



"Make your light shine so others will see the good that you do"



North Somercotes CE Primary School

Whole School Art Concepts and Vocabulary – Yearly Overview

Our key art concepts are **drawing/ mark making**, **painting** and **other techniques**. Within each of these concepts there is also an **art/artists** theme to consider. This is the key knowledge we learn in each year group.

The use of a sketchbook/sketching paper to develop art skills are important within each concept.

There is the key vocabulary which is specified to be covered within each year group through the teaching of art or one of its linked subjects. Vocabulary will be explicitly taught throughout the concepts so that our children to have a greater understanding of art vocabulary as they move through the school.

Concepts	<u>Drawing</u> Mark making Drawing	<u>Painting</u> Using colour	<u>Other techniques</u> Collage (YR, Y3 & Y6) Sculpture (Y1, Y2, Y4 & Y5)
Year Group			
Foundation	<u>DRAWING:</u> To be able to hold a pencil correctly when sketching. (FMS) To be able to draw very light and dark lines by holding the pencil lightly and harder on the paper. (CWM) To be able to use a variety of drawing tools to give meaning to the marks they make as they draw. (CWM)	<u>PAINTING:</u> To name the three Primary Colours. (CWM) To be able to explore mark making using thick brushes, foam, sponges and rollers. (CWM) To be able to explore colour and how colour can be changed. (CWM)	<u>COLLAGE:</u> To be able to role play a narrative using drawing. To be able to identify a range of colours. To be able to use a variety of techniques including cutting, tearing and sticking. To be able to create a simple collage.



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	To be able to look closely at items/ objects before they are drawn. (CWM)		
	To be able to use drawings to communicate my ideas or tell a story. (CWM)		
	Beatrix Potter	Pablo Picasso	Henri Matisse
	<u>Art & Artists</u> Famous art Art from different cultures Art around us <u>Vocabulary</u> - Artist - Artwork	<u>When looking at artists work, children should be able to...</u> • Say if they like or dislike a painting or picture by an artist. • Identify drawing in the world around them e.g. an illustration. • Comment on what is seen in an artwork, E.g. shapes, colours. • Discuss how an artwork makes them feel or what they think is happening.	
	<u>Vocabulary</u>		
<u>DRAWING:</u> - Colour - Lines - Space - Pencil - Light	<u>PAINTING:</u> - Primary - Colour - Red, Blue, Yellow - Paint - Brush - Thick/ thin - Rollers - Sponge	<u>COLLAGE:</u> - Simple - Collage - Colour - Paper - Shapes - Stand out/ contrast	



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Year 1	<u>DRAWING:</u> To use 2 different grades of pencils to explore light/dark lines and thin/thick lines. To be able to use different shapes and lines to represent objects in drawings. To use own imagination and observation to draw from.	<u>PAINTING:</u> To know and name the primary and secondary colours and explain which colours are needed to be mixed to make secondary colours. To be able to use a variety of tools to spread paint, i.e. straws instead of brushes. To be able to paint from imagination and observation. . <u>PRINTING:</u> To be able to print to create a repeating pattern.	<u>SCULPTURE:</u> To be able to identify features of a pot sculpture. To be able to use clay to create simple familiar or imagined objects. To be able to cut, roll and coil materials such as clay and dough. To be able to make a clay pot. To be able to evaluate our clay pot.
	Paul Klee	Vincent Van Gogh	Tammy Garcia



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Art & Artists

Famous art
Art from different cultures
Art around us

Vocabulary

- Vocabulary specific to artist/ culture

When looking at artists work, children should be able to...

- Say if they like or dislike a painting or picture by an artist.
- Identify drawing or painting in the world around them e.g. an illustration.
- Comment on what is seen in an artwork, E.g. shapes, colours.
- Discuss how an artwork makes me feel or what I think is happening.

