

Art at Woodmancote School

NC: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

- Drawing skills underpin all of our artistic learning, and pupils explore and develop their drawing skills as part of their research and understanding of the artists and knowledge for each unit of work.
- Each academic year, students will study the works of three famous artists in the areas of Drawing, Painting and Printing and one of
- 3D Design – Sculpture or Textiles and Collage.
- At the beginning of each unit of work, pupils will study an artist, their work, style, skills and lives, before using those techniques to explore work more widely.

Sequence of Learning

1. Research and develop ideas: Take inspiration from artists, observe and imitate their style, and then develop ideas in sketchbooks. Look at a range of artwork, artefacts, etc. by specific artists, linked to the unit. Older children should find out about great artists throughout history, researching their life and work, as well as how they inspired other artists.


2. Sketchbook experimenting: Stick mini photos of artists' work into sketchbooks, for children to observe and imitate next to it or focus on a particular aspect of the picture and draw a close up. I will be allocating specific artists to each year group.



3. Explore and develop skills and techniques: Experiment with chosen media, colour, materials, etc. and imitate the style of specific artists.

4/5. Master techniques and develop ideas: Apply and use technical skills to plan from observation or imagination (in sketch book) and then produce a final piece for display.

6. Evaluating: Evaluate own and others' work; annotating in sketchbook or making notes on post its. You could stick mini photographs of final piece in sketch books, to go with the evaluation and to support judgements.

Year Group	Main Focus	Prior Knowledge/Themes How does this link to other subjects and Year groups?	Vocabulary
Little Chestnuts	<p>WALT:</p> <ul style="list-style-type: none"> Explore different materials freely, deciding how to use them and what to make Join different materials using glue and masking tape Draw with increasing detail Explore and experiment with colour mixing <p>Significant Artists Kandinsky – concentric circles linked to colour mixing and circle shapes Da Vinci – Mona Lisa – faces with circles and features Seurat – experimentation with finger painting and cotton buds for dots Jackson Pollock – comparing conker trail painting to his work Augusta Savage – sculptor faces and 3D modelling Yugita Javarhalal – (Pre school helper) Rangoli patterns for Diwali</p> <p>Invite artists to the setting to create works – Amanda? Real life interesting objects – point out key features and help children to add details e.g. daffodils</p>	<p>Themes</p> <p>Drawing – draw both from imagination and observation and begin to add details</p> <p>Painting - Colour Talk about differences between colours and explore colour mixing</p> <p>3D Using masking tape and glue for sticking scrap materials together Rolling, pinching, flattening malleable materials</p> <p>Prior Learning Children at pre school will have had a variety of experiences at home. Hopefully, they will have experimented with mark making with a range of materials.</p>	<p><u>Theme vocabulary</u></p> <p>Drawing: pencil, crayon, chalk, felt tip, circle, straight</p> <p>Painting: colour names, paint brush</p> <p>3D: join, cut, scissors, masking tape, glue, squash, pinch, flat, roll</p> <p>Mixed Media:</p> <p>Textiles:</p> <p>Printing:</p> <p>Artists knowledge: Like, dislike, artist, piece of art</p>
Year R	<p>ELG:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Share their creations , explaining the processes they have used <p>WALT:</p> <ul style="list-style-type: none"> Explore drawing, painting and 3D creations to express their ideas and feelings Mix colours to match to colours they see and want to use 	<p>Themes</p> <p>Drawing Make representations that are recognisable using a variety of tools, pencils, crayons, pastels, chalks, fingers in different media.</p> <p>Painting - Colour</p>	<p><u>Theme vocabulary</u></p> <p>Painting: colour names, mix, light dark</p> <p>Drawing: pencil, crayon, chalk, felt tip, circle, straight, hard, soft,</p> <p>3D:</p>

