



# Art Overview and Progression of Skills & Knowledge 2022-23



| Art Long Term plan |   |          |  |  |  |   |
|--------------------|---|----------|--|--|--|---|
|                    | Autumn 1  | Autumn 2 | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
| EYFS               | <p style="text-align: center;">Children's Choice</p> <p style="text-align: center;">Children explore through printing, painting, drawing, craft, sculpture and collage throughout the year.</p> |          |  |  |  |   |
| Year 1             | <p><b>Printing:</b><br/>Block Printing and Impressing<br/><i>Harold Offeh</i></p>   |          |  | <p><b>Drawing and Painting</b><br/><i>Jadé Fadojutimi and Wassily Kadinsky</i></p> | <p><b>Sculpture:</b><br/>Salt dough<br/><i>Traditional Moroccan Pottery</i></p>      |   |
| Year 2             | <p><b>Collage:</b><br/>Self Portraits<br/><i>Pablo Picasso</i></p>  |          | <p><b>Drawing and Painting:</b><br/>Oil Pastel and Watercolour<br/><i>Paul Klee</i></p>                |  |  | <p><b>Textiles:</b><br/>Weaving<br/><i>Anni Albers and Arpita Akhanda</i></p> |
| Year 3             | <p><b>Drawing:</b><br/>Oil Pastel<br/><i>Ancient Egyptian Art</i></p>   |          | <p><b>Painting and Collage:</b><br/>Poster Paints<br/><i>Alma Woodsey Thomas and Henri Matisse</i></p> |  | <p><b>Printing:</b><br/>Polyboard Print<br/><i>Cuthbert Brodrick</i></p>             |   |
| Year 4             | <p><b>Drawing:</b><br/>Charcoal<br/><i>Lowry</i></p>  |          | <p><b>Sculpture:</b><br/>Clay<br/><i>Ancient Greek Pottery</i></p>                                     |  | <p><b>Painting:</b><br/>Watercolour<br/><i>Georgia O'Keeffe</i></p>                  |   |
| Year 5             | <p><b>Drawing:</b><br/>Pencil<br/><i>Leonardo Davinci and Frank Auerbank</i></p>  |          | <p><b>Painting:</b><br/>Textured Paints<br/><i>Vincent Van Gogh</i></p>                                |  | <p><b>Sculpture:</b><br/>Card and Slotting Techniques<br/><i>Yinka Shonibare</i></p> |   |
| Year 6             | <p><b>Painting:</b><br/>Dot work painting<br/><i>Yayoi Kusama</i></p>   |          | <p><b>Drawing:</b><br/>Pencil and oil pastel<br/><i>Margaret Fountaine</i></p>                         |  |  | <p><b>Collage:</b><br/>Landscapes<br/><i>Megan Coyle</i></p>                  |

# Progression of Skills Document

|  | Physical Development   | Expressive Arts and Design  |   |  |
|--|--|---|---|--|
| EYFS                                       | <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination and agility.</p>   | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> |   |  |
| Year 1                                     | <b>Year 1 Unit 1: Printing</b>   |   |   |  |
|  | <p><b>End Point:</b><br/>To create a relief print inspired by Autumn</p> <p><b>Learning Journey:</b></p> <ol style="list-style-type: none"> <li>To explore printing</li> <li>To use natural objects for rubbings</li> <li>To use natural objects for rolling and printing</li> <li>To make a relief print</li> <li>To create an Autumn inspired print</li> </ol> | <p><b>Focus Artist:</b><br/>Harold Offeh</p>  <p><i>'Hospital Rooms' 2018-19</i></p>  | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Create patterns.</li> <li>Create rubbings.</li> <li>Develop impressed images.</li> <li>Print with a range of objects.</li> <li>Explore different types of printing such as relief printing and block printing.</li> </ul>                    | <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li><i>pattern</i></li> <li><i>print</i></li> <li><i>rubbing</i></li> <li><i>relief</i></li> </ul>  |
| <b>Year 1 Unit 2: Drawing and Painting</b> |  |   |   |  |
|  | <p><b>End Point:</b><br/>To produce an abstract piece of art</p> <p><b>Learning Journey:</b></p> <ol style="list-style-type: none"> <li>To introduce the primary colours and secondary colours</li> </ol>  | <p><b>Focus Artist:</b><br/>Jadé Fadojutimi</p>   | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Name all of the colours and recognise primary colours.</li> <li>Mix colours to make secondary colours.</li> <li>Experiment with different brushes and brush strokes (e.g. long, smooth strokes, dashing and dabbing, splattering)</li> </ul> | <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li><i>Primary colours (red, blue, yellow)</i></li> <li><i>secondary colours</i></li> <li><i>stroke</i></li> <li><i>abstract</i></li> <li><i>pattern</i></li> </ul> |

