

Art and Design – Upperwood Academy

	Drawing	Painting	Printing	Sculpture	Inspiration from the Greats
EYFS	<p>22-36 months:</p> <ul style="list-style-type: none"> •Experiments with blocks, colours and marks. (EMM) •Beginning to use representation to communicate e.g. drawing a line and saying “That’s me.” (BI) <p>30-50 months:</p> <ul style="list-style-type: none"> •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects (EMM) •Realises tools can be used for a purpose (EMM) •Captures experiences and responses with a range of media (BI) <p>40-60 months +:</p> <ul style="list-style-type: none"> •Uses simple tools and techniques competently and appropriately (EMM) •Creates simple representations of events, people and objects (BI) •Chooses particular colours to use for a purpose (BI) <p>ELG:</p> <ul style="list-style-type: none"> •Safely use and explore a variety of...tools and techniques experimenting with colour...and form (EMM) •Children use what they have learnt about media and materials in original ways, thinking about uses and purpose. They represent their own ideas, thoughts and feelings through art (BI) 	<p>22-36 months:</p> <ul style="list-style-type: none"> •Experiments with blocks, colours and marks. (EMM) •Beginning to use representation to communicate e.g. drawing a line and saying “That’s me.” (BI) <p>30-50 months:</p> <ul style="list-style-type: none"> •Realises tools can be used for a purpose (EMM) •Captures experiences and responses with a range of media (BI) <p>40-60 months +:</p> <ul style="list-style-type: none"> •Explores what happens when they mix colours (EMM) •Experiments with a range of textures (EMM) •Uses simple tools and techniques competently and appropriately (EMM) •Creates simple representations of events, people and objects (BI) •Chooses particular colours to use for a purpose (BI) <p>ELG:</p> <ul style="list-style-type: none"> •Safely use and explore a variety of...tools and techniques experimenting with colour, texture...and form (EMM) •Children use what they have learnt about media and materials in original ways, thinking about uses and purpose. They represent their own ideas, thoughts and feelings through art (BI) 	<p>22-36 months:</p> <ul style="list-style-type: none"> •Experiments with blocks, colours and marks. (EMM) •Beginning to use representation to communicate e.g. drawing a line and saying “That’s me.” (BI) <p>30-50 months:</p> <ul style="list-style-type: none"> •Realises tools can be used for a purpose (EMM) •Captures experiences and responses with a range of media (BI) <p>40-60 months +:</p> <ul style="list-style-type: none"> •Uses simple tools and techniques competently and appropriately (EMM) •Manipulates materials to achieve a planned effect (EMM) <p>ELG:</p> <ul style="list-style-type: none"> •Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function (EMM) •Children use what they have learnt about media and materials in original ways, thinking about uses and purpose. They represent their own ideas, thoughts and feelings through art (BI) 	<p>COMBINING MATERIALS</p> <p>22-36 months: N/A</p> <p>30-50 months:</p> <ul style="list-style-type: none"> •Uses various construction materials (EMM) Captures experiences and responses with a range of media (BI) <p>40-60 months +:</p> <ul style="list-style-type: none"> •Selects tools and techniques needed to shape, assemble and join materials they are using (EMM) <p>ELG:</p> <ul style="list-style-type: none"> •Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design form and function (EMM) •Children use what they have learnt about media and materials in original ways, thinking about uses and purpose. They represent their own ideas, thoughts and feelings through art (BI) 	<p>The art work of Eric Carle – take inspiration from an illustrator.</p>
Year 1	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Draw different types of lines including wavy, broken, zig zag, curved. •Use a variety of tools, including, pencils, pastels, felt-tips. •Begin to control the type of marks made. Use pencil crayons to create coloured drawings. 	<ul style="list-style-type: none"> •Use thick and thin brushes. •Name all colours •Mix primary colours to make secondary. •Paint a picture of something they can see. •Mix and match colours to artefacts and objects. 	<ul style="list-style-type: none"> •Explore printing simple pictures with a range of hard and soft materials including sponge, blocks and fruit and vegetables.. •Produce a clean print image •Build a repeating pattern • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use a combination of shapes. • Use rolled up paper, straws, and card as materials. • Use techniques such as rolling, folding, bending, cutting and sticking. • Manipulate clay in a variety of ways including rolling, kneading and shaping. •Decorate clay. 	<ul style="list-style-type: none"> • Describe what they think and feel about the work of a chosen artist, craft maker or designer. •Begin to talk about the style of a chosen artist, craft maker or designer.
