

Springfield Primary School

Art

Autumn

Spring

Summer

EYFS Skills (not organised by term)

Drawing

Hold a pencil
Draw controlled lines and use the skill to make different shapes
Interpret an object through drawing
Express feelings through drawing

Painting

Experiment with a range of painting equipment
Paint controlled lines and use the skill to make different shapes
Mix colours
Describe how the mixed colours have changed

Sculpture

Use play dough
Use a rolling pin to roll play dough and cut out shapes using cutters
Make marks and textures in the play dough using special rolling pins and everyday objects

Collage

Begin to develop a scissor hold and cut and tear shapes to add to backgrounds.
Begin to use glue sensibly and with developing accuracy

Printing

Use different tools through printing to create marks
Repeat a print to make a simple pattern
Create a simple pattern

EYFS Vocab

Shade combine mix adapt squeeze squash roll even fix texture smooth rough collage print pattern create

Year 1

Autumn 1

Spring 1

Summer 2

Drawing

Painting

Picasso and Robert Delaunay

Printing

On Safari: Could create footprints / tracks

Skills:
Explore a range of drawing tools to make marks

Begin to control the types of marks made with a range of media

Draw on different surfaces

Explore different textures

Draw from imagination

Explore drawing from observation

Understanding artistic elements:
Recognise lines in artwork and everyday objects

Control their use of lines in their artwork

Understand and use the depiction of objects in the distance as smaller and closer to the

Skills:
Begin to explore and experiment with the primary colours

Mix primary colours to create secondary colours

Discuss and use warm and cold colours

Describe favourite colours and why colours may be used for

Understanding artistic elements:

Know the primary colours

Be able to mix these to make secondary colours

Use these in their artwork

Skills:
Take rubbings from textured surfaces eg coin, leaf, tree, bark

Print pictures with a range of materials eg sponge

Begin to explore impressed printing

Understanding artistic elements:
Recognise lines in artwork and everyday objects

Control their use of lines in their artwork

Investigate textures by describing, naming, rubbing and copying Produce a range of patterns and textures	top of the paper Use a horizon line	different purposes Explore a range of paint, brush sizes and tools			
Learning questions How do I hold a pencil for drawing? How does pressing harder change my shading? Can I create a range of marks and patterns? How can I create lines of different sizes and thickness? How do I draw a landscape?		Learning questions Which primary colours do I need to make secondary colours? -Create colour wheels How do I investigate colour? (Picasso) Can I name simple colours? Colour wheels. Primary and secondary colours. How can I use colours in descriptions? Using a piece of Picasso art. Children to evaluate and describe the colours seen. How do different colours show different emotions? Using Picassos weeping lady what do the colours mean/ emotion. Children create a self-portrait using colour to show emotion. How do I use colour for effect? Study, compare and share opinions in the artist Robert Delaunay focusing on how he has used colour in his art and what this may mean. Create many shades of a single colour.		Learning questions How can I rub to collect textures? <i>Wax crayon (try 2 colours on top of each other)</i> What is (sponge) printing? <i>Use sponge printing to develop understanding of what printing is, as distinct to painting.</i> How can we collect textures through printing? <i>Printing with a range of objects, natural and artificial. Could take a couple of weeks. Could try combining prints and colours...</i>	
Vocab Line, shape, pattern, texture, observe, landscape		Vocab Primary, secondary, colours, warm, cold		Vocab Texture, surface, natural, artificial, stamp	

Year 2

Drawing – across the year

Skills:

Recognise jagged, curved, broken, dashed, spiral, straight, wavy and zigzag lines in art and everyday objects
 Use these lines in their artwork

Understand that a pattern of lines can show texture

Understanding artistic elements:

Recognise jagged, curved, broken, dashed, spiral, straight, wavy and zigzag lines in art and everyday objects
 Use these lines in their artwork

Understand that a pattern of lines can show texture

Vocab

Line shape jagged curved broken dashed spiral wavy zigzag

Autumn 2		Spring 2		Summer 2	
Clay <i>leaves and leaf bowls, experiment and learn skills with Plasticene before using clay</i>		Textiles <i>weaving</i>		Painting <i>Monet</i>	
Skills: Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.	Understanding artistic elements: Recognise jagged, curved, broken, dashed, spiral, straight, wavy and zigzag lines in art and everyday objects	Skills: Explore weaving as an art form Weave materials (both 3D and flat) Change and modify threads and fabrics by	Understanding artistic elements: Know that colours can be warm (e.g. red, orange) and cool (e.g. blue, green)	Skills: Begin to describe a range of colours Mix a range of secondary and tertiary colours	Understanding artistic elements: Know that colours can be warm (e.g. red, orange) and cool (e.g. blue, green)

