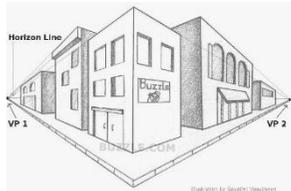
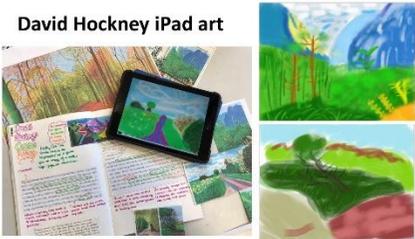


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| <p><b>Key Vocabulary</b></p>                                                 | <p><b>Reception Vocabulary</b><br/>soft, smooth, rough, rolling, bumpy, kneading, squashing, pinching, art, collaboratively, ideas, pencil, pastel, smudge, nature, wallpaper, cellophane, tissue paper, fabric, construct</p> <p><b>Year 1 &amp; 2 Vocabulary</b><br/>Work, art work, idea, starting point, observe, focus, design, improve, portrait, self-portrait, line drawing, detail, landscape, building, pastel, drawing, line, bold, size, space, primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, water colours, watercolour wash, sweep, dab, bold brush stroke, acrylic paint, sculpture, statue, model, 3D sculptor, carving, sculpture, installation, shapes, materials, abstract, geometric,</p> <p>Collage, squares, gaps, mosaic, features, cut, place, arrange, textiles, fabrics, weaving, woven, placement, loom, alternative, over, under, decoration, decorative, batik dye, wax, resist, crayons, ink, apply, set, printmaking, woodcut, relief printing, clay, texture, digital media, roughing, slip, joining, construction, batons, monoprinting, mimic, shape, form</p> <p><b>Year 3/4 Vocabulary</b><br/>Line, pattern, form, detail, questions, observe, refine, light, dark, tints, shadow, texture, pattern, form, shape, outline, foreground, middle ground, background, abstract, emotion, warm, blend, fresco, architect, decoration, polystyrene printing tiles, block printing.</p> <p><b>Year 5/6 vocabulary:</b> mural, graffiti, cross hatching, shadows, absorb, impressionism, impressionist, cast, join, coil, slab, slip, collagraph, batik, wax,</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Year group</b></p>                                                     | <p><b>Year 5 Progression of techniques</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Year 5 Teaching opportunities</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Year 6 Progression of techniques</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Year 6 Teaching opportunities</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>Developing ideas including</li> </ul> | <ul style="list-style-type: none"> <li>Start to develop own style in sketchbook use, incorporating drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes, reflecting.</li> <li>Sketch collection of observational drawings and ideas variety of techniques including reflections, shadow, direction of sunlight, movement and perspective.</li> <li>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration. Increasingly see the sketchbook as a place which raises questions which can be explored/answered</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  <ul style="list-style-type: none"> <li>Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> <li>Describe the artwork.</li> <li>What do you like/dislike? Why?</li> <li>Which other senses might you bring to this artwork? How does it make you feel?</li> <li>What is the artist saying to us in this artwork?</li> <li>How might it inspire you to make your own artwork?</li> <li>Who or what else might you look at to help feed your creativity? Take part in small scale crits throughout so that brainstorming becomes part of the creative process.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Children to continue to develop a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</li> <li>Work with growing confidence when using a sketchbook incorporating drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes, reflecting and adding my own views</li> <li>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</li> <li>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing</li> </ul> | <ul style="list-style-type: none"> <li>Sketch observational drawings</li> <li>Collecting ideas for landscape/rivers/Fairtrade etc</li> </ul> <p><b>Develop questions to ask when looking at artworks and /or stimulus:</b></p> <ul style="list-style-type: none"> <li>Describe the artwork.</li> <li>What do you like/dislike? Why?</li> <li>Which other senses might you bring to this artwork? How does it make you feel?</li> <li>What is the artist saying to us in this artwork?</li> <li>How might it inspire you to make your own artwork?</li> <li>Who or what else might you look at to help feed your creativity?</li> </ul> <p><b>Take part in small scale crits throughout so that brainstorming becomes part of the creative process</b></p> |

