

Art at Werrington Primary School

Updated: November 2023

This is the long term plan. It details the term topics are taught throughout the year. For more information relating to content, progression, skills and vocabulary, see below.

ART Units			
	Term 1	Term 2	Term 3
Reception (EYFS topics are adapted to children's interests each year, therefore are subject to change)	Printing: Patterns created by using range of objects Painting: colour mixing and experimenting Drawing throughout	Artists: Kandinsky and Seurat Pastels Drawing throughout	Observational drawings - sunflowers Van Gogh Painting/Collage Drawing throughout
Year 1	Painting: Colours and painting	Sculpture Niki de Saint Phalle - animal sculptures	Drawing: Basics of Drawing Expressive Mark making (lessons 1-3)
Year 2	Painting: Painting Georgia O'Keeffe	<u>Printing Collagraphy - African prints</u>	Drawing Cave Drawings Still Life/Portrait
Year 3	Painting: Impressionism - Painting En Plein Air	Sculpture: Robert Sweeney Paper sculpture	Drawing and Painting: Artist:Fernand Leger Still Life/Portrait
Year 4	Painting: Aboriginal Painting	Printing: Hokusai: Famous Landmarks	Drawing: Drawing, collaging and colouring Artist: Albrecht Durer Still Life/Portrait
Year 5	Painting: Gustav Klimt	Sculpture: Henry Moore Family unit sculptures	Drawing: William Morris Still Life/portrait
Year 6	Painting: Still life Painting Willem Kalf	Printing: Elizabeth Catlett: Portraits	Drawing: Perspective and Work of Gaudi Still Life/Portrait

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This is the Progression of Skills for Art. It is split into three sections. This is the first second that details the knowledge. Across the top row are the themes/topics from the long term plan. These are then colour-coded to match the small steps of knowledge and vocabulary sorted into their curriculum areas below.

Reception		Skills	Vocab	Artists	Knowledge/reflection
			Small Steps of Knowledge		Vocabulary
	Term1 Drawing - portraits	To use lines to create a self portrait.			Colours
Painting- colour mixing and experimenting Kandinsky - printing Drawing- bears, Christmas objects	To use pencil with growing control.			size	
	To make marks on paper.			position	
	To explore mixing colours.			primary colours	
	To create a pattern			Secondary colours	
	To develop spacial awareness				

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		Kadinsky	To talk about what they see. To express opinions and feelings about what they see. To give meaning to the marks they make
Term 2 Pastels (Fire/ water/ grass) Collage – different environments	To explore media of pastels.	Circles	
		paints	
	To apply different techniques.	pastels	
		technique	
	To develop fine motor skills	blending	
		landscapes	
	To have awareness of colour and texture.	collage	
		texture	
			To talk about what they see. To express opinions and feelings about what they see. To give meaning to the marks they make
Term 3 Observational drawing of seeds, sunflowers –	To observe shape, form, texture and line.	Pencils	

	<p>mixed media to create picture. Van Gogh</p>		crayons
			paint
	<p>Famous People: Seurat – pointalism</p>	<p>To explore colour.</p>	wash
			lines
			colour
<p>Andy Warhol- pop art – linked to Under the sea (eg bucket/ sea creature) Printing</p>	<p>To experiment using everyday materials to create monoprints.</p>	print	
		pop art	
		<p>Van Gough</p> <p>Seurat</p> <p>Andy Warhol</p>	<p>To talk about what they see.</p> <p>To express opinions and feelings about what they see.</p> <p>To give meaning to the marks they make</p>

		Skills	Vocab	Artists	Knowledge/reflection	
Year One		Small Steps of Knowledge			Vocabulary	
	Term 1 Colours and Painting (pages 32-38)	To communicate something about themselves and create moods in their paintings.			Hue: A colour,	
		To choose thick and thin brushes as appropriate.			Manufactured: To make something using machinery,	
					Mood: State of mind or feeling.	
		To paint something they can see.			Primary colours: A group of colours that cannot be created using other colours.	
		To name primary and secondary colours.			Secondary colours: Colours resulting from two or more of the primary colours.	
					Tempera: A quick-drying paint made by mixing colour pigments with egg and or oil and water.	
	Key Artwork - Henri Matisse: Harmony in Red (The Red Room), oil on canvas , 1908.			To describe what they can see and like in the work of another artist. To ask sensible questions about a piece of art.		
	Term 2 Sculpture - Animal Sculptures. (page 57-61)	To add texture using tools.			Colourful: Having lots of varied bright colours	
		To make different kinds of shapes.			Inspire: To give someone an idea	
Materials: Things from which other things can be made.						
To cut roll and coil materials such as clay dough or plasticine.			Sculptor: An artist who makes sculptures.			
			Sculpture: Three dimensional form.			

