



### **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	Drawing	<u>Painting</u>	Other techniques
	Mark making	Using colour	Collage (YR, Y3 & Y6)
Year Group	Drawing		Sculpture (Y1, Y2, Y4 & Y5)
Foundation	DRAWING:	PAINTING:	COLLAGE:
	To be able to hold a pencil correctly when sketching. (FMS)	To name the three Primary Colours. (CWM)  To be able to explore mark making using thick	To be able to role play a narrative using drawing.
	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)	brushes, foam, sponges and rollers. (CWM)  To be able to explore colour and how colour can be changed. (CWM)	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.





To be able to look closely at items/before they are drawn. (CWM)  To be able to use drawings to communicate my ideas or tell a sto (CWM)		
Beatrix Potter	Pablo Picasso	Henri Matisse
Art & Artists Famous art Art from different cultures Art around us  Vocabulary - Artist - Artwork	<ul><li>Identify drawing in the worl</li><li>Comment on what is seen in</li></ul>	en should be able to ainting or picture by an artist. Id around them e.g. an illustration. In an artwork, E.g. shapes, colours. Id kes them feel or what they think is happening.
	Vocabulary	
<u>DRAWING:</u>	PAINTING:	COLLAGE:
<ul><li>Colour</li><li>Lines</li><li>Space</li><li>Pencil</li><li>Light</li></ul>	<ul> <li>Primary</li> <li>Colour</li> <li>Red, Blue, Yellow</li> <li>Paint</li> <li>Brush</li> <li>Thick/ thin</li> <li>Rollers</li> <li>Sponge</li> </ul>	<ul> <li>Simple</li> <li>Collage</li> <li>Colour</li> <li>Paper</li> <li>Shapes</li> <li>Stand out/ contrast</li> </ul>







Year 1	DRAWING:  To use 2 different grades of pencils to	PAINTING:  To know and name the primary and secondary	SCULPTURE:  To be able to identify features of a pot
	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.	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.	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.
	Paul Klee	PRINTING:  To be able to print to create a repeating pattern.  Vincent Van Gogh	To be able to evaluate our clay pot.  Tammy Garcia





Art	& A	۱rt	ists
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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





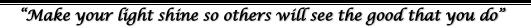


Year 2	DRAWING:	PAINTING:	SCULPTURE:
	To be able to use three different grades of pencil, charcoal and pastels.  To be able to explain which pencil they would use for different features of their drawing.  To be able to experiment with different effects that can be made with drawing pencils.  To be able 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.	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.	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.





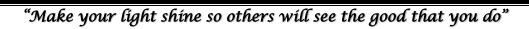
Paul Cezanne	Wassily Kandinsky	Andy Goldsworthy
Art & Artists Famous art Art from different cultures Art around us  Vocabulary  - Vocabulary specific to artist/ culture  - Colour  - Pattern	Describe what they see and like in the w     Ask simple questions about a piece of all	ork of another artist.
-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







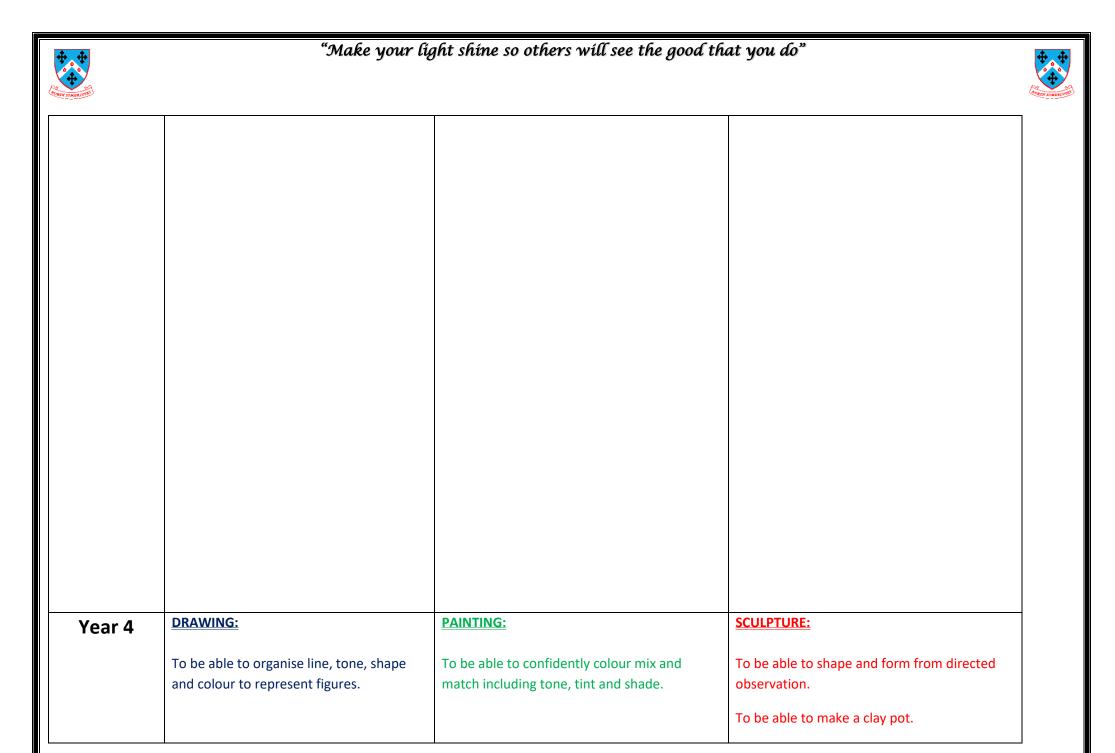
Year 3	DRAWING:	PAINTING:	COLLAGE:
	To use different grades of pencil to draw different textures and show tone and	To know where each of the primary and secondary colours sit on the colour wheel.	To be able to use collage materials to build up an image.
	shading (dotting, hash lines, curved lines, thickness of lines).	To be able to use a range of brushes to create different effects.	To be able to use a range of techniques to create a collage.
	To be able to draw shadows, silhouettes using shading.	To be able to create a background using a wash.	To be able to overlap materials to create effects.
	To be able to draw using close observation.	To begin to use different techniques to apply colour – dotting, scratching and splashing.	To be able to use collage materials to make an abstract portrait.
		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.	
	Edgar Degas – pastel artist	Thomas Gainsborough	Pablo Picasso
Art & Artists Famous art Art from different cult Art around us	Famous art Art from different cultures	<ul> <li>When looking at artists' work, children should b</li> <li>Say how other artists have used colour,</li> <li>Create a piece of work in response to ar</li> <li>Understand that art can come from difference</li> </ul>	pattern and shape. nother artist's work.







