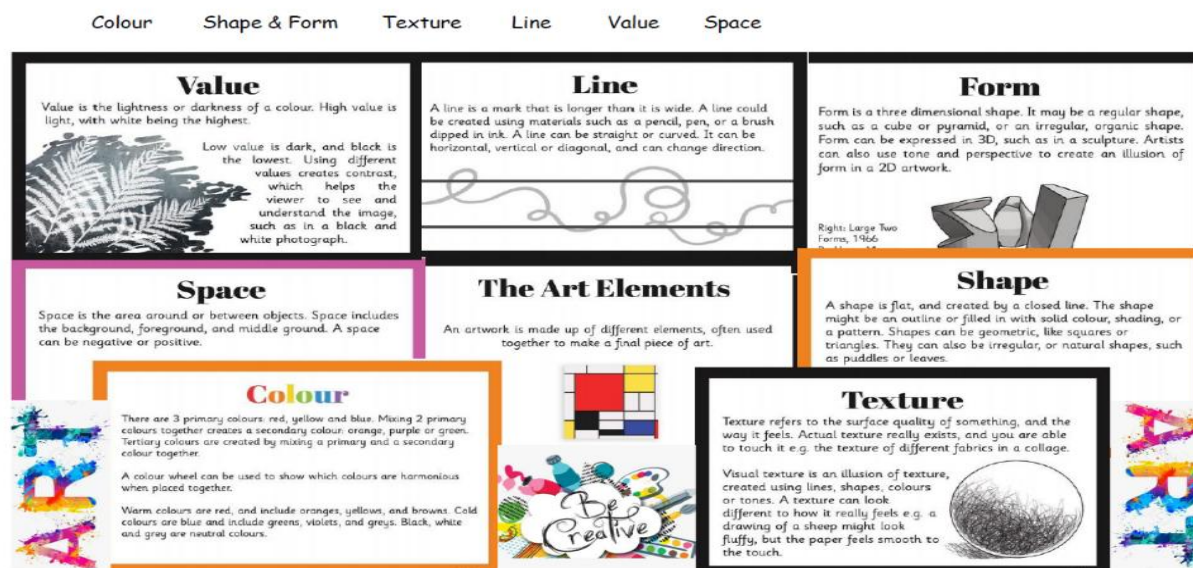




Subject progression – Art

At Westbury-on-Severn C of E Primary School we believe that the teaching of Art and Design should engage, inspire and challenge pupils to embrace and develop their creativity. It should equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design based upon a rich and thorough knowledge of artists that influenced our lives today, as well as the knowledge of the skills and techniques they used. Teaching will be of a high quality and will include technical demonstrations of techniques and relevant artist links. Children will learn about great artists, craft makers and designers. They will also begin to understand the historical and cultural development of different art forms. This knowledge will be used to help inspire their designs, and sketchbooks will show a clear development of ideas and skills throughout the years based on different topics. Children will become proficient over the years in drawing, painting, 3D sculpture, print making and textile related crafts. They will develop techniques in using colour, pattern, texture, line, shape, form and space. Within Key Stage 2 they will improve their mastery of these techniques and develop a more rigorous understanding of Art and Design. Children will also be able to critically evaluate and analyse their own, others' and important artists' work, using technical vocabulary and aspirations that they have, for high quality outcomes. This will include looking at similarities, differences, techniques used and suggesting possible improvements. The Primary Art and Design Curriculum will provide children with the relevant knowledge and skills required for the subject at KS3 and will instil within them a love of Art and creativity, which they will use throughout their lives.



A small school, dreaming big



Subject progression – Art

Art & Design National Curriculum

Key stage 1

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About 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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.



Subject progression – Art

Westbury Weaves - Art Glossary

There are 7 elements of art that children should be exposed to and encouraged to use and discuss. The visual components of colour, form, line, shape, space, texture, and value/tone. These are the 'Westbury Weaves' within the art curriculum.

Colour

Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are three properties to colour. The first is hue, which simply means the name we give to a colour (red, yellow, blue, green, etc.). The second property is intensity, which refers to the vividness of the colour. A colour's intensity is sometimes referred to as its "colourfulness", its "saturation", its "purity" or its "strength". The third and final property of colour is its value, meaning how light or dark it is. The terms shade and tint refer to value changes in colours. In painting, shades are created by adding black to a colour, while tints are created by adding white to a colour.

Shape and Form

The form of a work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. Three-dimensional form is the basis of sculpture. However, two-dimensional artwork can achieve the illusion of form with the use of perspective and/or shading or modelling techniques. Formalism is the analysis of works by their form or shapes in art history or archaeology. describes volume and mass.

