explore colour mixing and blending techniques with coloured pencils</li> <li>Draw objects from different viewpoints: above, below, front, back</li> <li>Work in a sustained and independent way to create a detailed drawing.</li> </ul> <p><b>Artist: Giorgio Morandi</b> Vocabulary: viewpoint, dimension, contrast, light, colour palette, muted tones.</p>
Spring: Painting, printing and colour			
	KS1	LKS2	UKS2
Cycle A	<p>Skills:</p> <ul style="list-style-type: none"> <li>mix primary colours to make secondary colours;</li> <li>experiment with thick and thin brushes and other painting tools</li> <li>I know what 'loading' the paintbrush is.</li> <li>I know how to create a smooth sweeping brushstroke.</li> </ul> <p><b>Artist: Peter Lanyon</b> <b>Vocabulary:</b> primary, secondary, brushstroke, loading, sweeping, abstract</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>mix colours effectively using the correct language, primary, secondary and tertiary; make colour wheels</li> <li>mix tints and shades of secondary colours</li> <li>Experiment with different brushes to create an effect</li> <li>I can experiment with different ways to make marks using a paintbrush</li> </ul> <p><b>Artist: Alfred Wallis</b> Vocabulary: tertiary, shades, effect, smudging, blending, naive</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>create a colour palette, mixing primary colours to make secondary and tertiary colours</li> <li>create tints and shades</li> <li>use overlapping and layering to create shadow in my painting</li> <li>use varied brush techniques to create shapes, textures, patterns and lines;</li> </ul> <p><b>Artist: Monet- Landscape (waterlilies)</b> Vocabulary: Impressionism, atmosphere, tints, shade, layers.</p>
Cycle B	<p>Skills:</p> <ul style="list-style-type: none"> <li>Use finger prints and ink pads</li> <li>Add drawings to finger prints.</li> <li>Make printing blocks with cookie cutters and plasticine (ink pads)</li> <li>Use elastic bands and card to create prints (poster paints)</li> <li>Use plastic wheels, plugs, bubble wrap and junk to create patterns (poster paints)</li> </ul> <p><b>Artist: Gustav Klimt</b> Vocabulary: Patterns, colours, bold, ink,</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>use more than one colour in a print;</li> <li>replicate patterns from observations;</li> <li>make printing blocks and create repeating patterns</li> </ul> <p><b>Artist: Orla Keily</b> Vocabulary: geometric, symmetrical, repeating, rotation, shape, reflection, harmonious, complementary, pressure</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Create a simple two colour linocut print.</li> <li>Layer prints</li> <li>Carve a variety of mark making techniques using linocut tools.</li> <li>Create a design suitable for printing</li> <li>Print a design by hand, using water-based inks.</li> </ul> <p><b>Artist: Michelle Hughes</b> Vocabulary: carve, layer, linocut, contemporary, simplistic</p>
Summer: Mixed-Media, Collage and Sculpture			
	KS1	LKS2	UKS2
Cycle A	<ul style="list-style-type: none"> <li>Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping.</li> <li>Manipulate malleable materials e.g. salt dough, play dough, plasticine, clay for a purpose e.g. create a tile, simple pot, animal.</li> <li>Develop slab techniques - change the surface of a malleable material e.g. adding texture to a tile.</li> </ul> <p><b>Artist: Charlotte Hupfield (ceramics)</b> Vocabulary: rolling, pressed, mould, relief, ceramic</p>	<ul style="list-style-type: none"> <li>To shape, form, model and construct from observation or imagination.</li> <li>Manipulate clay using pinch, slab and coil techniques and using wire to cut.</li> <li>Create surface patterns and textures onto clay.</li> </ul> <p><b>Artist: Henri Moore</b> Vocabulary: sculpture, abstract, reclining figures, shape, ofrm</p>	<ul style="list-style-type: none"> <li>Use clay to create a coil pot using joining techniques to add detail e.g. handles.</li> <li>Use smoothing techniques to create a desired finish before painting.</li> <li>Add final finishes to pots/jugs using paint/glazing techniques</li> </ul> <p><b>Artist: Bernard Leach (local)</b> Vocabulary: glazes, translucent, Raku firing, studio pottery</p>
Cycle B	<ul style="list-style-type: none"> <li>Create images from a variety of media e.g. magazines, fabric, crepe paper</li> <li>Arrange and glue materials to different backgrounds Sort and group materials by properties e.g. colour and textures</li> <li>I can select, sort, cut and tear</li> <li>Work on different scales</li> </ul> <p><b>Artist: Henri Matisse</b> <b>Vocabulary:</b> scale, mood, spiral, positioning, vibrant, exciting, canvas</p>	<ul style="list-style-type: none"> <li>I can investigate texture through a range of materials e.g scrunching and screwing paper up.</li> <li>I can experiment with using colours or textures to create a specific mood or feeling.</li> <li>I can cut a variety of shapes to complete a composition.</li> <li>Fold, crumble, tear and overlap papers and other materials</li> </ul> <p><b>Artist: Beatriz Milhazes</b> <b>Vocabulary:</b> shapes, crumble, contrast, mood</p>	<ul style="list-style-type: none"> <li>Add collage to a painted, printed or drawn background</li> <li>Use a range of mixed media to create collages, textiles, fabric, sew onto canvas, card etc</li> <li>add embellishment using a variety of techniques, including drawing, painting, sequins, glitter, print.</li> </ul> <p><b>Artist: Hannah Hoch</b> <b>Vocabulary:</b> layers, embellishment, overlapping, stencil, statement</p>