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			Self-taught: Gaining knowledge and skill on your own, rather than through taught education.
			Three-dimensional: Not flat (two dimensional) and therefore appearing real.
		Niki de Saint Phalle, Firebird, fibreglass and steel, 1983	To describe what they can see and like in the work of another artist. To ask sensible questions about a piece of art.
	Term 3 Drawing - Basics of Drawing (pages 19-24)	To communicate something about themselves in their drawing.	Artist: person who creates art.
		To create moods in their drawing.	Cross-hatching: Shading with lines that cross over.
		To draw using pencils and crayons.	Draw: To produce a picture or diagram using lines and marks.
		To draw lines of different shapes and thickness using 2 grades of pencil.	Line: A long mark or stroke.
			Shape: The form or outline of an object.
		Tone: The lightness or darkness of something.	
		Vincent van Gogh, Fishing Boats at Saintes-Maries-de-la-Mer, reed pen and ink, 1888. Pablo Picasso, Le Hibou (The Owl), Le Chameau (The Camel) and Le Chien (The Dog), prints on paper, date unknown. Vincent van Gogh, Self-portrait, pencil and ink on paper, from 1887.	To describe what they can see and like in the work of another artist. To ask sensible questions about a piece of art.

		Skills	Vocab	Artists	Knowledge/reflection	
Year Two		Small Steps of Knowledge			Vocabulary	
	Term 1 painting Georgia O’Keeffe (pages 39- 44)	To mix paint to create all of the secondary colours.			Detail: Small features that could be difficult to notice.	
		To make shades by adding white.			Simplify: To make something easier to understand.	
		To create individual and group collages.			Enlarge: To make something larger.	
		To use different kinds of material and explain why they have used them.				
		To use repeated patterns in their collages.			Texture: how the surface of something feels.	
	Key artwork: Georgia ‘ O’Keeffe, Oriental Poppies, Oil on canvas 1927			To link colours to natural and man-made objects. To say how other artists have used colour pattern and shape. To create a piece of work in response to another artists work.		
	Term 2 Printing colligraphy- African prints (pages 62- 66)	To create a print using pressing, rolling, rubbing and stamping.			Collography: Sprint making process. e	
		To create a print like a designer.			Print: A mark made on a surface.	
		Key artwork: An example of a collograph plate prepared by the teacher.			Texture: How the surface of something feels.	

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Term 3 Drawing Cave Drawings Still life/ Portrait	To use charcoal, pencil and pastels.	Engrave: To cut a design on a surface.
	To create light and dark tones.	France: A country in Europe.
	Show patterns and texture.	Hunt: To Chase and Kill an animal for food.
	To use 3 grades of pencil (4B 8B HB).	Mineral: A naturally occurring material.
	Any image from the Lascaux cave paintings preferably one which shows a range of animals.	Prehistoric: A time before recorded history.
		Stone Age: Atime in prehistory when humans used stone tool.
	To link colours to natural and man-made objects. To say how other artists have used colour pattern and shape.	
	To create a piece of work in response to another artists work.	

		Skills	Vocab	Artist	Knowledge/Reflection
		Small steps of knowledge		Vocabulary	
Year Three	Term 1 Painting: Impressionism - Painting En Plein Air (page 92-97)	To predict with accuracy the colours that they mix.		Box easel: A freestanding easel that includes a compartment to store paints and brushes, etc.	
		To know where each of the primary and secondary colours sits on the colour wheel.		Brushstroke: The mark made by a paintbrush	
		To create a background using a wash		En plein air: A French phrase meaning ‘open (in full) air’, and refers to the way that impressionist artist painted outdoors	
		To use a range of brushes to create different effects.		Exhibition: A public display of work or art.	
		Claude Monet, Impression, Sunrise, oil on canvas 1872, The Port of Le Havre, Night Effect, oil on canvas 1873, The Grand Dock at Le Havre, oil on canvas 1872.		Impressionism: A style of painting developed in the last third of the nineteenth century.	
				Revolutionised: To change something radically.	
				Salon: In nineteenth-century France, the Salon was the official annual art exhibition in France; it was where all the esteemed artists would exhibit their work and where important figures in French society would gather to discuss art and culture.	
		Shade: A darker version of an original colour made by adding black.			

