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| **Art** |  **WHINGATE’S CURRICULUM AIMS**CommunicateLive HealthilyAccept and RespectUnderstand the Wider WorldDream BigExplore |
| **VOCABULARY** |
| Line, thick, thin, wavy, straight, pencil, chalk, pastel soft, detail, bold, wavy, straight,Texture: smooth, rough, wrinkly, bumpy,  | Line: broad, narrow, fine, pattern, shape, Colour/pattern: tone, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright | Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression,  | Observation, photographs, visual imagesLines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending,Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, backgroundRecord, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures |
|  **FS** | **KS1** | **3/4** | **5/6** |
| Area of subject | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Drawing | Using gross motor skills to make marks and pre-writing shapes.Realise they can make a shape to represent an object. | Using shapes to form people, objects and scenes. Show different emotions in their drawings.Use a variety of drawing tools.Investigate a variety of lines. | To use a pencil to create an outline.- Increase awareness of colour, pattern, shape, and texture by combining materials  - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  | Vary thickness of paint in a range of strokes, dots, lines, and washes.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space | To create sketch books to record to record their observations and use them to review and revisit ideas.Experiment with the potential of various pencils. --Close observation. -Draw both the positive and negative shapes. -Initial sketches as a preparation for painting. | -Range of tools to show shape and tone. -Use scale and proportion in observational drawings.  | Use a sketchbook to record ideas, observations and imaginative drawings using a range of different strategies – cross-hatching, shading and developing perspective by using different viewpointsUse drawing as a starting point that may, or may not be taken forward into work with other media – designing, planning or producing a sketchUse a wide variety of drawing tools and media using increased control – choosing from a selection of mark making materials, selecting grade of pencil to use, blending colours etcMove away from stylisation in drawing – referring to size, scale, position and proportion |  |
| Pattern | Pattern and shapes in the environment and familiar objects. | Repeating patternsSimple symmetry. |  | Increase awareness of colour, pattern, shape and texture by combining materials |  |  | Recognise how the printed pattern has been used in different cultures and times for different purposesDevelop further printing skills, designing patterns of increasing complexity and printing onto varied backgrounds and surfacesCombine printing with other media and develop an understanding of which printing method is most appropriate – printing onto a prepared tissue paper background |  |
| Colour | Explore colour mixing and changes to colour. | Mix colours for a purpose. | To manipulate materials to create shape.  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  | Select a range of brushes Mix secondary colours. |  | Experiment with different colours and textures.Use a limited pallet of paint to extend their knowledge of colour mixing. | Choosing from a selection of mark making materials, selecting grade of pencil to use, blending colours etc | Develop use of pastels to build dramatic colour. - create skyline silhouettes using black card- apply skills creating a Blitz scene. |
| Texture | Handling and exploring different materials.Exploring sensory materials. | Using materials for a purpose. | Collage | Increase awareness of colour, pattern, shape and texture by combining materialsUse scissors accurately |  | Textures, mark making and different consistencies of paints. Understand that colour and texture can be representational as well as realistic.  | Collect ideas for work in sketchbooks, including photographs, colour swatches and combinations of textilesEngage in opportunities to increase awareness of colour, pattern, shape and texture by manipulating and combining textilesExtend skills of weaving and applique with fabric, paper and other materials – weaving to represent nature | Develop blending skills using pastels- develop the use of paints and other materials- use weaving techniques to create their own papyrus.- apply skills by creating paintings of Egyptian gods. |
| **Form / Sculpture** | Constructing with various materials. | Constructing with various materials. | To use tools to sculpt and manipulate materials.  |  | Shape, form, model and construct (malleable and rigid materials). -Plan and develop. -Select tools and techniques for making their product. -Work safely and accurately with a range of simple tools. |  | Control modelling with clay, cardboard and other materials – making attachments with clay, using slip e.g. blending coil pots |  |
|  |  |  | Portraits (David Hockney)- Autumn TermCollage – Autumn Term Sculpture- Clay (Spring Term) Still life paintings- Artist Study Paul Cézanneand drawings of natural objects (Summer Term) | Explore and recreate art byLS LowryWilliam Morris |  | Compare and comment on different approaches used by artists in different cultures and periods of time. | Research an artist and use their work to replicate a style.  | Apply skills recreating Battle of Britain art.Understand why art can be abstract and what message is trying to be conveyed. -Explain what style is being used and which artist it has been influenced by. |