Line

Lines and curves are marks that span a distance between two points (or the path of a moving point). As an element of visual art, line is the use of various marks, outlines, and implied lines during artwork and design. A line has a width, direction, and length. A line's width is most times called its "thickness". Lines are sometimes called "strokes", especially when referring to lines in digital artwork. point that moves through space

Space

Space is any conducive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distances or area(s) around, between, and within things. There are two kinds of space: negative space and positive space. Negative space is the area in between, around, through or within an object. Positive spaces are the areas that are occupied by an object and/or form.

Texture

Texture, another element of art, is used to describe how something feels or looks. e.g. her hair was smooth. Smooth is a texture, same as bumpy, hard, light, clear, rough and many more. way something feels. can be simulated or real.

Value/Tone

Value is the degree of lightness and darkness in a colour. The difference in values is called contrast. Value can relate to shades, where a colour gets darker by adding black to it (shade), or tints, where a colour gets lighter by adding white to it.



Subject progression – Art

Year A – Willow (YR/Y1)		
Footprints on the earth	Dinosaurs, sticks and stones.	Once upon a time
Famous Artist: Lowry Skill development: shape/ form and Line Method: drawing/ collage Famous Artist: Picasso Skill development: colour and Space Method: Painting/Printing	Famous Artist: Andy Goldsworthy Skill development: Line, shape, colour and texture. Method: natural resources/sculpture	Famous Artist: Mark Rothko Skill development: texture, colour Method: painting and printing

Year B – Willow (YR/Y1)		
Amazing animals	Superheroes blast off!	Grizzly bears and ferocious beasts
Famous Artist: David McKee (illustration) Skill development: shape, texture and space. Method: cutting, ripping, sticking materials – collage	Famous Artist: Jon Burgerman Skill development: colour, shape and line Method: drawing and exploring pencil and pen.	Famous Artist: Wassily Kandinsky Skill development: shape, space, colour, tone Method: silhouette and watercolours

Sycamore class curriculum overview:

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Subject progression – Art

Year A – Sycamore (Y2/3)		
Into the forest	A long time ago	The Great Fire of London
Link Artist: George Seurat Developing skills in: space, colour, value/tone. Method: painting/ pointillism	Art Focus area: Prehistoric art and sculpture Link Artist: Lascaux II cave paintings and others from around the world Developing skills in: line, tone/value Method: sketching and sculpture	Link Artist: Turner Develop skills in: colour, space. Method: watercolour

Year B – Sycamore (Y2/3)		
All things bright and beautiful,	Light and dark	The Romans
Art Focus area: Animals Link Artist: Henri Rousseau Developing skills in: colours, space. Method: painting	Art Focus area: Starry Night Link Artist: Van Gogh Developing skills in: texture, space, shape. Method: pastels and whole class giant art piece.	Art Focus area: Roman Mosaics Link Artist: Gaudi Outcome: Develop skills in colour, shape and space. Method: mosaics



Subject progression – Art

Oak Class curriculum overview:

Year A – Oak (Y4/5/6)		
Food glorious food	All creatures great and small	India
Link Artist: Giuseppe Arcimboldo	Link Artist: Paul Klee – Fish Magic Develop skills in: colour, texture, water colour	Link Artist: Designer/printmaking/textiles Develop skills in: line, colour, Method: Repeated patterns, tessalation

Year B – Oak (Y4/5/6)		
Off with their heads!	Around the world in 80 lives	Amazing me!
Art Focus area: Royal portraits Link Artist: Holbein Develop skills in: space, shape and form Method: pencil sketches portrait, foreground and background.	Link Artist: Banksy Develop skills in: line, space, colour Method: stencil and printing	Art Focus area: self portraits Link Artist: Frida Kahlo

Year C – Oak		
To Infinity and Beyond	Destination Westbury	All the world's a stage
Link Artist: Surrealism (Dali, Rene Magritte) Develop skills in: colour, tone and value, space.	Link Artist: Claude Monet Develop skills in: colour, line, shape and form Method: painting, impressionism, en plein air- link to Water Gardens	Art Focus area: Greek architecture and sculpture Link Artist: Ictinus (Greek Architect)