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|                                                                 | outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | notes, looking back, thinking forwards and around, reflecting, making links...                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>Digital media</li> </ul> | To develop technical drawing CAD – using SKETCHUP (linked to computing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Children to use SKETCHUP lessons (Twinkl) to design various architectural structures.</p> <p><b>Geography – Leeds V Diggle:</b> Take photographs of building in Leeds and Diggle. Study the perspective of the buildings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Take digital photos, thinking about angle, light, position and distance. Create an art presentation on a theme or artist.</li> <li>Look at and talk about artists using digital media.</li> </ul>                                                                                                                                                           | <p><b>Hockney topic link to water</b></p> <p>Artist – Hockney- iPad art. (Saltaire visit)<br/>Create own iPad art in the style of Hockney. Focusing on the way Hockney has portrayed water but also following on perspective work done in year 5</p> <p><b>David Hockney iPad art</b></p>  |
| <ul style="list-style-type: none"> <li>Drawing</li> </ul>       | <ul style="list-style-type: none"> <li>Confident mark making- experiment and explorative.</li> <li>Mark on a range of surfaces.</li> <li>Explore line patterns and texture and recognise how to use them.</li> <li>Use zentangle</li> <li>Understand the terms hatch, cross hatch, stipple, scumble and begin to recognise when to use them in work.</li> <li>Independently use tone with a range of graded pencils.</li> <li>Use pen and ink wash.</li> <li>Explore a variety of drawing starting points (Stimulus) including very close</li> </ul> | <ul style="list-style-type: none"> <li><b>Quentin Blake inspired illustrations linked to English topic</b></li> <li><b>Geography topic- Leeds V Diggle</b><br/>Sketches of the different buildings in both Leeds and Diggle. Sketch on site and from photos on return. <ul style="list-style-type: none"> <li><b>Giacometti topic</b>-figure sketching, thinking about how we position our bodies, and how they can show our emotions.<br/><a href="https://nurturestore.co.uk/giacometti-sculpture-art-project-for-kids">https://nurturestore.co.uk/giacometti-sculpture-art-project-for-kids</a></li> <li><b>Islamic civilisation</b><br/>Identify geometric patterns, vegetal patterns and calligraphy in different examples of Islamic art.<br/>Create own early Islamic style</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Confident Mark making- experiment and explorative.</li> <li>Mark on a range of surfaces. A growing technical skill.</li> <li>Develop their own style</li> <li>Draw for a sustained period of time</li> <li>Use tone in drawing to achieve depth.</li> <li>Confidently use line patterns and texture to good effect.</li> <li>Use zentangle well.</li> </ul> | <ul style="list-style-type: none"> <li><b>Hockney topic –</b> look at foreground and background in various examples of Hockney's work</li>  <li><b>An example of a project after visiting Saltaire linked to the Hockney work</b></li> </ul>                                             |

- looking through observations from primary and secondary sources.
- Introduce life drawing of moving animals (chicks)
  - Draw and make marks in response to music- draw rhythms in response to what they hear.
  - Understand how scale helps composition
  - Use basic grids when designing borders – repeat patterns.
  - Explore architecture of another time and / or culture, and make individual work in response to what is seen. Enable evolution of ideas through a combination of design through making and drawn inspiration. E.g. Architecture and mark making
  - Explore the relationship of line, form and colour. Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response. and building a communal drawing
  - Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play, e.g. making sculpture and drawing



geometric pattern- that can then be transferred to a lino design (see printing)

- **SelfPortrait – Lichtenstein** – self portrait drawing, developing imaginary

aspects.

- **Rainforest topic** – Sketches of rainforest animal – simplified for silk painting project.
- **Ideas:** architecture in local area.



- **Ideas for sketching portraits:**

**Life drawing ideas:**

Try continuous line, backwards and forwards drawing, wax resist & a wide range of drawing materials.- see **ideas in Book- Drawing Projects for Kids.**

- Identify and confidently use hatch, cross hatch, stipple and scumble in work.
- Independent use of tone that demonstrates an understanding/confident use of a range of graded pencils.
- Use pen and ink wash
- Use charcoal.
- Explore a variety of drawing starting points (Stimulus) including very close looking through observations from primary and secondary sources.
- Introduce life drawing, life drawing capturing movement, gestures and speed sketching.
- Confidently use a range of marks and gestures to make images/imagined work
- Scale up work independently to create compositional effects.
- Introduce grid method
- Introduce one point perspective

Revisit still life. Develop drawing skills using observational drawing e.g. Graphic inky still life. Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape.

Explore sequential drawing and narrative e.g. manga and graphic novels, possibly linking into develop into set design (see Design & Making), e.g. Manga



- **Hebden Bridge topic**

- Sketching locally and on Hebden bridge trip using a view frame to identify and focus on fore ground and background of works  
-Look at the work of local artist Kate Lycett.



**WWII – propaganda posters.** Look at various propaganda posters. Children create own posters using pen and ink

Ideas for sketching: look at the work of Bill Brandt and Henry Moore produced during WW2. What can we learn from their art work? What was life like during the Blitz?

The children will work to improve their sketching skills within their sketchbooks.