Join two parts successfully	Use these lines in their artwork	knotting, fraying, fringing, pulling threads, twisting, plaiting	Know that colours can be light and dark	Be able to discuss the colour wheel	Know that colours can be light and dark
Impress and apply simple decoration techniques	Recognise both geometric and organic shapes and use both in their artwork		Use these in their artwork	Talk about they have selected colours for their artwork	Use these in their artwork
	Recognise spaces through, inside, and around shapes or objects			Begin to use a range of paint and discuss why some are more suited to particular painting styles	
	Recognise and create changes in texture				
	Understand that a pattern of lines can show texture				

Learning questions What objects are made of clay? What are the properties of clay? Can I design a product made of clay using a join? How do I use clay to create an object? Can I evaluate it? How can I improve my design?	Learning questions Identify woven 'things' Cutting straight lines using scissors to a point- Link to weaving Using strips of paper to weave with a choice of colours. Create a final piece using the skill of weaving. Evaluating final piece.	Learning questions How do colours change when they are mixed? How can I describe colours that are similar but different? <i>eg identifying different tones in pictures</i> Who was Monet? What is his art like? Can I mix colours accurately? <i>Copying part of a Monet. As the focus is on colour matching and applying paint carefully, it may be helpful to have some of the outline already given. Repeat to improve.</i>
Vocab	Vocab	Vocab
Malleable roll pinch knead texture	Weave woven thread knot fray fringe twist plait textile	Primary secondary tertiary colours light dark

Year 3

Drawing – across the year

Skills:

Experiment with various pencils
Use a sketchbook to document and develop ideas
Draw from observation and imagination
Experiment with mark making using alternative tools
Create initial sketches for painting
Begin to draw with accuracy
Discuss shadows, light and dark
Have an awareness of how pattern can be used to create texture

Understanding artistic elements:

Recognise and use horizontal, vertical and diagonal lines
Recognise and use a variety of line quality (e.g. thick, thin, dotted)
Recognise and use foreground, middle ground, and background to give illusion of depth
Recognise and create illusions of texture (e.g., a rough texture created by patterns of lines)

Vocab

Foreground background shadow horizontal vertical diagonal shading cross-hatching

Autumn	Spring	Summer
Printing <i>Experiment with repeating patterns that link up.</i>	Painting <i>Focus on Van Gogh (or perhaps an alternative)</i>	Collage <i>Brazil link</i>

Skills: Explore engraved printing using poly tiles Identify print forms in everyday life	Understanding artistic elements: Recognise and use symmetrical and asymmetrical shapes and forms in their artwork Recognise and use composite shapes in their artwork	Skills: Make tints of one colour by adding white Make shades of one colour by adding black Be able to create a wash with paint Explore a variety of colour making tools Demonstrate increasing control of the types of marks made to create certain effects	Understanding artistic elements: Be able to create tints, shades and tones and use these in their artwork Recognise and use colour for expression (e.g., warm and cool colours) and colour to indicate emotion Recognise and use foreground, middle ground, and background to give illusion of depth Know how to create real texture on artwork e.g. impasto	Skills: Use collage as a means of collecting ideas to build a visual mood board Collect and select textured papers to form a collaged image Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images	Understanding artistic elements: Recognise and use a variety of line quality (e.g. thick, thin, dotted) Recognise and use colour for expression (e.g., warm and cool colours) and colour to indicate emotion Recognise and use symmetrical and asymmetrical shapes and forms in their artwork Recognise and use the overlapping of objects to show depth Recognise and use foreground, middle ground, and background to give illusion of depth
Learning questions What is printing and where is it used? How do I make an engraved print with a poly tile? How do I design a suitable printing tile? How do I create a repeated printed pattern?		Learning questions Can I create tints, shades and tones and use these in my artwork? Can I recognise and use colour for expression (e.g., warm and cool colours) and colour to indicate emotion? Can I recognise and use foreground, middle ground, and background to give illusion of depth? Do I know how to create real texture on artwork? e.g. impasto		Learning questions Can I recognise and use a variety of line quality? Can I recognise and use colour for expression? Can I recognise and use symmetrical and asymmetrical shapes in my artwork? Can I recognise and use fore, middle and background to give an illusion of depth?	
Vocab Relief pattern repeat		Vocab Tint shade tone monochrome wash texture		Vocab Collage tear overlap layered foreground background	
Evaluation of final piece		Evaluation of final piece			
Year 4					
Drawing – across the year					