	<ul style="list-style-type: none"> Create collaboratively and talk about ideas and resources <p>Significant Artists</p> <p>Kandinsky – several circles linked to colour mixing and shapes</p> <p>Giannis Dendrinos – train art sculptures made from industrial parts</p> <p>Van Gough Sunflowers/wheat field – texture and colour</p> 	<p>Naming and mixing colours experimentation with adding different colours. Control of paint brush</p> <p>Mixed Media Explore textures of materials and paint and making different textures by adding media to paint</p> <p>3D Noticing patterns and shapes in Art Cutting and sticking shapes required Use of adhesive tape, stick glue and PVA glue to join materials</p> <p>Prior Learning All artwork will build upon the experimentation in Little Chestnuts. Repetition of Kandinsky a featured artist</p>	<p>fix, join, cut, sellotape, glue stick, PVA glue</p> <p>Mixed Media: Rough, bumpy, smooth, fluffy, swirl</p> <p>Textiles:</p> <p>Printing:</p> <p>Artists knowledge: Like, dislike, artist, piece of art</p>
Year 1	<p>Artists knowledge and Sketch booking</p> <ul style="list-style-type: none"> I can start to record simple media explorations in a sketch book <p>Exploring and developing ideas</p> <ul style="list-style-type: none"> I can ask and answer questions about the artists and art presented to me. <p>Evaluating and developing work</p> <ul style="list-style-type: none"> I can say how I feel about my work and others. <p>Drawing – throughout all units and self portrait</p> <ul style="list-style-type: none"> I can begin to control the types of marks made with the range of media. I can produce an expanding range of patterns and textures. <p>Painting - Significant Artist L.S. Lowry</p>	<p>Themes</p> <p>Drawing Yr1 → Yr2 Edward Wilson → Yr3 → Yr4 → Yr5 Architecture/Stephen Wilson → Yr6 Portraits</p> <p>Painting Yr1 Lowry → Yr2 S.H.Raza → Yr 3 Paul Klee → Yr 4 Roses and Castles Julie Tonkin → Yr5 Romero Britto → Yr6 Banksy/Jackson Pollock</p> <p>Mixed Media Yr1 Henri Rousseau → Yr6 Mark Herald/Jackson Pollock</p>	<p>Theme vocabulary</p> <p>Drawing: Painting, Drawing, Feelings, Yourself, Me, You, Pencil/s, Crayon/s, Thick/ness, Thin, Line, Grade</p> <p>Painting: Painting, Primary, Secondary, Themselves, Thick, Thin, Brush/es, See, Colour</p> <p>Mixed Media: Cut, Tear, Paper, Card, Collage, Gather, Sort, Materials</p>

	 <ul style="list-style-type: none"> • I can explore with a variety of media; different brush sizes and tools. • I can explore lightening and darkening paint without the use of black or white. • I can start to mix a range of secondary colours, moving towards predicting resulting colours <p>Mixed Media – Significant artist – Henri Rousseau</p>  <ul style="list-style-type: none"> • I can cut and tear paper and card for their collages • I can gather and sort the materials I will need for a collage • I can use my paint techniques to create my own collage paper. <p>3D – Significant Artist – Barbara Hepworth</p> <ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. • I can shape and model materials for a purpose. • I can join materials <p>https://barbarahepworth.org.uk/sculptures/ https://thelowry.com/about-us/ls-lowry/ https://www.haring.com/</p>	<p>3D Yr1 Barbara Hepworth → Yr3 Gormley/Picasso Human Figure → Yr4 Sohpie Ryder → Yr6 Canopic Jars/Clay</p> <p>In addition, Year 1 children to have the opportunity to use photography. This will link with Isambard Kingdom Brunel and his famous portraits.</p>	<p>3D: Cut, Roll, Coil, Texture, Tools, Shape/s</p> <p>Textiles: Sort, Thread, Fabric, Colour, Texture, Weave</p> <p>Printing: Print, Press, Roll/rolling, Rub/rubbing, Stamp/stamping</p> <p>Artists knowledge: Opinion, Artist, Ask, Questions, Piece of art, Describe</p>
Year 2	Artists knowledge and Sketch booking	Themes	Theme vocabulary

- I can use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.

