

Subject overview Art



Thurlaston CE (Aided) Primary School
Teaching and Living the Christian Way of Life
Building Our Lives on Jesus

Unit Key Skills and Knowledge

Class	Unit	Key Skills and Knowledge	Key Vocabulary
1	General Art Skills	<p>Children can:</p> <ul style="list-style-type: none"> a respond positively to ideas and starting points; b explore ideas and collect information; c describe differences and similarities and make links to their own work; d try different materials and methods to improve; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>	
1	Our School	<p>Drawing:</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips; <p>Painting:</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; <p>Collage:</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p>	<p>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</p> <p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p> <p>collage, squares, gaps, mosaic, features, cut, place, arrange.</p>

		<ul style="list-style-type: none"> a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; <p>Work of Other Artists:</p> <p>Picasso To understand 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the work of famous, notable artists and designers; b express an opinion on the work of famous, notable artists; c use inspiration from famous, notable artists to create their own work and compare; 	Picasso, portrait, colour, emotion, abstract
	British Seaside	<p>Textiles:</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show pattern by weaving; b use a dyeing technique to alter a textile's colour and pattern; c decorate textiles with glue or stitching, to add colour and detail; 	textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.
	Seasonal Changes Spring/Summer	<p>Drawing</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> d draw lines of varying thickness; e use dots and lines to demonstrate pattern and texture; f use different materials to draw, for example pastels, chalk, felt tips; 	line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space

	<p>The Great Fire of London</p>	<p>Drawing</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> g draw lines of varying thickness; h use dots and lines to demonstrate pattern and texture; i use different materials to draw, for example pastels, chalk, felt tips; <p>Work of Other Artists: L S Lowry</p> <p>To understand 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> d describe the work of famous, notable artists and designers; e express an opinion on the work of famous, notable artists; f use inspiration from famous, notable artists to create their own work and compare; 	<p>portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</p> <p>Cityscape, figures, bright/dull colours, line. shading</p>
	<p>Marvellous materials</p>	<p>Painting:</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours; • add white and black to alter tints and shades; <p>Printing:</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; <p>Work of Other Artists: Kandinsky</p> <p>To understand 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> g describe the work of famous, notable artists 	<p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p> <p>colour, shape, printing, printmaking, woodcut, relief printing, objects.</p> <p>Pattern, mixing, primary colours, dark, light, straight/curved line, random, colourways</p>

		<p>and designers;</p> <p>h express an opinion on the work of famous, notable artists;</p> <p>i use inspiration from famous, notable artists to create their own work and compare;</p> <p>j</p>	
	Poles Apart	<p>Sculpture:</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; 	statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.
	<p>Continuous Provision</p> <p>Children will cover all skills outlined throughout the year through planned out weekly activities set up on the art table. Children will explore these skills independently during their own choosing time.</p>	<p>Drawing</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <p>j draw lines of varying thickness;</p> <p>k use dots and lines to demonstrate pattern and texture;</p> <p>l use different materials to draw, for example pastels, chalk, felt tips;</p> <p>Painting:</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours; • add white and black to alter tints and shades; <p>Sculpture:</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. 	

		<p>clay, straw and card;</p> <ul style="list-style-type: none"> • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; <p>Collage:</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> d use a combination of materials that have been cut, torn and glued; e sort and arrange materials; f add texture by mixing materials; <p>Textiles: To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> d show pattern by weaving; e use a dyeing technique to alter a textile's colour and pattern; f decorate textiles with glue or stitching, to add colour and detail; <p>Printing: To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; 	
2	General Art Skills	<p><i>To produce creative work, exploring their ideas and recording experiences.</i></p> <p>Children can:</p>	