Skills:

Consider scale and proportion

Create accurate observational drawings

Work on a variety of scales

Identify and draw the effect of light

Collect and record visual information

Develop techniques to create intricate patterns

Understanding artistic elements:

Recognise and use lines that show motion (e.g., pointy, curvy) and lines that direct the viewers' attention

Recognise and use diminishing perspective in various contexts (e.g., in vertical placement, in diminishing size, and/or in overlapping shapes)

Recognise and use variation in size to create the illusion of depth

Vocab

Shadow proportion tone observational

Autumn 1		Spring 2		Summer 2	
Clay		Digital		Painting	
<i>Tiles</i>		<i>Combining and manipulating images to create other creatures.</i>		<i>Art week (possibly at start of Sum2), focus on abstract art: Mondrian then Kandinsky</i>	
Skills: Rolling to a thickness Relief engraving by pressing and by gouging	Understanding artistic elements: Pattern elements Tessellation	Skills: Crop, edit, combine and layer images to create a composite image.	Understanding artistic elements Recognise and use lines that show motion (e.g., pointy, curvy) and lines that direct the viewers' attention Recognise and use diminishing perspective in various contexts (e.g., in vertical placement, in diminishing size, and/or in overlapping shapes) Recognise and use variation in size to create the illusion of depth Be able to create a range of contrasting real versus and illusory textures	Skills: Make tints, tones and shades using white, grey and black Observe colour and suggest why it has been used Independently choose a suitable paint and/or equipment for a task Select colour to reflect mood Explore different brush strokes and why/when they might be used Begin to discuss how they are influenced by the work of other artists	Understanding artistic elements: Recognise and use lines that show motion (e.g., pointy, curvy) and lines that direct the viewers' attention Recognise and use colour emphasis through variations in intensity (e.g. subdued colours next to bright, intense colours, use of shades) Recognise and use complementary colours
Learning questions How can I create a useable design for a tile? Practising with plasticene: rolling and relief. Latter could be leaves or other definite found objects. Gouging tidy regular shapes and patterns. Exploring tessellation. Introduce next session's challenge and start their designing. How can I make clay tiles? Challenge to make two identical clay tiles. When fully dry use paint and possibly then varnish with PVA.		Learning questions How do I edit in paint? Using undo and save Activity: Exploring paint and adding images to edit e.g. erase, cropping and resizing and paintbrush tool How do I combine images in publisher? Layering images, resizing, adding text, word art, rotating images and grouping of images Activity: Exploring publisher to add more than one image (Churro and rocket) How do I plan and design composite image? Sketching, annotating and labelling Activity:		Learning questions What is art? What is Mondrian's art like? <i>Page about him and his artistic journey then work in his style.</i> Can I create in the style of Mondrian? <i>rectangles on MS Publisher</i> What is Kandinsky's art like? <i>Page about him and his artistic journey then work in his style.</i> How can I paint in response to music? Can I create an emotion-themed abstract picture inspired by Kandinsky? How can I evaluate art?	

	Creating a mood board based on an arctic creature for a digital composite image. What skills are needed to create a composite image? Crop, edit, combine and layer images Activity: Using publisher and paint to create a composite image of an arctic creature What skills are needed to create a composite image? Crop, edit, combine and layer images, printing work and annotating Activity: Using publisher and paint to create a composite image of an arctic creature which will be stuck and annotated with evaluation of work.	
Vocab	Vocab	Vocab
Relief gouge tessellation	Crop edit combine composite undo	Tint tone shade abstract complementary
Evaluation of final piece	Final product with a non-chron report about the creature	Evaluation of final piece Quiz about the different artists covered over the year, including identifying pictures and types

Year 5

Drawing – across the year

Skills:

Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture)

Draw from different viewpoints considering horizon lines

Begin to consider perspective

Use different techniques for purpose eg different styles of shading

Work from a variety of sources including observation and photographs to develop their own work

Understanding artistic elements:

Recognise and use lines to indicate emotion (e.g. smooth, horizontal lines can give a feeling of peace and harmony), contour lines (e.g. edges of objects), lines of various weights and repetition of lines to create visual rhythm

Understand and use basic facial and body proportions

Recognise and use focal points in artwork

Vocab

Tone horizon proportion contour perspective

Autumn 2	Spring 1	Summer 2
Photo <i>Explosive Earth link, images from school grounds. Builds on computer art from Y4.</i>	Painting <i>Art week(s) Pop art focus, Lichtenstein, Haring</i>	Sculpture (not clay) <i>Henry Moore / Anthony Gormley / Barbara Hepworth</i>