Exploring and developing ideas

- I can say how other artist/craft maker/designer have used colour, pattern and shape

Evaluating and developing work

- When looking at creative work I can express clear preferences and identify what I might change in my current work/ future work.

Drawing – self portrait & significant artists Beatrix Potter & Edward Wilson

- I can control the types of marks made with the range of media.
- I can continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.
- I can continue to investigate textures and produce an expanding range of patterns.

Painting – significant artist S.H.Raza



- I can begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture to paint.

Drawing

Yr1 → Yr2 Edward Wilson → Yr3 → Yr4 → Yr5
Architecture/Stephen Wilson → Yr6
Portraits

Painting

Yr1 Lowry → Yr2 S.H.Raza → Yr 3 Paul Klee → Yr 4 Roses and Castles Julie Tonkin → Yr5 Romero Britto → Yr6 Banksy/Jackson Pollock

Printing

Yr2 Beatrix Potter → Yr4 Pop Art Andy Warhol

Years 2 and 5 ARE LINKED BY THE Environmental Art Movement, with BEATRIX POTTER'S strong referencing in both her artwork and writing, the importance of Nature and animals

Colour and mood were important to S.H. RAZA, so further links can be made with other artists, including KLEE, who was also linked to the EXPRESSIONIST movement (see Year 6 as well)

Cross Curricular Links: Great Fire of London (History), with the colour RED and Edward Wilson (History and Geography) Landscapes

Drawing:

Painting, Drawing, Feelings, Yourself, Me, You, Pencil/s, Crayon/s, Thick/ness, Thin, Line, Grade/s, Charcoal, Pastel, View, Tone/s

Painting:

Painting, Mix, Match, Predict outcomes, Secondary, Tint, Tones , Colour wheel

Mixed Media:

Create, Individual/group collage, Different materials, Repeated pattern

3D:

Make, Clay, Join, Line, Shape

Textiles:

Join, Fabric, Glue, Sew, Together, Create, Patchwork

Printing:

Repeat/ing, Pattern, Print, Sponge, Vegetables, Fruit, Paper, Textile, Design, Printing block

Artists knowledge/sketchbooks

Artist, Colour, Pattern, Shape, Create, Natural objects, Man-made objects, Demonstrate, Ideas, Set out, Annotation, Notes, Changed ideas

	<ul style="list-style-type: none"> I can begin to mix colour shades and tones - make tints by adding white, make tones by adding black I can use a brush to produce marks appropriate to work. E.g. small brush for small marks. <p>https://www.artsy.net/artist/s-h-raza</p> <p><u>Printing – significant artist</u></p> <ul style="list-style-type: none"> I can create a design and then make a block from my design. I can choose colour to suit my design. I can use equipment and media correctly and be able to produce a clean printed image. 		
Year 3	<p><u>Artists knowledge and Sketch booking</u></p> <ul style="list-style-type: none"> I can use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. <p><u>Exploring and developing ideas</u></p> <ul style="list-style-type: none"> I can compare the work of different artists I can explore work from other periods of time <p><u>Evaluating and developing work</u></p> <ul style="list-style-type: none"> I can reflect upon what I like and dislike about my work in order to improve it. I can identify what I might change in my current work/ future work. <p><u>Drawing – throughout all units & self portrait</u></p> <ul style="list-style-type: none"> I can demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. I can begin to show an awareness of objects having a third dimension and perspective. 	<p><u>Themes</u></p> <p><u>Drawing</u> Yr1 → Yr2 Edward Wilson → Yr3 → Yr4 → Yr5 Architecture/Stephen Wilson → Yr6 Portraits</p> <p><u>Painting</u> Yr1 Lowry → Yr2 S.H.Raza → Yr 3 Paul Klee → Yr 4 Roses and Castles Julie Tonkin → Yr5 Romero Britto → Yr6 Banksy/Jackson Pollock</p> <p><u>Textiles</u> Yr3 Weaving Archie Brennan/Anni Albers → Yr5 Batik Mary Edna Fraser</p> <p><u>Mixed Media</u> Yr1 Henri Rousseau → Y3 Picasso → Yr6 Mark Herald/Jackson Pollock</p> <p>Cross curricula links – River Ganges and River Severn in Geography</p>	<p><u>Theme vocabulary</u></p> <p>Drawing: Expression, Facial, Shade, Tone/s, Texture/s, Sketch/es, Explanation</p> <p>Painting: Background, Wash, Range, Brushes, Different effects, Predict, Accuracy, Colours, Mix, Primary, Secondary</p> <p>Mixed Media: Cut, Accurate/ly, Overlap, Material, Experiment, Colours, Mosaic, Montage</p> <p>3D: Add to, Create, Texture, Shape, Life size, Material/s</p> <p>Textiles: Create, Loom, Stitch, Join, Fabric, Form, Padding, Sew/ing, Detail, Texture</p>