2. To explore different brush strokes inspired by Jadé Fadojutimi
3. To explore oil pastels inspired by Wassily Kandinsky
4. To explore paint splattering inspired by Jackson Pollock
5. To explore shape in art inspired by Frank Philip Stella
6. To create an abstract piece inspired by the artists you have learned about

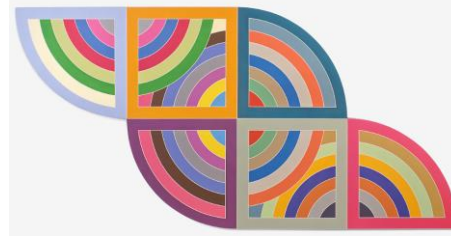
*'The Woven warped garden of ponder'* 2021

Wassily Kandinsky



*'Squares with concentric circles'* 1913

Frank Philip Stella



*'Harran II'* 1967

Jackson Pollock



*'Number 1'* 1949

- Explore a variety of media for drawing such as pencils, pens and oil pastels.
- Display good control while mark making.
- Explore poster paint

**Year 1 Unit 3: Sculpture & Painting**

**End Point:**

To make a salt dough plate using Moroccan patterns.

**Learning Journey:**

**Focus Art:**

Traditional Moroccan Pottery

**Skills:**

- Create art using malleable materials such as salt dough.
- Show an awareness of safety when using tools.
- Engrave details into

**Vocabulary:**

- *tool*
- *salt dough*
- *pattern*
- *engrave.*

1. To investigate Moroccan patterns using pens.
2. To create your own Moroccan patterns.
3. To explore using salt dough using clay tools.
4. To create a plate using salt dough and engraving techniques.
5. To paint a plate using Moroccan patterns.



- sculptures using tools.
- Create objects for purpose.
  - Create sculptures from observation.
  - Show awareness of safety when using tools.
  - Use paint to add decoration to sculptures.
  - Practise drawing techniques that explore pattern and line.

Year 2

Year 2 Unit 1: Collage

**End Point:**

To create a self-portrait using collage.

**Learning Journey:**

1. To investigate Pablo Picasso and cubism.
2. To practice cutting, tearing and gluing skills.
3. To explore textures in collage.
4. To design a cubism self-portrait.
5. To create a Picasso inspired self-portrait collage.

**Focus Artist:**

Pablo Picasso



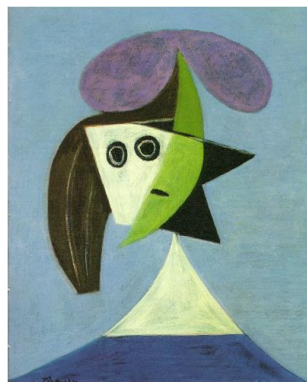
'The Weeping Woman' 1937

**Skills:**

- Use overlapping to create effects.
- Explore texture whilst creating collage.
- Use a combination of materials that have been cut, torn and glued.
- Sort and arrange materials.
- Gain increased control when cutting and sticking.
- Try different materials and methods in order to create a desired effect.

**Vocabulary:**

- *overlap*
- *texture*
- *cut*
- *tear*
- *cubism*
- *self-portrait*



'The Woman with a hat (Olga)'  
1935

### Year 2 Unit 2: Drawing and Painting

#### End Point:

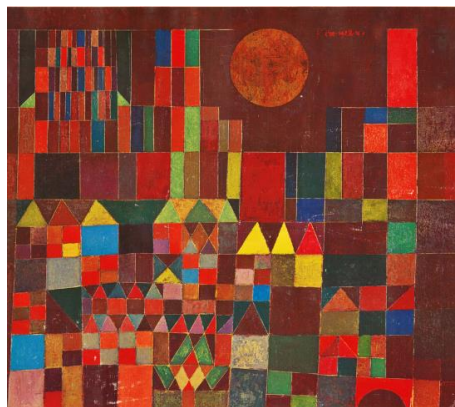
To create a castle painting inspired by Paul Klee

#### Learning Journey:

1. To explore tone by learning about dark and light (with pencil)
2. To observe castles and draw them using a viewfinder and pencil
3. To explore primary and secondary colours and make shades using them (watercolour)
4. To investigate Paul Klee and the 'Castle and Sun' painting
5. To design a castle painting inspired by Paul Klee
6. To create a castle painting inspired by Paul Klee

#### Focus Artist:

Paul Klee



'Castle and Sun' 1928

#### Skills:

- Explore a variety of media for drawing such as pencils, pens and watercolour.
- Discuss the use of tone using dark and light.
- Choose appropriate brush sizes for the desired effect.
- Mix primary colours to create different shades and tones.

