Yattendon School Curriculum Overview with
Progression of Art knowledge, vocabulary, and skills

Autumn Term				
Strand & Vocabulary	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Children will…	Children will…	Children will…	Children will…
Drawing Line, shape, colour, value, form, texture, space, depth, perpective, dry media, charcoal, pencil, pastel, pen	• Word art – lettering shapes • experiment with dry media to create a range of lines • use line to create a range of marks and patterns • use their mark making skills to create a drawing (leaf drawing) • explore shading using different media	• Word art – Graffiti • create tone using pencils, pens and charcoal • use their mark making and tonal skills to create form (fruit sketch) • link their knowledge of tints and shades to their sketching	• Word art – letter cartoons • suggest texture with the marks they make • use line, shape, texture, and value to draw real or imagined objects (eye)	• Word art – 3D lettering • use a range of drawing skills to create, form and texture • select ideas based on first-hand experience or imagination (architecture) • develop awareness of composition, scale, and proportion in their work
Painting Line, colour, brush strokes, colour wash, stippling, colour lifting, opaque, translucent	• explore a range of paintbrushes, their use and marks they make • have experience of water colour and poster paints	• use knowledge of brush and paint types to paint a still life	• explore a range of water colour techniques, seeing the textures they can imply • use techniques to paint a still life, suggesting textures	• use techniques, colours, tones and effects in an appropriate way to represent things seen
Colour colour, colour wheel, primary, secondary, tertiary, tints, shades, warm, cool, harmonious, complimentary, mood	• name primary, secondary and tertiary colours • explain how these colours are mixed • create a colour wheel	• know and identify tints and shades • create tints and shades of chosen colours • use tints and shades to create form in their painting	• identify colours and groups on a colour wheel • be familiar with and use a range of colour groups/schemes (analogous, monotone, etc…)	• explore the use of colour to create mood/evoke feeling • paint still life in chosen colour scheme to create mood
Form and Perspective Value, form, shadow, highlight, depth, perspective, foreground, background, horizon, vanishing point, vanishing lines	• understand that form gives an object its 3Dness • begin to identify and shade the light, mid and dark surfaces of an object • use shading to create form	• know ways to change tone • know how to show depth and distance in their drawing (size, shading, detail) • know the terms background and foreground	• develop the use of single point perspective • create a perspective landscape with one focal point	• develop the use of two-point perspective • create a landscape with two focal points

Spring Term				
Strand & Vocabulary	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Children will…	Children will…	Children will…	Children will…
Printmaking Line, shape, texture, form, frottage, collagraph, reduction, repeat	• explore the work of Max Ernst • explore frottage techniques • learn how to make a rubbing • create a frottage drawing	• explore a range of printing equipment and materials • explore a range of materials and textures • design and create a collagraph tile and print	• create two colour printing block using impression and reduction techniques • use mark making to suggest texture	• create intricate patterns using a repeat design • use a range of learnt skills to show pattern and texture to create a print tile • print using two colours
Textiles Line, shape, colour, texture, tapestry, embroidery, batik	• be able to use a simple running and tapestry stitch • be familiar with the terms warp and weft • create a simple piece of paper weaving	• set up a simple card loom • create a piece of weaving selecting appropriate yarns • be able to join fabrics using running stitch	• be familiar with a range of embroidery stitches • use a range of stitches to create an embroidered picture	• to explore the ancient craft of batik • create a simple abstract design for piece of batik,
Clay Line, shape, texture, colour, form, moulding, imprint, slab, coiling, slip	• explore a range of techniques to mould and shape clay • use moulding and joining skills to create a clay animal	• explore methods to add pattern and texture to clay • use slab and texturising techniques to create a decorative tile	• develop skills in clay using coil techniques • use a range of coiling techniques to create coil pot	• plan a sculpture through drawing and other preparatory work • select and use a range of techniques and textures appropriate to task

Summer Term				
Strand & Vocabulary	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Children will…	Children will…	Children will…	Children will…
Collage Texture, colour, shape, form, space, rip, tear, cut, scrunch, fold, layer, stick, mixed media	• explore a range of ways to manipulate paper • create a simple collage using scrunching and tearing	• explore layering to create a sense of depth • use their knowledge of collage techniques and depth to create a beachscape	• use cut out techniques to create a collage • explore the collage work of Matisse • explore and use positive and negative shapes and spaces	• explore mixed media techniques • create a series of studies, using a range of media • create a mixed media still life picture
Drawing Line, shape, value, texture, form, space, pencil grades, abstract, figurative, cubism	• know and use a range of sketching pencils (grades B – 6B) • use their sketching skills to draw flowers	• follow steps to create a self portrait • explore the portrait work of Picasso	• use line, tone and texture to represent things seen and imagined – pencil landscape	• draw a figure using appropriate proportions • use shading (value) to give figure form
Outdoor Art Line, shape, texture, form, natural, nature, pattern	• Children are familiar with the variety of colours that can be found outdoors. • Children can use a range of natural materials (colour, shape, size) to create a picture	• Children are familiar with the variety of textures that can be found outdoors • Children to create a piece of weaving using natural materials	• explore different patterns in nature • learn about the use of Mandala • use their knowledge of materials and colours to create a natural mandala	• explore the work of Andy Goldsworthy • explore structures in nature (link to sculpture) • plan and test out materials to create their own natural sculpture

General knowledge				
Strand & Vocabulary	Year 3	Year 4	Year 5	Year 6
	Children will…	Children will…	Children will…	Children will…
Art History Artist, designer, craftsperson, famous, inspiring, ground breaking, inventive, revolutionary	• know about some of the great artists and designers in history and describe their work. • describe some of the ideas and techniques of artists and designers	• know about some of the great artists and designers in history and describe their work. • describe some of the ideas and techniques of artists and designers	• know about some of the great artists and designers in history and describe their work. • describe some of the ideas and techniques of artists and designers • research and discuss various artists, architects and designers and their work.	• know about some of the great artists and designers in history and describe their work. • describe some of the ideas and techniques of artists and designers • research and discuss various artists, architects and designers and their work. • describe the work and ideas of various artists, architects, and designers.
Artists	Emily Kngwarrye Max Ernst Monet and the Impressionists	Alma Thomas Kandinsky Picasso and cubism	Brunelleschi Matisse Yayoi Kusama	Stephen Wiltshire William Morris Georgia O'Keeffe

All children will:

- Record their learning in a sketchbook, these will be used each year and referred back to regularly in lessons.
- Question and make thoughtful observations about starting points
- Select ideas for use in their work
- Record and annotate
- Think critically about their own and others' art and design work
- Suggest ideas and techniques to improve their own and others work
- Improve mastery of art and design techniques using a range of media.

Each year the children will study the following areas… Sketching / colour / painting / printmaking / textiles / clay / collage.
Children will explore, revisit and build upon prior learning to improve their knowledge, use and understanding of the different techniques.
Children will learn about great artists, architects and designers in history.
Children will learn about artists relevant to focus areas, putting techniques and styles into context. Children will also complete a project/piece of art based specifically around the work of an artist.
Year 3 – Kngwarreye (line and colour), Ernst (frottage techniques), Monet and Impressionism (colour and brushstrokes)
Year 4 – Thomas (colour and tone), Kandinsky (pattern inspiration), Picasso (portraits and cubism)
Year 5 – Brunelleschi (use of perspective), Matisse (cut out collages), Yayoi Kusama (sculpture)
Year 6 – Wiltshire (combining the art elements), Morris (pattern and printmaking), O'Keeffe (line, colour, space)