- I can create textures and patterns with a wide range of drawing implements.

Painting – significant artist Paul Klee



- I can demonstrate increasing control the types of marks made
- I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
- I can use light and dark within painting and begin to explore complimentary colours.

<https://www.tate.org.uk/art/artists/paul-klee-1417>

Textiles – Weaving Significant artists Archie Brennan & Anni Albers



- I can weave, both 3D and flat i.e. with paper and with thread on a loom
- I can apply decoration using beads, buttons, feathers etc.
- I can show experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.

Mixed Media – Collage significant artists Picasso & Mark Heard

Printing:

Printing block, Colour print, Mono print, Multi layered mono printing

Artists knowledge/sketchbooks

Identify, Techniques, Artists , Compare, Different cultures, Recognise, Historical periods, Understand viewpoints, Feeling, Express, Describe, Likes, Dislikes, Make notes, Techniques used, Suggest improvements



- I can add texture to a piece of work with different materials
- I can cut very accurately
- I can experiment using different colours
- I can use mosaic
- I can montage

Year 4

Artists knowledge and Sketch booking

- I can use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.

Exploring and developing ideas

- I can experiment with different styles which artists have used
- I can explain art from other periods of history

Evaluating and developing work

- I can discuss and review my own and others work, expressing thoughts and feelings explaining my views.
- I can adapt my work according to my views and describe how I might develop it further.

Drawing – throughout all units & self portrait

- I can develop techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.
- I can draw for a sustained period of time at an appropriate level.

Themes

Drawing

Yr1 → Yr2 Edward Wilson → Yr3 → **Yr4** → Yr5
 Architecture/Stephen Wilson → Yr6
 Portraits

Painting

Yr1 Lowry → Yr2 S.H.Raza → Yr 3 Paul Klee → **Yr 4 Roses and Castles Julie Tonkin** → Yr5 Romero Britto → Yr6 Banksy/Jackson Pollock

Printing

Yr2 Beatrix Potter → **Yr4 Pop Art Andy Warhol**

3D

Yr1 Barbara Hepworth → Yr3 Gormley/Picasso Human Figure → **Yr4 Sophie Ryder** → Yr6 Canopic Jars/Clay

Cross Curricular Links: The Minotaur (Greek Legends), forming a link in terms of art and sculpture.

Theme vocabulary

Drawing:

Facial expression, Body language, Sketch/es, Marks, Lines, Texture, Tone, Shape, Colour, Represent, Figures, Forms, Movement, Reflection, Materials

Painting:

Facial expression, Body language, Create, Colours, Mood, Shading, Feeling

Mixed Media:

Ceramic mosaic, Combine, Visual, Tactile

3D:

Sculpt, Clay, Mouldable, Material, Experiment, Combine materials, Processes, Design, 3d form

Textiles:

Texture, Sewing, Skills, Project

Printing:

- Have opportunities to develop further drawings featuring the third dimension and perspective.

Painting – significant artist Julie Tonkin



- I can begin to choose appropriate media to work with.
- I can use light and dark within painting and show understanding of complimentary colours.
- I can start to look at working in the style of a selected artist (not copying).