			<p>Tint:A lighter version of an original colour made by adding white</p> <p>To compare the work of different artists. To explore work from other cultures. To explore work from other periods of time. To begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.</p>
	<p>Term 2 Sculpture: Robert Sweeney Paper sculpture (pages 104- 108)</p>	To add onto their work to create texture and shape.	<p>Amate: Bark paper used by Mayans and Aztecs.</p>
		<p>To add texture to a piece of work.</p>	<p>Construct: To build something.</p>
			<p>Manipulate: Control in a skilful manner.</p>
			<p>Origami: Japanese art of paper folding; the word is derived from two Japanese words 'ori' meaning to fold and 'kami' meaning paper.</p>
		<p>Richard Sweeney, 03M (shell), watercolour paper 2010(see figure 12A and 12B and 12C for children's work)</p>	<p>Origins:Where something begins or is derived; its birthplace.</p>
	<p>Papyrus: An ancient Egyptian paper made from the pith of a river plant.</p> <p>To compare the work of different artists. To explore work from other cultures. To explore work from other periods of time. To begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.</p>		
	<p>Term 3 Drawing and Painting: Artist:Fernand Leger Still Life/Portrait (pages 68-73)</p>	To show facial expressions in drawings.	<p>Cubist: A style whereby diverse views of the subject (usually objects or figures come together in the same picture, resulting in images that appear fragmented and abstracted. Invented in around 1907/08 by artist Pablo Picasso and George Braque.</p>
		To use sketchbook to produce a final piece of work	<p>Geometric forms: Three-dimensional shapes such as cylinders and pyramids.</p>
		to write an explanation of their sketch in their notes	<p>Geometric shapes: Made of regular lines, shapes such as squares, triangles or rectangles.</p>
		<p>to use different grades of pencil shade to show different tones and texture.</p>	<p>Industrial revolution: The development of industry that occurred in the late eighteenth and nineteenth centuries, brought about by the introduction of machinery.</p>
			<p>Juxtapose: to place subjects together or close by for contrast and comparison.</p>

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			Semi- abstract: The subject remains recognisable although the forms may be stylised.
		Fernand Leger, The City, oil on canvas , 1919	To compare the work of different artists. To explore work from other cultures. To explore work from other periods of time. To begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.

		Skills	Vocab	Artist	Knowledge/Reflection	
			Small Steps of Knowledge			Vocabulary
Year Four	Painting: Aboriginal painting (Pages 115-120)	To create all the colours they need.			Aborigines: The indigenous people of Australia	
		To successfully use shading to create mood and feeling.			Cross hatching: Shading with lines that cross over.	
		To create mood in their paintings.			Dot painting: PAinting made using dots rather than brush strokes.	
					Dreamtime: Ancient time of teh creation of all things, as part of the Aboriginal belief system.	
					Indigenous: Originating from a place.	
					Regional: Relating to a particular area.	
Key artwork: Walangkura Napanangka, Tjintjintjin, acrylic on linen, date unknown. (there are two images by this artist of the same name, either is fine.)			Symbols: Something used to represent something else.			
			To experiment with different styles which artists have used. To explain art from other periods of history.			

	<p>Printing: Hokusai: famous landmarks (pages 98-103)</p>	To print using at least four colours.	<p>Edo period: A period of great significance in Japan's history; the country was unified under the Tokugawa family after years of civil unrest.</p> <p>High art: A concept used by societies to describe art that is created by culturally- renowned and accepted artist.</p>	
		To print onto different materials.	<p>Landmark: A feature of a landscape or town that is easily seen and recognised.</p> <p>Original print: A print that is made directly from the artist's own woodblock or printing plate printed by the artist.</p>	
		To create an accurate print design.	<p>Printmaker: An artist who makes pictures or designs by printing them from plates or blocks.</p> <p>Tsunami: A high sea wave caused by an earthquake or other disturbance.</p> <p>Woodblock print: A technique for printing text, images or patterns used extensively throughout East Asia and originating in China.</p>	
			Key artwork: Katsushika Hokusai, The Great Wave Off Kanagawa, wood block print, 1830-1833	To experiment with different styles which artists have used. To explain art from other periods of history.
		<p>Drawing: Drawing, collaging and colouring Artist: Albrecht Durer Still life/ Portrait (pages 121-126)</p>	To begin to show facial and body language in sketches.	<p>Craftspeople: people skilled at making things.</p> <p>Draughtsman: A person skilled in drawing.</p>
	Identify and draw simple objects and use marks and lines to show textures.		<p>Goldsmith: A person who makes items out of gold.</p> <p>Mass-produced: the production or manufacture of goods in large quantities.</p> <p>Printing press: A machine for printing text or pictures from plates or woodblocks.</p>	
			To show reflections.	Verbal: Expressed in spoken words.
	Explain why they have chosen specific materials to draw with.		Visual texture: A representation of texture that an artist creates using line, tone and colour.	