Vocabulary

DRAWING:

- Pencil crayon
- Grade/ gradient
- Shade
- Light and Dark
- Thick and thin
- Observation

PAINTING:

- Paint
- Colour wheel
- Secondary
- Orange, Purple, Green
- Mix
- Imagination
- Observation

PRINTING:

- Pattern
- Repeating

SCULPTURE:

- Cut
- Roll (action)
- Coil (rolled piece)
- Materials
- Clay
- Dough
- Plasticine
- Familiar objects
- Imagined objects



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Year 2	<u>DRAWING:</u> To be able to use three different grades of pencil, charcoal and pastels. To be able to explain which pencil they would use for different features of their drawing. To be able to experiment with different effects that can be made with drawing pencils. To be able to use drawing as a starting point from other work. To be able to use 'feathering' to create soft lines and then know how to change these into darker lines once happy with the shading.	<u>PAINTING:</u> To be able to mix paint to create all the secondary colours; including: making brown; making tints by adding white; and making tones by adding black/grey. To be able to create a palette with at least four shades of colour ready to use. To be able to paint from observation.	<u>SCULPTURE:</u> To be able to make a clay model of a natural object. To be able to draw an observational drawing of a natural object. To be able to collect natural objects for a sculpture. To be able to make land art. To be able to create a 3D sculpture. To be able to compare our sculpture to Andy Goldworthy's sculptures.



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	Paul Cezanne	Wassily Kandinsky	Andy Goldsworthy
	<u>Art & Artists</u> Famous art Art from different cultures Art around us <u>Vocabulary</u> - Vocabulary specific to artist/ culture - Colour - Pattern - Shape	<u>When looking at artists work, children should be able to...</u> • Describe what they see and like in the work of another artist. • Ask simple questions about a piece of art. .	
	<u>Vocabulary</u>		
	<u>DRAWING:</u> - Pastels - Charcoal - Tone - Light and dark - Pressure - light and heavy - Pattern - Texture - Starting point - Contour hatching - Cross hatching - Feathering - Effects	<u>PAINTING:</u> - Tone - Tint - Brown, Black, White - Ratio - Darker / lighter - Shades - Palette	<u>SCULPTURE:</u> - Materials - Familiar objects - Imagined objects - Sculpture - Natural - 3D



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Year 3

DRAWING:

To use different grades of pencil to draw different textures and show tone and shading (dotting, hash lines, curved lines, thickness of lines).

To be able to draw shadows, silhouettes using shading.

To be able to draw using close observation.

PAINTING:

To know where each of the primary and secondary colours sit on the colour wheel.

To be able to use a range of brushes to create different effects.

To be able to create a background using a wash.

To begin to use different techniques to apply colour – dotting, scratching and splashing.

To be able to draw from a different perspective.

To be able to show evidence of perspective when using watercolours.

PRINTING:

To be able to colour mix through overlapping colour print.

COLLAGE:

To be able to use collage materials to build up an image.

To be able to use a range of techniques to create a collage.

To be able to overlap materials to create effects.

To be able to use collage materials to make an abstract portrait.

Edgar Degas – pastel artist

Thomas Gainsborough

Pablo Picasso

Art & Artists

Famous art

Art from different cultures

Art around us

When looking at artists' work, children should be able to...

- Say how other artists have used colour, pattern and shape.
- Create a piece of work in response to another artist's work.
- Understand that art can come from different cultures and time periods.



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Vocabulary

- Vocabulary specific to artist/ time period

Vocabulary

DRAWING:

- Dotting
- Hash line
- Curved lines
- Thickness of lines
- Expression
- Explanation
- Hash lines
- Shading

PAINTING:

- Wash
- Effects
- Splashing
- Scratching
- Perspective

PRINTING:

- Textures
- Techniques
- Overlapping

COLLAGE:

- Overlap
- Effects
- Texture
- Primary colours
- Secondary colours
- Collage



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Year 4	<u>DRAWING:</u> To be able to organise line, tone, shape and colour to represent figures.	<u>PAINTING:</u> To be able to confidently colour mix and match including tone, tint and shade.	<u>SCULPTURE:</u> To be able to shape and form from directed observation. To be able to make a clay pot.