Subject progression – Art

Skill Progression:							
<i>Westbury Weaves</i>	Colour	Shape & Form	Line	Space	Texture	Tone/Value	Responding to art
Willow Class YR/1	<p>Explore and experiment with colours.</p> <p>Match and recall names of colours accurately.</p> <p>Put an apron on to explore colour through paint.</p> <p>Identify primary colours.</p> <p>Identify warm and cool colours.</p> <p>Begin to use appropriate colours when colouring (yellow sun, green tree etc.)</p> <p>Confidently mixed the secondary colour green and orange.</p>	<p>Begin to use and recognise simple shapes in their artwork.</p> <p>Use playdoh and Lego to construct sculptures.</p> <p>To hold a paintbrush accurately to paint shapes.</p> <p>Cut and roll materials to make shapes.</p> <p>Create abstract 3d shapes using playdoh or junk modelling.</p>	<p>Make simple marks on the page.</p> <p>Begin to create drawings that represent ideas.</p> <p>To hold a paintbrush accurately to paint lines.</p> <p>Begin to accurately draw lines of different shapes and thickness.</p> <p>Explore different types of lines; straight, wavy and zigzag.</p>	<p>Draw objects in correct spaces on the paper e.g. sun in the sky, grass at the bottom of the page.</p> <p>Begin to recognise proportions (e.g. a house is bigger than a person).</p> <p>Begin to consider space needed to complete their art (correct size for the paper size).</p>	<p>Explore use and join different materials.</p> <p>Cut and rip paper to create a collage.</p> <p>Glue paper accurately using glue spreaders and glue sticks.</p> <p>Use adjectives to describe different textures.</p>	<p>Develop fine motor control and develop pencil pressures to create tones.</p> <p>Experiment with shades of colours by adding black and white to create a single lighter tint and a single darker tone.</p>	<p>Share their creations talking about what they have done.</p> <p>To plan and create a piece of art that looks like the original plan.</p> <p>Name studied famous artist and begin to draw on prior knowledge of artists.</p> <p>Describe what they can see and like in their work.</p> <p>Ask questions about a piece of art.</p> <p>Compare their work to the work of the famous artist studied.</p>



Subject progression – Art

		Create simple patterns using 3 different shapes.					
Sycamore Class Y2/3	<p>Begin to explore how colours can affect mood and how to use different colours to portray feelings in artwork.</p> <p>Use warm and cool colours for effect.</p> <p>Identify primary and secondary colours and explain what primary colours you mix to create the secondary colour.</p> <p>Mix secondary colours and begin to explore different shades of the colours.</p> <p>Use appropriate colours when colouring.</p> <p>Begin to predict what colours might be</p>	<p>Cut, roll, pinch, coil, press, roll and rub materials to create</p> <p>Carefully select appropriate 3d shapes for junk modelling.</p> <p>Follow simple patterns using different shapes and colours.</p> <p>sculptures/models.</p> <p>Explore and create a sculpture out of clay or plasticine.</p> <p>Draw simple 2d shapes freehand with some accuracy.</p> <p>Use patterns effectively to design a mosaic.</p>	<p>Draw lines of different shapes, using three different grades of pencil in their drawing (4B, 8B, HB).</p> <p>Explore different types of lines; straight, wavy, diagonal, horizontal, vertical, zigzag, spiral, dashed and dotted and use these to create effects in their art work.</p> <p>Sketch a 2d diagram.</p> <p>Begin to draw lines in different mediums.</p>	<p>Begin to show an awareness of the importance of space between objects.</p> <p>Explore space through pointillism and identify how space changes art.</p>	<p>Explore various ways to cut and rip paper to create a collage.</p> <p>Consider the use of different collage techniques (ripping, cutting) in varying texture.</p> <p>Glue different materials accurately using either PVA or a glue gun.</p> <p>Overlap different materials, matching the combination carefully.</p>	<p>Experiment with shades of colours by adding black and white to create a range of different hues.</p> <p>Use the tonal shading sketching technique; hatching, scribbled lines, cross hatching, stippling.</p>	<p>Name studied famous artist and draw on prior knowledge of artists.</p> <p>Recall simple facts about the focus artist.</p> <p>Describe what they can see and like in their work and the work of another artist/craft maker/designer.</p> <p>Give positive feedback about a peer's piece of art and provide one critical comment.</p> <p>Reflect on the mood within the artist's creation.</p> <p>Ask and answer questions, providing personal views about a piece of art.</p> <p>Begin to use sketchbooks to record their ideas.</p>