Printing – Significant Artist – Andy Warhol



- I can print using at least 2 colours
- I can create an accurate print design
- I can print onto different materials


**3D – significant artist - SOPHIE RYDER-
HARE AND MINOTAUR**

The Water Cycle in Geography, with a focus on the urban landscapes of WILTSHIRE (Cities with Rivers)

Print, Different, Materials, Colours, Accurate, Design

Artists knowledge/sketchbooks

Experiment, Styles, Artists, Explain, Features, Historical period, Specific techniques, Experiment, Different texture, Express feelings, Likes, Dislikes, Produce montage, Adapt, Improve, Original, Purpose

	 <ul style="list-style-type: none"> • I can secure work to continue at a later date. • I can make a slip to join to pieces of clay. • I can decorate, coil, and produce marquettes (SCALED MODELS) confidently when necessarily. • I can use recycled, natural and man-made materials to create sculptures. • I can use carving as a form of 3D art. <p>https://www.sophieryder.com/</p>		
Year 5	<p><u>Artists knowledge and Sketch booking</u></p> <ul style="list-style-type: none"> • I can use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • I can recognise the art of key artists and begin to place them in key movements or historical events. <p><u>Exploring and developing ideas</u></p> <ul style="list-style-type: none"> • I can experiment with different styles which artists have used • I can explore work from other cultures <p><u>Evaluating and developing work</u></p> <ul style="list-style-type: none"> • I regularly analyse and reflect on my progress taking account of what I hoped to achieve. <p><u>Drawing – self portrait & NEO-CLASSICAL-REGENCY TRADITION OF ARCHITECTURE</u> <u>Significant artists – Stephen Wiltshire</u></p>	<p><u>Themes</u></p> <p><u>Drawing</u> Yr1 → Yr2 Edward Wilson → Yr3 → Yr4 → Yr5 Architecture/Stephen Wilson → Yr6 Portraits</p> <p><u>Painting</u> Yr1 Lowry → Yr2 S.H.Raza → Yr 3 Paul Klee → Yr 4 Roses and Castles Julie Tonkin → Yr5 Romero Britto → Yr6 Banksy/Jackson Pollock</p> <p><u>Textiles</u> Yr3 Weaving Archie Brennan/Anni Albers → Yr5 Batik Mary Edna Fraser</p>	<p><u>Theme vocabulary</u></p> <p><u>Drawing:</u> Shade , Create, Mood, Feeling, Line, Marks, Texture, Tone, Shape, Figures, Forms, Movement, Express emotion, Reflections, Materials, perspective</p> <p><u>Painting:</u> Shading, Create, Mood, Feeling, Express emotion, Organise, Line, Tone, Shape, Represent, Figures, Forms, Movement</p> <p><u>Mixed Media:</u> Ceramic mosaic, Combine, Visual, Tactile, Qualities, Express</p>



- I can work in a sustained and independent way to create a detailed drawing.
- I can develop simple perspective in using a single focal point and horizon.
- I can begin to develop an awareness of composition, scale and proportion in my drawing.
- I can use drawing techniques to work from a variety of sources including observation, photographs and digital images.
- I can use close observation skills using a variety of view finders.

<https://www.stephenwiltshire.co.uk/>

Painting – significant artist Romero Britto



- I can confidently control the types of marks made and experiment with different effects and textures.
- I can mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.

FRIDA KAHLO builds upon the FOLK ART movement covered in Year 4 as part of ROSES and CASTLES

ROMERO BRITTO was influenced by the work of PICASSO, so reference work in Year 3 and PICASSO

Link with Year 1 and initial study of leaf forms by ROUSSEAU

Cross Curricular Links: South American Rainforest (Geography)
<https://www.britannica.com/topic/Andy-Goldsworthy>

mood/emotion, photography, computing.