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	To be able to show reflections and draw the effect of light. To be able to begin to show facial expressions and body language in sketches. To be able to use still life examples to give a good sense of depth created by use of line, shade and tone. To be able to draw full people using the correct shapes and proportions. To be able to create a portrait, using techniques that are more refined and adding detail by shaping and shadowing using shading.	To be able to use scale and proportion when painting simple objects. To be able to choose and use suitable equipment for a given task.	To be able to join modelling materials by squeezing pinching and rolling. To be able to join two finger pots together.
	Johannes Vermeer	William Henry Hunt	Paul Jackson
	<u>Art & Artists</u> Famous art Art from different cultures Art around us <u>Vocabulary</u> - Vocabulary specific to artist/ time period	<u>When looking at artists’ work, children should be able to...</u> • Compare the work of different artists. • Explore work from different cultures. • Explore work from other periods of time. • Experiment with recreating techniques, they have seen. • Explain how the work of an artist has influenced their work. • Investigate techniques and strategies used by artists. • Express own opinion about artists work E.g. they have used dark colours to create a threatening mood.	
	<u>Vocabulary</u>		



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DRAWING:

- Line drawing
- Shape
- Pressure
- Heavy
- Reflection
- Scale
- Proportion

PAINTING:

- Expression
- Body language
- Reflection
- Shade

SCULPTURE:

- Handle
- Manipulate
- Cut
- Roll
- Join
- Pinch
- Shape
- Form
- Finger pot
- Model
- Sculpt



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Year 5

DRAWING:

To use line, tone, shape and colour using charcoal and chalk to create mood.

To be confident using different drawing tools and to understand the effects each drawing tool gives.

To be able to draw from observations.

To develop ideas from sketches.

To work with charcoal and chalk to produce work that conveys mood in a landscape.

PAINTING:

To be able to confidently colour mix by matching colours from an image.

To be able to use colour to add tint, tone, shades and mood.

To be able to successfully create mood and feeling.

PRINTING:

To be able to design a relief print.

To be able to create an accurate print design that meets given criteria.

SCULPTURE:

To be able to experiment with Mod-roc and see how it forms.

To design a sculpture.

To be able to model their chosen design by manipulating foil.

To create a sculpture using Modroc.

Claude Monet

Frida Kahlo

George Segal

Art & Artists

Famous art

Art from different cultures

Art around us

Vocab

Vocabulary specific to artist/ culture
Effect

When looking at artists' work, children should be able to...

- Experiment with different styles which artists have used and use them in their own work.
- Compare art from different periods of history.
- Compare art from different cultures.
- Suggest reasons for an artist's choice of medium or colour.
- Compare their work to others.
- Investigate techniques and strategies used by artists.



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Vocabulary

DRAWING:

- Figure and form
- Reflection
- Feeling
- Depth
- Convey
- Direction

PAINTING:

- Design
- Layer impasto (mixing and thick layering)
- Feeling

PRINTING:

- Acrylic
- Moderation
- Accurate

SCULPTURE:

- Modroc
- Model
- Sculpt
- Bend
- Construct
- Shape
- Arrange



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Year 6

DRAWING:

To be able to use a full range of pencils, charcoal or pastels when creating a piece of observational art.

To be able to use line, tone and shade to represent things seen, remembered or imagined.

To be able to draw familiar things from different viewpoints.

To be able to draw the effect of light on objects from different directions.

To know that architects have a design brief.

To be able to produce increasingly accurate drawings that are the correct proportion and shape.

Marc Chagall

PAINTING:

To be able to use a wide range of techniques in paintings.

To use with increasing accuracy tone, tint and shade in paintings.

To understand and consider hue (dominant colour family) in paintings.

To be able to explore the texture in colour.

To be able to use colour to express feelings and mood.

Andy Warhol

COLLAGE:

To explore an artist and their artwork designs and compare them.

To create a fabric collage by joining materials together.

Barbara Shaw



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	<u>Art & Artists</u> Famous art Art from different cultures Art around us <u>Vocab</u> Vocabulary specific to artist/ culture	<u>When looking at artists’ work, children should be able to...</u> • Experiment with different styles which artists have used and apply them to create an effect. • Learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information. • Explain possible reasons and thinking behind an artwork. • Recognise and discuss artwork in the world around them – including advertising, posters, illustrations and packaging. • Discuss and evaluate own work and that of other sculptures. • Compare artists work, either by the same artist or from the same art movement (e.g. pop art) • Learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information.	
	<u>Vocabulary</u>		
	<u>DRAWING:</u> - Emotion - Accuracy/ accurate - Perception	<u>PAINTING:</u> - Purpose - Express - Wide range - Accuracy - Texture - Painting style - Technical aspects	<u>COLLAGE:</u> - Compare - Shape - Arrange - Effect - Overlapping colour - Overlapping shape - Overlapping textures

CWM = Creating with Materials

FMS = Fine Motor Skills