Vocabulary - Vocabulary specific to artist/ time period		
	<u>Vocabulary</u>	I
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







To be able to show reflections and draw	To be able to use scale and proportion when	To be able to join modelling materials by
the effect of light.	painting simple objects.	squeezing pinching and rolling.
To be able to begin to show facial expressions and body language in sketches.	To be able to choose and use suitable equipment for a given task.	To be able to join two finger pots together.
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.		
Johannes Vermeer	William Henry Hunt	Paul Jackson
Art & Artists Famous art Art from different cultures Art around us  Vocabulary  - Vocabulary specific to artist/ time period	<ul> <li>When looking at artists' work, children should</li> <li>Compare the work of different artists.</li> <li>Explore work from different cultures.</li> <li>Explore work from other periods of tim</li> <li>Experiment with recreating techniques</li> <li>Explain how the work of an artist has in</li> <li>Investigate techniques and strategies of the express own opinion about artists work threatening mood.</li> </ul>	ne. s, they have seen. nfluenced their work.
	threatening mood	







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







DRAWING:	PAINTING:	SCULPTURE:
To use line, tone, shape and colour using	To be able to confidently colour mix by	To be able to experiment with Mod-roc and
charcoal and chalk to create mood.	matching colours from an image.	see how it forms.
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	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 design a sculpture.  To be able to model their chosen design by manipulating foil.  To create a sculpture using Modroc.
landscape.	To be able to create an accurate print design	
	that meets given criteria.	
<b>Claude Monet</b>	Frida Kahlo	George Segal
Art & Artists	When looking at artists' work, children should	be able to
Famous art Art from different cultures Art around us	<ul> <li>Compare art from different periods of</li> <li>Compare art from different cultures.</li> <li>Suggest reasons for an artist's choice of</li> </ul>	•
Vocab  *Vocabulary specific to artist/ culture*  Effect	<ul><li>Compare their work to others.</li><li>Investigate techniques and strategies u</li></ul>	used by artists.
	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.  Claude Monet  Art & Artists Famous art Art from different cultures Art around us  Vocab  *Vocabulary specific to artist/ culture*	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.  Claude Monet  Art & Artists Famous art Art from different cultures Art around us  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.  When looking at artists' work, children should  Experiment with different styles which Compare art from different cultures.  Suggest reasons for an artist's choice of Compare their work to others.  Vocab  *Vocabulary specific to artist/ culture*  To be able to use colour to add tint, tone, shades and mood.  To be able to successfully create mood and feeling.  To be able to successfully create mood and feeling.  To be able to successfully create mood and feeling.  To be able to create an accurate print design that meets given criteria.  Experiment with different styles which compare art from different cultures.  Suggest reasons for an artist's choice of Compare their work to others.  Investigate techniques and strategies used to the compare their work to others.







 <u>Vocabulary</u>		
DRAWING:	PAINITNG:	SCULPTURE:
- Figure and form - Reflection - Feeling - Depth - Convey - Direction	- Design - Layer impasto (mixing and thick layering) - Feeling  PRINTING: - Acrylic - Moderation - Accurate	- Modroc - Model - Sculpt - Bend - Construct - Shape - Arrange







Year 6	DRAWING:	PAINTING:	COLLAGE:
	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	To be able to use a wide range of techniques in paintings.  To use with increasing accuracy tone, tint and shade in paintings.	To explore an artist and their artwork designs and compare them.  To create a fabric collage by joining materials together.
	imagined.	To understand and consider hue (dominant colour family) in paintings.	
	To be able to draw familiar things from different viewpoints.	To be able to explore the texture in colour.	
	To be able to draw the effect of light on objects from different directions.	To be able to use colour to express feelings and mood.	
	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	Andy Warhol	Barbara Shaw





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

**CWM = Creating with Materials** 

FMS = Fine Motor Skills