#### Vocabulary:

- *tone*
- *dark*
- *light*
- *shade*
- *observe*
- *primary colours (red, blue, yellow)*
- *secondary colours*

Year 2 Unit 3: Textiles

**End Point:**

To use weaving techniques to create a hanging decoration

**Learning Journey:**

1. To explore the history of weaving in Leeds (Armley Mills)
2. To practise weaving techniques using paper
3. To create a paper weave inspired by Arpita Akhanda
4. To investigate Anni Albers' weaves
5. To design a weaving patterns using textiles
6. To create a hanging weave decoration

**Focus Artist:**

Anni Albers



'Red and Blue Layers' 1954

Arpita Akhanda



'Because you crossed that line...' 2019

**Skills:**

- Explore weaving techniques
- Sort and arrange materials to weave
- Explore textures in textiles (fabric, yarn, felt)
- Cut a range of textiles and materials.

**Vocabulary:**

- *weave*
- *pattern*
- *texture*
- *yarn*
- *felt*
- *fabric*

Year 3

Year 3 Unit 1: Drawing

**End Point:**

To create an Egyptian Nemes

**Learning Journey:**

1. To sketch using a variety of methods and mediums including pencil and pen. (Free sketch, continuous line, blind contour, drawing with non-dominant hand)

**Focus Art:**

Ancient Egyptian Nemes



**Skills:**

- Use sketchbooks to explore new ideas, practice new techniques and comment on their own artwork and that of others.
- Use different grades of pencil to apply tone to drawings.
- Use different sketching techniques, such as hatching, cross hatching, stippling and scribbling.

**Vocabulary:**

- *shading*
- *blending*
- *light*
- *dark*
- *tone*
- *shadow*
- *hatching*
- *stippling*
- *scribbling.*

2. To investigate different sketching techniques such as hatching, cross hatching stippling and scribbling.
3. To investigate dark and light when sketching Egyptian artefacts
4. To observe Egyptian patterns using oil pastels
5. To design an Egyptian nemes.
6. To create an Egyptian nemes using oil pastel



- Use shading to show light and shadow effects.
- Experiment with different materials to draw such as oil pastels.

### Year 3 Unit 2: Painting & Collage

#### End Point:

To create colour sheets using knowledge of mixing colours and to create a collage with the sheets

#### Learning Journey:

1. To compare Alma Woodsey Thomas and Matisse
2. To explore primary and secondary colour
3. To explore tints, tones and shades
4. To practice cutting and tearing skills
5. To collaboratively create the colour

#### Focus Artist:

Alma Woodsey Thomas  
'Snoopy Sees a Sunrise' 1970



Henri Matisse



'The Sheaf' 1953

#### Skills:

- To compare artists.
- Mix colours to create tints, tones and shades.
- Use different types of brushes and tools e.g. sponges.
- Use cutting and tearing skills for collage.

#### Vocabulary:

- *mix*
- *tint*
- *tone*
- *shade*
- *blending*
- *primary colours (red, yellow, blue)*
- *secondary colours*
- *pattern*
- *shape*

6. To collaboratively create a collage using the colour sheets

Year 3 Unit 3: Printing

**End Point:**  
To create a poly board print with two or three layers of colour

- Learning Journey:**
1. To consider the role of an architect
  2. To investigate architecture in our local area
  3. To consider the use of shape and line within architecture
  4. To look at the concept of print
  5. To explore subtractive relief using plasticine
  6. To create a polyboard print with two or three layers of colour

**Focus Artist:**  
Cuthbert Brodrick



Leeds Town Hall, 1853



Leeds Corn Exchange, 1863

- Skills:**
- To create a polyboard print
  - Create prints with two or three layers.
  - Understand the role of an architect and observe architecture

- Vocabulary:**
- *layering*
  - *printing*
  - *repeated patterns*
  - *positive space*
  - *negative space*
  - *shape*
  - *line*
  - *architect*
  - *architecture*

Year 4

Year 4 Unit 1: Drawing



**End Point:**  
To create a cityscape in the style of LS Lowry

**Learning Journey:**

1. To learn about LS Lowry and his artwork
2. To explore shading using charcoal
3. To use perspective
4. To draw matchstick people
5. To draw from different viewpoints
6. To create a piece of art in the style of LS Lowry

**Focus Artist:**  
L. S. Lowry



'Going to Work' 1943

**Skills:**

- To identify and draw the effect light.
- To use scale and proportion.
- To work on a variety of scales.
- Show an awareness of space when drawing.
- To use various mediums to draw including pencil and charcoal.