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		Albrecht Durer, Rhinoceros, woodcut. 1515	To experiment with different styles which artists have used. To explain art from other periods of history.
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	Topics to develop sense of place:	Skills	Vocab	Artist	Knowledge/Reflection
	Year Five		Small Steps of Knowledge		Vocabulary
Term 1 Painting: Gustav Klimt (pages 138-143)		To identify and draw simple objects and use marks and lines to produce texture.		classical: of an exemplary standard with a traditional and long-established style.	
		Use shading to create mood and feeling		Commission: To order the production of something.	
		Organise line, tone shape and colour to represent figures and forms in movement.		Confiscated: take somebody's property with authority.	
		Show reflections and explain why they have chosen a specific material to draw with,		Decorative: Something made to look attractive.	
				Ornamental: Intended as decoration.	
		Gustav Klimt, Adele Bloch-Bauer 1, oil, silver and gold on canvas,1907		Patron: A person who gives support to an individual or organisation.	
Term 2 Sculpture:		To experiment with and combine materials and processes to design and make 3D form.		To experiment with different styles that artists have used. To learn about the work of others by looking at artists work in books, the internet, visits to galleries and other sources of information.	
	To sculpt clay and other malleable materials		conventional: In accordance with what is generally done.		
				Family Unit: A basic unit consisting of parents and their children	
				Maquette: A small preliminary model or sketch	

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	Henry Moore Family unit sculptures (pages,166- 170)	To use textile and sewing skills as part of a project e.g. hanging textile book.	Sculptor: An artist who makes sculptures.
		This could include running stitch, cross stitch, book stitch, applique and / or embroidery,	Semi-Abstract: The subject remains recognisable although the forms may be stylised
		Henry Moore, family group, bronze 1949	To experiment with different styles that artists have used. To learn about the work of others by looking at artists work in books, the internet, visits to galleries and other sources of information.
	Term 3 Drawing: William Morris Still Life/portrait (Pages, 149-154)	To create all the colours they need.	Arts and crafts Movement: A movement in the decorative and fine arts that began in Britain and spread to Europe and North America between 1880 and 1910
			Decorative arts: arts and crafts produced for both aesthetic value and functionality.
			Direct observation: Collecting information by watching the subject at first hand.
		To create mood in their paintings.	Handmade crafts: Made by hand, not by machine.
			Industrial Revolution: The development of industry that occurred in the late eighteenth and nineteenth centuries, brought about by the introduction of machinery.
		To express accurately through their painting and their sketches.	Natural pigment: An organically found substance that gives something a colour when it is added to it such as in plants, flowers and fruits.
			Pattern: A repeated design
		William Morris, Strawberry thief, block printed cotton, 1883	To experiment with different styles that artists have used. To learn about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information.

		Skills	Vocab	Artist	Knowledge/Reflection
Year Six		Small steps of knowledge		Vocabulary	
	Term 1 Painting Still life Painting Willem Kalf (pages 155-160)	To explain what their own style is.		Composition: combining parts to make a whole.	
		To use a wide range of techniques in their work.		Exotic: Originating from a foreign country.	
				Imported: Brought from another country to sell.	
		To explain why they have chosen a specific painting technique.		Inanimate objects: Lacking the power of motion or consciousness.	
	Key artwork: Willem Kalf, Still life with Drinking Horn, oil on canvas, c 1653		Opulence: lavishness or wealth.		
Term 2 Printing Elizabeth Catlett: Portraits (Pages 171-175)		To overprint using different colours.		Still life: A genre of art typically depicting inanimate objects on a surface.	
				To make a record about the styles and qualities in their work. To say what their work is influenced by. To include technical aspects in their work e.e architectural design	
				Civil Rights Movement: A struggle by African Americans in the mid 1950s to 1960s to achieve civil rights equal to those of white people.	
				Linoelum cut: A printmaking technique, a variant of woodcut, in which a sheet of linoleum is cut into.	