		<p>e respond positively to ideas and starting points;</p> <p>f explore ideas and collect information;</p> <p>g describe differences and similarities and make links to their own work;</p> <p>h try different materials and methods to improve;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>	
	Habitat Homes	<p>Drawing</p> <ul style="list-style-type: none"> draw lines of varying thickness; <p>Printing</p> <ul style="list-style-type: none"> use a variety of materials, e.g. sponges, fruit, blocks; 	<p>line drawing, detail, , pastels, drawings, line, bold, size, space</p> <p>colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>
	Roots, Shoots and Fruits	<p>Drawing</p> <ul style="list-style-type: none"> use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; <p>Painting</p> <ul style="list-style-type: none"> experiment with different brushes (including brushstrokes) and other painting tools; <p>Work of Famous Artists: Van Gogh</p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; 	<p>pastels, drawings, line, bold, size, space</p> <p>sweep, dab, bold brushstroke,</p>
	4 Nations	<p>Printing</p> <ul style="list-style-type: none"> copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; 	<p>colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>
	Terrific Thurlaston	<p>Drawing</p> <ul style="list-style-type: none"> use a variety of shapes, including lines and texture; 	<p>landscape, cityscape, building, shading, lines, sketching</p>
	Marvellous Materials	<p>Collage</p> <ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; <p>Sculpture</p>	<p>collage, squares, gaps, mosaic, features, cut, place, arrange</p>

		<ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; <p>Drawing</p> <ul style="list-style-type: none"> use a variety of shapes, including lines and texture; <p>Work of Famous Artists: Andy Goldsworthy</p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; 	<p>sculpture, work of art, 3D, land art, sculptor, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p> <p>drawings, line, bold, size, space</p> <p>Andy Goldsworthy, natural and found materials,</p>
	Wonderful Weather	<p>Painting</p> <ul style="list-style-type: none"> experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; <p>Work of Famous Artists</p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; 	<p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke,</p> <p>Hokusai, Great Wave, print block, colour, overlapping</p>
	Christmas Craft	<p>Textiles</p> <ul style="list-style-type: none"> decorate textiles with glue or stitching, to add colour and detail; 	<p>textiles, fabric, decoration, running stitch, oversew</p>
	Mothering Sunday gift	<p>Sculpture</p> <ul style="list-style-type: none"> use a variety of techniques, e.g. rolling, cutting, pinching; <p>Printing</p> <ul style="list-style-type: none"> use a variety of materials, e.g. sponges, fruit, blocks; 	<p>pastels, drawings, line, bold, size, space</p> <p>sculpture, work of art, 3D, colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>
		<p>Textiles</p> <ul style="list-style-type: none"> show pattern by weaving; 	<p>textiles, fabric, weaving, woven, loom, alternate, over, under,</p>
3	General Art Skills	<p><i>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>To create sketchbooks to record their observations and use them to review and revisit ideas.</i></p>	

		<p>Children can:</p> <ul style="list-style-type: none"> a use sketchbooks to record ideas; b explore ideas from first-hand observations; c question and make observations about starting points, and respond positively to suggestions; d adapt and refine ideas; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	
	Ancient Egyptians (Canopic jar heads)	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • use clay and other malleable materials and practise joining techniques; • add materials to the sculpture to create detail; (tenuous – papier mache, gold paint and whiteboard pen markings) <p><u>Painting</u></p> <ul style="list-style-type: none"> • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; 	<p>rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>
	Rainforests (Amazing Artists - Seurat/Pointillism)	<p><u>Work of Other Artists</u></p> <ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect; <p><u>Collage</u></p> <ul style="list-style-type: none"> • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; <p><u>Painting</u></p> <ul style="list-style-type: none"> • create different textures and effects with paint. 	<p>Seurat, artist, media</p> <p>texture, shape, form, pattern, mosaic</p> <p>colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco, pointillism, pointillist</p>
	Saxons (Clay pots)	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • experiment with showing line, tone and texture with different hardness of pencils; <p><u>Sculpture</u></p> <ul style="list-style-type: none"> • cut, make and combine shapes to create recognisable forms; 	<p>light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p>rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light,</p>