**Vocabulary:**

- *light*
- *dark*
- *tone*
- *scale*
- *blend*
- *proportion*
- *perspective*
- *vanishing point*
- *cityscape*

**Year 4 Unit 2: Painting**

**End Point:**  
To create a watercolour landscape

**Learning Journey:**

1. To research Georgia O'keeffe's landscape work (Including: Canyon with Crows)
2. To develop understanding of how water colour works (wet on wet, dry on wet, wet on dry)
3. To explore colour mixing including how water effects how to colour appears
4. To experiment with developing texture

**Focus Artist:**  
Georgia O'Keeffe



'Canyon with Crows' 1917

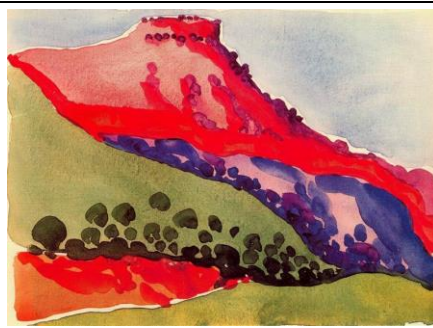
**Skills:**

- Colour mix and match using prior knowledge of tint, tone and shade.
- Choose colours to create mood.
- Use different techniques in their art work such as dotting, stippling and blending.
- Use watercolour.

**Vocabulary:**

- *tint*
- *tone*
- *shade*
- *mood*
- *strokes*
- *blend*
- *primary colours (red, blue, yellow)*
- *secondary colours*
- *dotting*
- *stippling*

- though use of different tools and brushing to create dotting, stippling and blending effects
- To observational sketch using coloured pencil and view finders at Kirkstall Abbey
  - To create a watercolour painting of a landscape



*Red Mesa' 1917*

**Year 4 Unit 3: Sculpture**

**End Point:**

To design and create a Greek pot

**Learning Journey:**

- To explore Greek pottery
- To experiment with malleable materials
- To explore techniques of creating a pot e.g. coil and moulding, creating slip to attach handles
- To design a Greek pot
- To create and engrave a Greek pot
- To paint a Greek pot

**Focus Art:**

Greek Pottery



**Skills:**

- To show a good understanding of safety when handling sculpting tools.
- Use pinch, slab or coil techniques when creating sculptures from clay.
- Finish sculptures by painting.
- Create sculptures from observation and imagination.
- Use tools to effectively carve sculptures.

**Vocabulary:**

- sculpting*
- painting*
- malleable*
- slip*
- carve*
- engrave*
- tool*
- pinch, slab and coil techniques*

**End Point:**

To draw a self-portrait using sketching pencils

**Learning Journey:**

1. To investigate portraits throughout history and evaluate them.
2. To investigate portraits using scribbling and continuous line
3. To investigate Leonardo Davinci and his use of light in his portraits
4. To use the grid method to draw an eye
5. To use the grid method to draw a self-portrait (Up to two lessons)

**Focus Artist:**

Leonardo Davinci



1512

Frank Auerbank



2001

Pablo Picasso



'War and Peace' 1951

**Skills:**

- To demonstrate awareness of the direction of light in drawings through shading.
- Produce increasingly accurate drawings of faces.
- Observe and draw anatomy.

**Vocabulary:**

- *shading*
- *tone*
- *light*
- *texture*
- *anatomy*
- *portrait*
- *self-portrait*
- *scribbling*
- *continuous line*

**End Point:**

To create a skyscape using poster paint with additives

**Learning Journey:**

1. To investigate how sky is depicted by artists (Van Gogh, photographers, other artists of choice)
2. To research Vincent Van Gogh and the use of complimentary colours (Finding Vincent- video)
3. To experiment with adding different additives to poster paint (e.g. sawdust, sand, glue, paper shreadings, pencil sharpenings) and what tools to use (glue spreader)
4. To create swatches (in swirls) using textured paint
5. To design a patch of sky based on their swatches
6. To create a patch of sky based on their swatches

**Focus Artist:**

Vincent Van Gogh



*'Starry Night' 1889*



*Wheat Field with Cypresses' 1889*

**Skills:**

- Explore the use of texture and colour.
- Understand complimentary colours.
- Create tint, tones and shades effectively.
- Confidently choose the type of brush needed for a desired effect.