Skills: Explore photography as an art form Hold and use a camera to select and capture with clear intention Use the zoom to best frame an image and consider the impact of different viewpoints Modify an image on a computer to achieve the best quality print Understand how to convey mood, atmosphere and emotions in photographs	Understanding artistic elements: Understand how shape changes depending on the angle or point of view Understand and use abstract and non-objective shape and form Recognise and use convex and concave shapes and forms	Skills: Make and discuss hue, tint, tone, shade and mood Mix colours, shades, tones, tints with confidence building on previous knowledge Select colour for purpose explaining choice Discuss how colour can be used to express ideas, feelings and mood Create gesture drawings and create basic sculptures of figures in action Recognise and use implied lines for movement and depth	Understanding artistic elements: Understand and use advancing and receding colour Recognise and use tertiary colours Be able to adjust colour intensity (e.g., dulling, or neutralizing, colour intensity by mixing the colour with a small amount of its complementary hue) Understand and use basic facial and body proportions Recognise and use focal points in artwork	Skills: Recognise sculptural forms in the environment and use these as inspiration for their own work Demonstrate experience in relief and freestanding work using a range of media Independently select sculpture as a method of producing work, if this fits the criteria of the task Confidently carve a simple form	Understanding artistic elements: Recognise and create free-standing forms "in the round" Understand how shape changes depending on the angle or point of view Understand and use abstract and non-objective shape and form Recognise and use convex and concave shapes and forms Use texture to enhance the meaning of an artwork
Learning questions		Learning questions Is this art? What is Roy Lichtenstein's art like? How can I draw in his style? Who was Keith Haring? How do I draw people in Keith Haring's style? How suitable is each medium? Final piece – draft and execute Gallery and evaluation		Learning questions Drawing organic forms found in school grounds and also examples of flint Who was Henry Moore? <i>Creating a sketch book page about him and his work.</i> Can I create a figurative sculpture?	
Vocab		Vocab		Vocab	
Atmosphere emotion mood zoom viewpoint		Hue complementary gesture focal point advancing receding		Sculpture carve form	
Evaluation of final piece		Evaluation of final piece		Evaluation of final piece Quiz about the different artists covered over the year, including identifying pictures and types.	

Year 6					
Autumn 2		Spring 1		Summer 1	
Drawing Faces		Digital Warhol (builds on Pop Art from Y5)		Graffiti Banksy	
Skills: Recognise and use linear and curved hatching and cross-hatching that add a sense of depth to shape and form	Understanding artistic elements Select appropriate media and techniques to achieve a specific outcome	Skills Crop, edit, combine and layer images to create a composite image.	Understanding artistic elements Understand and use advancing and receding colour	Understanding artistic elements Select appropriate media and techniques to achieve a specific outcome	Understanding artistic elements Be able to adjust colour intensity (e.g., dulling, or neutralizing, colour intensity by mixing the colour with a small amount of its complementary hue)
Use colour to create naturalistic images	Develop their own style Draw for a sustained period over a couple of sessions			Develop their own style Draw for a sustained period over a couple of sessions	Understand and use basic facial and body proportions
Use shading and cast shadows that create the illusion of depth	Use tone in drawings to achieve depth			Use tone in drawings to achieve depth	
Recognise and use one-point and atmospheric perspective	Develop drawing with perspective and focal points Adapt drawings according to evaluations and discuss further developments			Develop drawing with perspective and focal points Adapt drawings according to evaluations and discuss further developments	
Learning questions Can I accurately draw using different mark making techniques? Can I accurately show different light sources in my drawings? Can I accurately draw a face? Can I accurately draw a person using colour?		Learning questions What is Warhol's work like? <i>Page about him and his artistic journey then work in his style.</i> How can I alter an image using software? How can I create a multi-coloured image using software? <i>Produce in a range of sizes.</i>		Learning questions How can I appraise a piece of artwork? How can colours be used to express emotions and feelings? Can I identify harmonious and contrasting colours? Can I create a unique style? Design own graffiti and refine Can I create a unique style? Create own graffiti	
Vocab		Vocab		Vocab	
Hatching linear curved naturalistic depth perspective		Crop edit combine composite undo print		Graffiti proportion clarity harmonious contrasting colours	
Evaluation of final piece		Evaluation of final piece		Evaluation of final piece	
				Quiz about the different artists covered over the year, including identifying pictures and types.	
				Summer 2	
				3D Large Zulu style shields	