	Artist: Paul Klee	Artist: Piet Mondrian	Artist: Henri Matisse	Artist: Antony Gormley	
	Vocabulary line, wavy, broken line, zig zag, curved, thick, thin	Vocabulary Mix, primary, secondary, pallet, brushes, thick, thin	Vocabulary: print, repeat, roll, rub, stamp, image, sponge, block	Vocabulary: roll, fold, bend, cut, stick, knead, shape, decorate, sculpture,	
Year 2	<ul style="list-style-type: none"> • Develop a range of tone using a pencil. •Begin to use a variety of techniques such as scribbling, stippling, hatching and cross hatching. • Show different tones by using coloured pencils. •Draw objects from observation, memory and imagination. •Make drawings that focus on pattern or texture. •Draw with charcoal and pastel, blending and smudging 	<ul style="list-style-type: none"> •Mix primary colours to make secondary effectively. •Select appropriate brushes. •Create colour wheels. •Make as many tints of one colour as possible (using white). •Make as many tones of one colour as possible (using black). •Mix brown. •Begin to control types of marks made with paint. 	<ul style="list-style-type: none"> •Make printed marks with a variety of objects. •Use repeating, rotating overlapping shapes. • Mimic print from the environment • Re-create a print like a designer/artist 	<ul style="list-style-type: none"> • Use techniques such as rolling, cutting, pleating, fringe, loop, spiral moulding and carving. •Manipulate clay for a variety of purposes including simple coil and thumb pots. •Stick two pieces of clay together with slip. •Add detail including pattern, lines textures and colour. 	<ul style="list-style-type: none"> • Recognise the styles of artists, craft makers or designers and use this to inform their own work. • Talk about the similarities and differences between different artists, craft makers or designers.
	Artist: Vincent Van Gogh	Artist: Kandinsky	Artist: William Morris	Artist: William Moorcroft	
	Vocabulary: scrumbling, stippling, hatching, cross hatching, tones, pattern, texture, charcoal, pastel, smudge, blend	Vocabulary: Primary, secondary, colour wheel, tone, tint, abstract art	Vocabulary: repeat, rotate, overlap, print, mimic, re-create	Vocabulary: carving, coil, pleating, loop, spiral, roll, pattern, lines, texture, manipulate, sculpture, structure, model, slip,	

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Year 3	<ul style="list-style-type: none"> • Use a variety of techniques such as scribbling, stippling, spiral, circle and cross hatching • Begin creating observational drawings observing light and colour for shading. • Use pencils of different hardness to show line, tone and texture. • Sketch lightly (no need to use a rubber to correct mistakes). 	<ul style="list-style-type: none"> • Mix tertiary colours. • Mix shades and tones with increased accuracy. • Use watercolour paint to produce washes for backgrounds. • Use light and dark within paintings. • Begin to explore links with colours and feelings. 	<ul style="list-style-type: none"> • Replicate patterns observed in natural or built environments. • Use layers of two colours including a wash background. • Make printing blocks from polystyrene. • Demonstrate experience in combining prints taken from different objects to produce an end piece. • Print on paper and fabric. 	<ul style="list-style-type: none"> • Use materials and tools in a safe and sensible manner. • Produce objects out of clay using pinch, slab, and coil techniques. • Produce more intricate surface patterns and textures. • Construct a simple base for extending and modelling other shapes. • Use nets, to make cubes, cuboids etc and use in models. • Join two parts successfully 	<ul style="list-style-type: none"> • Name some details about the artists life – notable works, influences, where they lived. • Replicate some of the techniques used by notable artists, artisans and designers. • Compare artists.
	Artist Pablo Picasso	Artist William Turner (watercolour landscapes)	Artist John Henry Dearle	Artist Henry Moore	
	Vocabulary Grades of pencil – HB, B, F, tone, texture, foreground, background, scribbling, stippling, spiral, circle, cross hatching	Vocabulary Shade, tone, layering, mood, blend, wash, tertiary colours	Vocabulary Printing block, carve, relief printing (carved into), wash, pattern, polystyrene, combined, replicate	Vocabulary Carving, surface, texture, clay, manipulate, form, proportion, pinch, slab, coil, intricate, nets	
Year 4	<ul style="list-style-type: none"> • Develop techniques to create intricate patterns using different grades of pencils and other implements. • Record media explorations and experimentations as well as planning and collecting source material for future works. • Begin to show facial expressions and body language in their drawings. • Annotate sketches to explain and elaborate ideas. • Show an awareness of objects having a third dimension and perspective. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Start to develop a painting from a drawing. • Use light and dark within painting. • Experiment with creating mood with colour. • Look at and make paintings with backgrounds, foregrounds and middleground. • Mix and match colour for purposes (e.g. skin colour) 	<ul style="list-style-type: none"> • Research and aim to replicate patterns observed in natural or built environments. • Make printing blocks from a range of materials e.g. wood, cardboard, string • Create precise repeating patterns. • Fabric printing. • Expand to 3 colour printing 	<ul style="list-style-type: none"> • Work in a safe and organised way, caring for equipment. • Make a simple slab pot. • Sculpt clay into other shapes. • Make a slip to join to pieces of clay. • Produce marquettes confidently. • Use recycled, natural and man-made materials to create sculptures. • Include texture that conveys feelings, expression or movement. • Build up from a flat surface to make masks or panels. Cover with tissue paper and glue. 	<ul style="list-style-type: none"> • Describe and explain the style of art they are using. • Name notable works by the artist. • Create original pieces that are influenced by studies of others. • Discuss and describe well known artist work.