	<p>Land Use (Famous Buildings)</p> <p>Other skills possibly used:</p> <ul style="list-style-type: none"> • show an awareness of space when drawing; • add materials to the sculpture to create detail; 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • experiment with showing line, tone and texture with different hardness of pencils; • use shading to show light and shadow effects; • use different materials to draw, e.g. pastels, chalk, felt tips; <p><u>Painting</u></p> <ul style="list-style-type: none"> • create different textures and effects with paint. • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • use varied brush techniques to create shapes, textures, patterns and lines; <p><u>Sculpture</u></p> <ul style="list-style-type: none"> • use clay and other malleable materials and practise joining techniques; • cut, make and combine shapes to create recognisable forms; <p><u>Collage</u></p> <ul style="list-style-type: none"> • select colours and materials to create effect, giving reasons for their choices; • refine work as they go to ensure precision; <p><u>Work of Other Artists</u></p> <ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work; (architects) • reflect upon their work inspired by a famous notable artist and the development of their art skills; (architects) • express an opinion on the work of famous, notable artists and refer to techniques and effect; (architects) 	<p>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p>colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light,</p> <p>exture, shape, form, pattern, mosaic</p>
	<p>Pop Art (Amazing Artists – Warhol/Pop Art)</p>	<p><u>Work of Other Artists</u></p> <ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect; 	<p>L</p> <p>ine, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>

		<p><u>Printing</u></p> <ul style="list-style-type: none"> • replicate patterns from observations; • make printing blocks; • make repeated patterns with precision; 	
	Christmas Craft	<p><u>Textiles</u></p> <ul style="list-style-type: none"> • 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; 	pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.
4	General Art Skills	<p><i>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>To create sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p><i>Children can:</i></p> <ol style="list-style-type: none"> <i>review and revisit ideas in their sketchbooks;</i> <i>offer feedback using technical vocabulary;</i> <i>think critically about their art and design work;</i> <i>use digital technology as sources for developing ideas;</i> <p><i>use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</i></p>	
	Ancient Greeks	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • depict movement and perspective in drawings; • use a variety of tools and select the most appropriate; <p><u>Painting</u></p> <ul style="list-style-type: none"> • use black paint to create visually interesting pieces; 	<p>line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p> <p>blend, mix, line, tone, shape, abstract, absorb, colour, monochrome, contrast, silhouette</p>
	Christmas gift	<p><u>Painting</u></p> <ul style="list-style-type: none"> • use a range of paint acrylic to create visually interesting pieces; 	blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
	Christmas crafts	<p>Printing</p> <ul style="list-style-type: none"> • design and create printing blocks/tiles; <p>develop techniques in mono, block and relief printing;</p> <p>create and arrange accurate patterns;</p>	hammering, pattern, shape, tile, colour, arrange, collograph;

		<p>Collage</p> <ul style="list-style-type: none"> • add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; 	shape, form, arrange, fix.
	Mothers' Day craft	<p>Painting</p> <ul style="list-style-type: none"> • use water colours to create visually interesting pieces; • 	blend, mix, line, tone, shape, abstract, absorb, colour,
	Water, Rivers and Coasts	<p>Painting</p> <ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques; 	blend, mix, line, tone, shape, abstract, absorb, colour,
	Classification	<p>Painting</p> <ul style="list-style-type: none"> • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; 	blend, mix, line, tone, shape, abstract, absorb, colour,
	Vikings	<p>Sculpture</p> <ul style="list-style-type: none"> • use materials other than clay to create a 3D sculpture; 	form, structure, texture, shape, mark, soft, join, tram, cast.
	Tudors	<p>Textiles</p> <ul style="list-style-type: none"> • experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • add decoration to create effect; 	colour, fabric, weave, pattern.
	South America	<p>Painting</p> <ul style="list-style-type: none"> • use water colours to create visually interesting pieces; 	blend, mix, line, tone, shape, abstract, absorb, colour,
		<p>Textiles</p> <ul style="list-style-type: none"> • experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • add decoration to create effect; 	colour, fabric, weave, pattern.
	Mayan Civilisation	<p>Sculpture</p> <ul style="list-style-type: none"> • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; 	form, structure, texture, shape, mark, soft, join, tram, cast. colour, fabric, weave, pattern.

		<p>Textiles</p> <ul style="list-style-type: none">• experiment with a range of media by overlapping and layering in order to create texture, effect and colour;• add decoration to create effect;	
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