3D:

Experiment, Combine, Materials, Processes, Design, 3d form, Sculpt, Clay, Mouldable materials

Textiles:


Sewing, Project, Running stitch, Cross stitch, Backstitch, Applique, Embroidery, wax, batik, silk, ink

Printing:

Print, Accurate, Design criteria, Colours, Different materials

Artists knowledge/sketchbooks

Artist, Replicate, Style, Learn, Observe/look, Galleries, Sources of information, Research, Keep notes, Develop, Compare, Discuss

	<ul style="list-style-type: none"> I can start to develop my own style using tonal contrast and mixed media. <p>https://britto.com/ Textiles – Batik – Significant Artist Mary Edna Fraser</p>  <ul style="list-style-type: none"> I can use resist paste and batik. I can use more than one colour successfully in batik. I can talk about the decoration of fabrics from other countries 		
Year 6	<p><u>Artists knowledge and Sketch booking</u></p> <ul style="list-style-type: none"> I can use sketchbooks to collect and record visual information from different sources as well as planning and collating source material. I can adapt my work according to my views and describe how I might develop it further. <p><u>Exploring and developing ideas</u></p> <ul style="list-style-type: none"> I can make a record about the styles and qualities in my work I can say what my work is influenced by <p><u>Evaluating and developing work</u></p> <ul style="list-style-type: none"> I can provide a reasoned evaluation of my own and professional work, which takes account of the starting points, intentions and context behind the work. <p><u>Drawing – self portrait & portraits of historical figures Significant Artist PJ Crook & Banksy</u></p>	<p><u>Themes</u></p> <p><u>Drawing</u> Yr1 → Yr2 Edward Wilson → Yr3 → Yr4 → Yr5 Architecture/Stephen Wilson → Yr6 Portraits PJ Crook</p> <p><u>Painting</u> Yr1 Lowry → Yr2 S.H.Raza → Yr 3 Paul Klee → Yr 4 Roses and Castles Julie Tonkin → Yr5 Romero Britto → Yr6 Banksy/Jackson Pollock</p> <p><u>Mixed Media</u> Yr1 Henri Rousseau → Y3 Picasso → Yr6 Hannah Hock/Jackson Pollock</p> <p><u>3D</u> Yr1 Barbara Hepworth → Yr3 Gormley/Picasso Human Figure → Yr4 Sohpie Ryder → Yr6 Canopic Jars/Clay</p>	<p><u>Theme vocabulary</u></p> <p>Drawing: Media, Create, Impact, Pencils, Grades, Charcoal, Pastels, Observation/al, Sketch, Sense of self, Accuracy, Imagination, Combine tools</p> <p>Painting: Own style, Wide range techniques, Choose, Specific, Paint techniques</p> <p>Mixed Media: Justify materials, Combine, Pattern, Tone, Shape</p> <p>3D: Create, Models, slab work, glaze, kiln, firing, Range of scales, Open to interpretation, Audience</p> <p>Textiles:</p>



- I can draw for a sustained period of time over a number of sessions working on one piece.
- I can develop my own style of drawing through: line, tone, pattern, texture.
- I can use different techniques for different purposes i.e. shading, hatching within my own work, understanding which works well in my work and why.
- I can develop my own style using tonal contrast and mixed media.

Mixed Media – Jackson Pollock & Hannah Hock



- I can add collage to a painted, printed or drawn background.
- I can use a range of media to create collages.
- I can use different techniques, colours and textures etc when designing and making pieces of work.
- I can use collage as a means of extending work from initial ideas.

3D – Canopic Jars Inspired by Egyptian Art

- I can model and develop work through a combination of pinch, slab, and coil.

Cross Curricular Links: Anne Frank (Historical Figure), The Blitz (History) Volcanoes (Geography) and British Values

Visual elements, Tactile elements

Printing:

Overprint, Create, Patterns, Method, Effectiveness of printing

Artists knowledge/sketchbooks

- Style, Influence/d, Artist, Understand, Abstract, Message, Convey, Technical, Architectural design, Record, Qualities, Explain, Feedback, Amendments, Improvements, Detailed notes, Annotations, Quotes, Compare methods, Combine graphics/text, Commercial design, Influence, Layout, Adapt, Refine, Meaning, Purpose

	<ul style="list-style-type: none">• I can work around armatures or over constructed foundations.• I can demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish		
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