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		To look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.	Mural: A large painting made or fixed to a wall.
		Key artworks: Elizabeth Catlett, sharecropper, linoleum cut, 1952	Plantation: A farm or estate, usually in a tropical country, in which crops such as cotton, tobacco, coffee, sugar etc. are cultivated, historically by African slaves.
Term 3 Drawing perspective and work of Gaudi Still life/ Portrait (pages 128-132)	To explain what their own style is.		Architect: A person who designs buildings and often supervises the construction.
			Artistic style: A distinctive way of working which can permit grouping of works.
	To use a wide range of techniques in their work.		Design: A plan or drawing made to depict the look and function or workings of a building, garment or another object before it is made.
			Individualistic: being characteristic of that person.
	To explain why they have chosen a specific painting technique		Organic forms: in art, shapes that are often flowing and unpredictable in contrast to geometric shapes.
	Key artworks: Antoni Gaudi, Sagrada Familia, Barcelona, Spain		To make a record about the styles and qualities in their work. To say what their work is influenced by. To include technical aspects in their work e.g. architectural design

This is the Progression of Skills for DRAWING . It is split into three sections. The second section details the skills developed in SKETCH BOOKS

Progression of Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing		<p>To communicate something about themselves in their drawing.</p> <p>To create moods in their drawing.</p> <p>To draw using pencils and crayons.</p> <p>To draw lines of different shapes and thickness</p>	<p>To use 3 grades of pencil (4B 8B HB).</p> <p>To use charcoal, pencil and pastels.</p> <p>To create light and dark tones.</p> <p>Show patterns and texture.</p>	<p>To show facial expressions in drawings.</p> <p>To use different grades of pencil shade to show different tones and texture.</p>	<p>To begin to show facial and body language in sketches.</p> <p>Identify and draw simple objects and use marks and lines to show textures.</p> <p>To show reflections. Explain why they have chosen</p>	<p>To identify and draw simple objects and use marks and lines to produce texture.</p> <p>Use shading to create mood and feeling, Organise line, tone shape and colour to represent figures and forms in movement.</p> <p>Show reflections and explain why</p>	<p>To communicate emotions and a sense of self with accuracy and imagination in their sketches.</p> <p>To explain why they have combined different tools to create drawings.</p> <p>To explain why they have chosen</p>

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		using 2 grades of pencil.			specific materials to draw with.	they have chosen a specific material to draw with.	specific drawing techniques.
Sketching			To begin to demonstrate ideas through photography and in sketch books. To set out ideas using annotation in sketchbooks. To keep notes in sketchbooks as to how they have changed their work.	To use sketchbooks to express feelings about a subject and to describe likes and dislikes. To make notes in their sketchbooks about techniques used by artists. To suggest improvements in their work by keeping notes in their sketchbooks.	To use their sketchbooks to express their feelings about various subjects and outline likes and dislikes. To produce a montage all about themselves. To use their sketchbooks to adapt and improve their original ideas. To keep notes about the purpose of their work in their sketchbooks.	To keep notes in their sketchbooks as to how they might develop their work further. O use their sketchbooks to compare and discuss ideas with others.	Sketchbooks should contain detailed notes and quotes exploring items. They should compare their methods to those of others and keep notes, They should combine graphic and text based research of commercial design e.g. magazines etc. to influence the layout of their sketchbooks, They should adapt a refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.

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Painting		To communicate something about themselves and create moods in their paintings. To choose thick and thin brushes as appropriate. To paint something they can see. To name primary and secondary colours.	To mix paint to create all of the secondary colours. To mix and match colours and predict outcomes. To make brown. To make shades by adding white. To make tones by adding black.	To predict with accuracy the colours that they mix. To know where each of the primary and secondary colours sits on the colour wheel. To create a background using a wash, To use a range of brushes to create different effects.	To create all the colours they need. To create mood in their paintings. To successfully use shading to create mood and feeling.	To create all the colours they need. To create mood in their paintings. To express accurately through their painting and their sketches.	To explain what their own style is. To use a wide range of techniques in their work. To explain why they have chosen a specific painting technique.
Sculpture		To make different kinds of shapes. To cut roll and coil materials such as clay dough or plasticine.		To add lines and shape to their work. To add onto their work to create texture and shape. To add texture to a piece of work.		To experiment with and combine materials and processes to design and make 3D form, to begin to sculpt clay and other moldable materials.	
Printing			To print with sponge's vegetables and fruit. To print onto paper and textiles.		To make a printing block. To print using at least four colours. To create		To print using a number of colours. To create an accurate print design that meets

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			To design their own printing block. To create a repeating pattern.To create a print using pressing rolling, rubbing and stamping. To create a print like a designer.		an accurate print design. To print onto different materials.		given criteria. To print onto different materials.To overprint using different colours. To look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.
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Progression of Key Knowledge Concepts				
Reception				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				

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Year 6				
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