- **Painting**

- Confident mark making- experiment and explorative.
- Mark on a range of surfaces.
- Explore line patterns and texture and recognise how to use them.
- Use zentangle
- Understand the terms hatch, cross hatch, stipple, scumble and begin to recognise when to use them in work.
- Independently use tone with a arrange of graded pencils.
- Use pen and ink wash.
- Explore a variety of drawing starting points (Stimulus) including very close looking through observations from primary and secondary sources.
- Introduce life drawing of moving animals (chicks)
- Draw and make marks in response to music- draw rhythms in response to what they hear.
- Understand how scale helps composition
- Use basic grids when designing borders – repeat patterns.
- Create painting through the use of a colour palette and combine colours to create colours, tones and tints to enhance mood.
- Create paintings (water colour) by combining colours, tones and tints to enhance the mood of a piece

- Marbling techniques used to create planets in space topic

- **Self-portrait Lichtenstein – pop artist**



- Linking to previous work throughout each year on self-portraits.
- Create own coloured self-portrait in the style of Lichtenstein.
- Mix 3 colours to make own-e.g. skin tones (watercolour, and acrylic paint- compare and contrast)



- Ideas for self portraits: discuss different types of self-portraits, How would you represent yourself? Thinking 'outside the box'
- Discuss scale and technique when taking photos.

- Create shades and tints using black and white.
- Choose appropriate paint, paper and implements to
- adapt and extend their work.
- Carry out preliminary studies,
- test media and materials and
- mix appropriate colours.
- Work from a variety of sources,
- inc. those researched independently.
- Show an awareness of how
- paintings are created (composition).

- **Artist: Hockney** (makes links to Bradford Salts mill- possible visit- drawing the mill on) water /swimming pool -shades of blue for water – link to river topic. Create own river pictures from photographs taken on field trip.
- **Hebden Bridge topic** -Following on from sketching on field trip and looking at Kate Lycett work – children to create paintings in the style of her work. (links to perspective and buildings in Year 5)
- **Fairtrade**- create a new logo/poster to advertise Fairtrade.



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| <ul style="list-style-type: none"> <li>• <i>Sculpture</i></li> </ul> | <ul style="list-style-type: none"> <li>• Describe the different qualities involved in modelling, sculpture and construction.</li> <li>• Use recycled, natural and man-made materials to create sculpture. <ul style="list-style-type: none"> <li>• Plan a sculpture through drawing and other preparatory work.</li> </ul> </li> </ul>                                                                                                                                   | <p>Pupil's design and make their own clay pet. They have to use their imagination to plan and develop designs and ideas using prior knowledge of hand building techniques. This can be of their own pet or an imagined one. We encourage pulling out the shape from the clay and also the use of score, slip, stick, blend to attach any details- perhaps link to Quentin Blake or the chicks?</p> <p><b>Giacometti topic</b></p> <ul style="list-style-type: none"> <li>• Study the work of Giacometti</li> <li>• Create sculpture from foil/wire/recycled materials- embellish to create effects</li> <li>• <a href="https://rachelmclary.com/2016/05/31/wire-sculptures-inspired-by-giacometti/">https://rachelmclary.com/2016/05/31/wire-sculptures-inspired-by-giacometti/</a></li> </ul> | <ul style="list-style-type: none"> <li>• Develop skills in using clay inc. slabs, coils, slips, etc.</li> <li>• Make a mould and use mod rock safely.</li> <li>• Create sculpture and constructions with increasing independence.</li> </ul>                                                                                                                                                                                                                                                                                                                                       | <p><b>Hockney</b> – Swimming pool inspired collages using different textures and layering.</p> <p><b>Refugees and immigration topic (using the book the arrival)</b></p> <p>Based around the imaginary creatures in <i>The Arrival</i>, children to design and make their own creature using- Papier Mache or wire sculptures -combined Sculpture from pipe cleaners, mod-roc/papier Mache layers Recycled objects to re-purpose and sculpt. Ideas for Remembrance or WWII</p> |
| <ul style="list-style-type: none"> <li>• <i>Collage</i></li> </ul>   | <p>Use a range of media to create collage</p>                                                                                                                                                                                                                                                                                                                                                                                                                            |  <ul style="list-style-type: none"> <li>• Linked to Giacometti <b>The Highwayman</b> dioramas Inc. selecting appropriate sculptural materials from previous exploration in school. (wire and foil, modrock)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• <i>Textiles</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Textile: Silk painting: - Mastered techniques of building up layers of colours and shape.</li> <li>• Use fabric printing techniques and explore using dyes to create an imaginative piece from experimenting with knitting.</li> <li>• Join fabrics in different ways, including stitching.</li> <li>• Use different grades and uses of yarn and needles.</li> <li>• Extend their work within a specified technique.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Islamic civilisation topic</b> – use natural dyes to dye fabric (onion skins, lemon, beetroot, blueberries etc) plain fabric to lino block print</li> <li>• Look at dyeing different cultures</li> </ul> <p>Dye print on. from</p>   <ul style="list-style-type: none"> <li>• <b>DT – slipper project</b></li> <li>• Embroidery stitches to embellish and join parts of slipper</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Awareness of the potential of the uses of material.</li> <li>• Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>• To be expressive and analytical to adapt, extend and justify their work.</li> <li>• explore specialised techniques such as batik and felt making.</li> <li>• Combine previously learned techniques to create pieces, (using conductive thread- linking to light) houses</li> <li>• Explore transformation of materials following own journey to produce</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Fairtrade</b> – linked to the logo design, children to create a design Batik technique. Can this then be embellished using techniques learned in different year groups?</li> </ul>                                                                                                                                                            |