**Vocabulary:**

- tint
- tone
- shade
- blend
- primary colour (red, yellow, blue)
- secondary colour
- complimentary colours
- texture
- swatch
- skyscape

**Year 5 Unit 3: Sculpture**

**End Point:**

To create a sculpture inspired by natural forms

**Focus Artist:**

Yinka Shonibari

**Skills:**

- To show a good understanding of safety when handling

**Vocabulary:**

- sculpt
- card and slotting

and the work of Yinka Shonibari (Hibiscus Rising)

**Learning Journey:**

1. To research Yinka Shonibari
2. To learn about Hibiscus Rising inspired by David Oluwale (Visit to the Tetley)
3. To use card to create a free standing form using card and slotting techniques
4. To explore flower and plant forms and shapes using card
5. To design a free standing form flower design
6. To create a free standing form flower using card and slotting techniques



*'Hibiscus Rising'*

sculpting tools.

- Use card and slotting techniques to create a free standing form.
- Finish sculptures by painting.
- Create sculptures from observation of natural forms.

techniques

- free standing form
- observational art
- natural forms

Year 6

**Year 6 Unit 1: Painting**

**End Point:**

To create an abstract piece which represents your life using dot work

**Learning Journey:**

**Focus Artist:**

Yayoi Kusama

**Skills:**

- Understand which colours are primary, secondary and tertiary colours and how they are made.
- Explore styles of art such as abstract

**Vocabulary:**

- *mix*
- *light*
- *primary colour (red, yellow, blue)*

1. To investigate tertiary colours
2. To investigate Yayoi Kusama and practice dot work techniques
3. To draw a fruit and vegetable
4. To paint a fruit or vegetable inspired by Yayoi Kusama
5. To draw an abstract piece which represents your life
6. To paint an abstract piece which represents your life



'Pumpkin' 1990



'Give me love'



'Obliteration room'

- Use various tools for painting

- *secondary colour*
- *tertiary colour*
- *abstract art*
- *dot work*

### Year 6 Unit 2: Drawing

**End Point:**

To create a lepidoptery moodboard using drawing skills

**Learning Journey:**

1. To investigate Margaret

**Focus Inspiration:**

Margaret Fountaine (Lepidopterist)

**Skills:**

- Produce detailed drawings from observations and photographs.
- Display an awareness of objects having three dimensions when drawing.

**Vocabulary:**

- *observation*
- *light*
- *shading*
- *three dimensional*
- *two dimensional*

Fontaine and lepidoptery

2. To draw objects showing three dimensions using a variety of mediums
3. To design a lepidoptery mood board
4. To create a pencil drawing of a butterfly for a mood board
5. To create an oil pastel butterfly for a mood board
6. To create and assemble the lepidoptery mood board



- Look at the effect of light on objects from different directions.

- *lepidoptery*
- *lepidopterist*
- *mood board*

### Year 6 Unit 3: Collage

**End Point:** To create a collage landscape

**Learning Journey:**

1. To investigate Megan Coyle and 'painting with paper'
2. To create swatches of colour in collage (greens, blues, earth tones)

**Focus Artist:**  
Megan Coyle



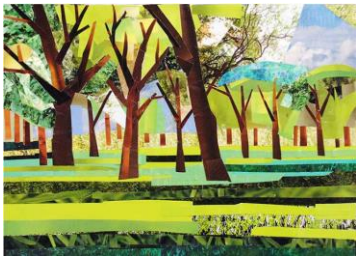
'Orange Plains'

**Skills:**

- Experiment with creating mood in collage.
- Choose collage materials based on colour and texture.
- To develop texture through use of colour.
- Observe and draw landscapes

**Vocabulary:**

- *mood*
- *collage*
- *texture*
- *perspective*
- *foreground*
- *background*
- *middle ground*
- *swatch*

|  |   |   |  |  |
|--|---|---|--|--|
|  | <ol style="list-style-type: none"> <li>3. To investigate perspective (foreground, background, middleground)</li> <li>4. To design a landscape to collage</li> <li>5. To create a collage landscape (up to 2 lessons)</li> </ol> |  <p data-bbox="698 293 987 325"><i>'Afternoon in the Park'</i></p> |  |  |
|--|---|---|--|--|

### Key-Stage Three/ Year Seven Transition

#### Aims:

The national curriculum for art and design aims to ensure that all pupils:

produce creative work, exploring their ideas and recording their experiences

become proficient in drawing, painting, sculpture and other art, craft and design techniques

evaluate and analyse creative works using the language of art, craft and design

know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

#### **Attainment targets:**

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.