	Artist Leonardo Da Vinci (annotated human body sketches)	Artist L.S. Lowry	Artist Joan Miro	Artist Barbara Hepworth	
	Vocabulary Similarity, complement, contrast variation, realistic, impressionistic, prospective, dimension	Vocabulary Colour-scheme, compliment, contrast, mood, atmosphere, , colour spectrum, background, foreground, middleground	Vocabulary Printing block, relief printing, Chine colle style, natural environment, built environment	Vocabulary Scale, marquette (hand size model), materials, malleable, flowing, balance, gesture , mixed media, slab, slip	
Year 5	<ul style="list-style-type: none"> • Draw for a sustained period of time using different grades of pencil and shading techniques to show shade, tone and texture. • Begin to add interesting effects to observational drawings such as shadows, reflections and direction of sunlight. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines, tones, shape and colour to represent movement and figures. • Develop further simple perspective in using a single focal point and horizon 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Use layers of paint to add detail to background colours. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour paints to create visually interesting pieces. • Use brush techniques and the qualities of paint to create texture. • Create mood and feelings in their paintings 	<ul style="list-style-type: none"> • Design an image using bold print and colour • To cut out a stencil accurately • To distribute ink evenly to create a clear screen print. • Print using a number of colours. • Experiment by repeating the design with contrasting colours. • Print onto different materials 	<ul style="list-style-type: none"> • Show experience in combining pinch, slabbing, and coiling to produce end pieces. • Research, design and make to a brief. • Gain experience in modelling over an armature: newspaper frame using modroc • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Paint over sculptures adding colour, detail and texture. 	<ul style="list-style-type: none"> • Use research and knowledge on different artist styles to experiment in their own work. • Create original pieces that show a range of influences and styles. • Give details (including own sketches) about the style of some notable artists, artisans and designers.

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	Artist Paul Klee (cubism, surrealism)	Artist Claude Monet	Artist Andy Warhol	Artist Henry Moore	
	Vocabulary Realistic, impressionistic, cubism, surrealism, reflection, shade, tone, perspective, complement, contrast, horizon	Vocabulary Sketch, pressure, palette, complimenting colours, contrasting colours, vibrant, acrylic paint, texture of paint	Vocabulary Printing, screen printing, repetition, contrasting colours, stencil, fabric, stencil, distribute	Vocabulary Modelling, stability, form, modroc, wire, proportion, abstract armature	
Year 6	<ul style="list-style-type: none"> •Draw for a sustained period of time over a number of sessions working on one piece •Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). •Develop their own style of drawing through: line, tone, pattern and texture. • Use a choice of techniques to depict perspective, shadows and reflection. • Choose a style of drawing suitable for the work through: line, tone, pattern and texture, realistic or impressionistic. •Develop an awareness of composition, scale and proportion in their drawings. 	<ul style="list-style-type: none"> •Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. •Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. •Mix colour, shades and tones with confidence building on previous knowledge. •Understanding which works well in their work and why. 	<ul style="list-style-type: none"> •Create an accurate image with fine detail by carving into lino. •Build up multiple layers of colours on the lino. •Experiment by creating positive and negative versions of your design (e.g. lines carved or infill carved) •Create artwork which can be displayed or used for a purpose. 	<ul style="list-style-type: none"> •Research on image of a person or animal to create a life-like sculpture showing movements. • Use frameworks (such as wire or moulds) to provide stability and form. •Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. •Paint over sculptures adding colour, detail and texture 	<ul style="list-style-type: none"> • Create original pieces that show a range of influences and styles. •Show how the work of those studied was influential in both society and to other artists •Compare styles of artistic movements and comment on how they use mood, colour and tone.
	Artist Rembrandt	Artist Frida Kahlo	Artist Claude Flight	Artist Antony Gormley (Angel of the North)	
	Vocabulary Atmosphere ,representation, engaging, delicate, flowing , perspective, shadows, composition, scale, proportion	Vocabulary Application, vibrant, warm colours, cold colours, tones, hues, blocking, textural,	Vocabulary Linoleum (lino), carving, gouge, bench hook, tools	Vocabulary Interpretation, proportion, life-like, visual, tactile, stability, form	