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|                                                                           |                                                                                                                                                                                                                                                                                                 | <p>Rainforest topic- silk painting</p>                                                                                                                                                                                                | <p>an object which conveys personality of maker/designer.</p>                                                                                                                                                                                                                                                                                                                                                                             |  <p>Suffer jets – textile protest banners. Research into protest banners- create own message and have a protest march.</p> |
| <ul style="list-style-type: none"> <li>• Printing</li> </ul>              | <ul style="list-style-type: none"> <li>• Printing: Mastered printing techniques and can make appropriate and effective choice in use of visual elements to reflect the purpose of the work. To use lino and lino tools safely to produce a repeated layered print.</li> </ul>                   | <ul style="list-style-type: none"> <li>• Islamic civilisation topic – simplify the Islamic patterns to create a lino block.</li> <li>• Gouging to create a pattern in a lino print block -print on naturally dyed fabric</li> </ul>  | <ul style="list-style-type: none"> <li>• Describe varied techniques.</li> <li>• Be familiar with layering prints.</li> <li>• Be confident with printing on paper and fabric.</li> <li>• Alter and modify work.</li> <li>• Work relatively independently</li> <li>• Awareness of the potential of the uses of material.</li> <li>• Use different techniques, colours and textures etc when designing and making pieces of work.</li> </ul> |                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Work of other artists</li> </ul> | <ul style="list-style-type: none"> <li>• Show and explain the influence of notable artists, artisans and designers within their work.</li> <li>• Look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art.</li> </ul> | <ul style="list-style-type: none"> <li>• Quentin Blake-illustrator</li> <li>• Lichtenstein</li> <li>• Giacometti</li> </ul>                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Create original pieces that show a range of influences and styles from notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Hockney</li> <li>• Kate Lycett.</li> </ul>                                                                                                                           |

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| <p>Evaluating and accessing</p> | <p><b>Evaluating As a class</b><br/>         Feel able to express and share an opinion about the artwork.<br/>         Discuss why the work was made, as well as how.<br/>         Share your response to the artwork.<br/>         Ask questions about process, technique, idea or outcome.</p> <p><b>In small groups</b><br/>         Share work to others in small groups, and listen to what they think about what you have made.<br/>         Make suggestions about other people's work, using things you have seen or experienced yourself.<br/>         Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media</p> <p>Present work in retrospect, i.e. to class, assembly or parents.</p> <p><b>One to one</b><br/>         Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time. Share how other artists/artwork inspired you and how your work fits into larger context.</p> | <p><b>Assessment Questions</b><br/>         Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> <li>• Tell me about that you are making and what inspired you</li> <li>• What might you do next?</li> <li>• Tell me about the materials and techniques you are using</li> <li>• What have you discovered?</li> <li>• How do you feel about the end result?</li> <li>• What kinds of problems did you encounter and how did you get round them?</li> <li>• Tell me about things you really liked or enjoyed</li> <li>• What would you like to explore more of?</li> <li>• What is the potential of what you have done?</li> </ul> <p>What could you do next?</p> <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p> | <p><b>Evaluating As a class:</b><br/>         Feel able to express and share an opinion about the artwork. Discuss why the work was made, as well as how. Share your response to the artwork.<br/>         Ask questions about process, technique, idea or outcome.</p> <p><b>In small groups</b><br/>         Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself.<br/>         Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client, and a chance for pupils to use digital media Present work in retrospect, i.e. to class, assembly or parents.</p> <p><b>One to one:</b><br/>         Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time. Share how other artists/artwork inspired you and how your work fits into larger context.</p> | <p><b>Assessment questions</b><br/>         Assessment Questions Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> <li>• Tell me about that you are making and what inspired you</li> <li>• What might you do next?</li> <li>• Tell me about the materials and techniques you are using</li> <li>• What have you discovered?</li> <li>• How do you feel about the end result?</li> <li>• What kinds of problems did you encounter and how did you get round them?</li> <li>• Tell me about things you really liked or enjoyed</li> <li>• What would you like to explore more of?</li> <li>• What is the potential of what you have done? What could you do next?</li> </ul> <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p> |
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