Subject progression – Art

	<p>produced when colour mixing.</p> <p>Name the colours needed to mix the colour brown.</p> <p>Mix the colour brown.</p>	<p>Repeat complex patterns to create a symmetrical piece of art.</p>					<p>Begin to adapt and refine ideas.</p> <p>Begin to make observations about techniques and starting points in art studies.</p>
Oak Class Y4/5/6	<p>Select colours and materials to create effect, giving reasons for their choices.</p> <p>Predict colour mixing exploration with increased accuracy.</p> <p>Recognise harmonious and contrasting colours.</p> <p>Know where each of the primary and secondary colours sit on the colour wheel.</p> <p>Create a colour palette, demonstrating mixing techniques.</p> <p>Explore skin tone.</p>	<p>Practice complex patterns through tessellation.</p> <p>Create a montage of different pictures.</p> <p>Cut, make and combine shapes to create recognisable forms.</p> <p>Depict movement and perspective in drawings.</p> <p>Create a sculpture using tools and materials to carve and shape.</p>	<p>Draw lines in pen accurately.</p> <p>Use lines to show lighter areas and shadows of an object.</p> <p>Sketch a 2d diagram accurately representing its original form.</p> <p>Carefully select and use a range of graded pencils to draw lines.</p> <p>Use lines to develop different facial expressions.</p>	<p>Develop an awareness of the importance of space; gap in between objects.</p> <p>Draw a human figure considering body proportions.</p> <p>Accurately explore proportions of the human face.</p>	<p>Cut with accuracy.</p> <p>Add texture by using tools (pallet knife, sponges, glue gun).</p> <p>Carefully select and add appropriate materials to a sculpture/ model to create different textures.</p> <p>Plan and design a collage with various textures</p> <p>Overprint using different colours.</p>	<p>Develop skills in tonal shading sketching techniques; random hatching, contour hatching, broken lines, smudging</p> <p>Successfully use shading to create mood and feeling</p> <p>Use various tones in their work independently.</p>	<p>Use sketchbooks to record ideas, review and revisit ideas.</p> <p>Explore ideas from first-hand observations.</p> <p>Confidentially question and make observations about starting points, and respond positively to suggestions</p> <p>Adapt and refine ideas.</p> <p>Offer feedback using technical vocabulary</p> <p>Think critically about their art and design work</p> <p>Give detailed observations about notable artists', artisans', and designers' work</p>



Subject progression – Art

			<p>Use lines effectively to draw a portrait of themselves or someone else.</p> <p>Select appropriate materials to draw lines (pastel, chalk, crayon, pen, pencil) and explain their reasoning.</p>		<p>Experiment with a range of media by overlapping and layering to create texture, effect and colour.</p>	<p>Use previously taught tonal shading sketching techniques and describe your own unique style.</p>	<p>Offer facts about notable artists', artisans', and designers' lives</p>
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Vocabulary and Exploration with art **By the end of KS1 Children should be able to:**

<u>Vocabulary</u>	<ul style="list-style-type: none"> Use some subject specific vocabulary when discussing art – see vocab appendices.
<u>Exploration</u>	<ul style="list-style-type: none"> Identify various tools and begin to select the most appropriate tools independently. Name the art process you are completing (drawing, painting, colouring, sculpting). Use a sponge to create a background wash. Gather and sort materials effectively. Choose appropriately sized paint brushes.

By the end of LKS2 Children should be able to:

<u>Vocabulary</u>	<ul style="list-style-type: none"> Use most subject specific vocabulary with increased confidence when discussing art – see vocab appendices.
<u>Exploration</u>	<ul style="list-style-type: none"> Identify various tools and select the most appropriate tools independently. Use varied brush techniques to create shapes, textures, patterns and lines. Begin to recognise what tools may help recreate the piece of art. Explain their artistic processes



Subject progression – Art

By the end of UKS2 Children should be able to:

Vocabulary	<ul style="list-style-type: none"> Use all subject specific vocabulary confidently when discussing art – see vocab appendices.
Exploration	<ul style="list-style-type: none"> Recognise various tools used to help create the studied artists' work and explain what tools may help recreate their piece of art. Justify their artistic processes through reasoning. Confidently use a range of techniques and tools to create different shapes, textures, patterns and lines.

Line		Tone		Colour		Composition
Straight	Curved	Contrast	Bright	Primary	Secondary	Background
Broken	Scribble	Dark	Light	Complimentary	Dull	Middle-ground
Faint	Confident	Faded	Smooth	Pale	Deep	Foreground
Free	Strong	Soft	Harsh	Bright	Vibrant	Perspective
Angular	Wavy	Gradient	Graduated	Warm	Cool	Symmetry
Curvaceous	Bold	Shadow	Mid-tone	Tinted	Soft	Design
Fine	Thin	Shading	Range	Contrast	Shade	Complex
Sharp	Soft	Highlight	Reflected	Harmonious	Pastel	Simple
Thick	Jagged	Cast	Blended	Flat	Hue	Centred
Broad	Loose	Diffused	Tinted	Pure	Mixed	Asymmetric
Short	Flowing	Solid	Density			Focus
Shape		Texture		Pattern		Type of Art
Angular	Organic	Rough	Smooth	Natural	Simple	Portrait
Sharp	Pointed	Hard	Soft	Plain	Complicated	Landscape
Frame	Square	Furry	Scaly	Intricate	Repeated	Abstract
Body	Figure	Grainy	Cracked	Symmetrical		Figurative
Rounded	Circular	Dry	Wet	Stamped	Spiral	Still Life
Geometric	Spherical	Spiky	Glossy	Irregular	Structured	Sculpture
Cylindrical	Proportion	Matte	Shiny	Overlapped		Painting
Size	Multi-faceted	Bumpy	Silky	Continuous		Print
Mass	Bulky	Coarse	Uneven	Tessellation		Drawing
Solid	Fluid			Cross Hatch		Textiles
Dense				Stripes	Zig-Zag	