



BEECHFIELD SCHOOL

PROGRESSION OF KNOWLEDGE AND SKILLS

ART



Throughout their time at Beechfield School, our children will be engaged, inspired and challenged by the art curriculum provided. This document should ensure children gain a range of knowledge and skills to experiment, invent and create their own works of art. This should support them in progressing each year.

Across the school, teachers encourage children to think critically by evaluating and analysing their own work as well as the work of great artists throughout history.

EYFS

Nursery	Reception
<p>Explore what happens when they mix colours.</p> <p>Develop an understanding of using lines to enclose a space, and begin to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses tools for a purpose (e.g. when junk modelling)</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (junk modelling).</p> <p>Share their creations, explaining the process they have used</p>

Key Stage 1





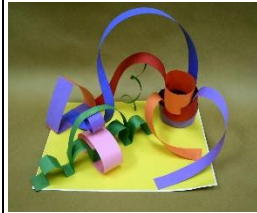

Year 1	Skills	Artists	Experiences and outcomes
Drawing	<p>Explore a variety of drawing tools (pencils/charcoal/soft pastels)</p> <p>Use drawings to tell a story (experiences and imagination)</p> <p>Observe and draw landscapes (use and create line/shape/colours/patterns/textures)</p> <p>https://www.projectswithkids.com/chalk-pastel-techniques-for-beginners/</p>	<p>David Hockney</p>  <p>https://www.tate.org.uk/kids/explore/who-is/who-david-hockney</p>	<p>Create a piece of art outdoors (en plein air) inspired by Hockney</p> <hr/> <p style="text-align: center;">Vocabulary</p> <p>Hockney, lines, straight, curved, thick, thin, shading, foreground, background, landscape</p>




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Painting	<p>Name colours (primary and secondary)</p> <p>Colour mix to create collections of colour</p> <p>Use a range of tools to apply colour to create pattern and texture (brushes, sponges, scraping cardboard)</p> <p>https://www.accessart.org.uk/colour-wheel-for-infants-and-juniors/</p>	<p>Wassily Kandinsky</p> 	<p>Create a final piece using a repeated pattern, applying texture and colour mixing skills</p> <p>Describe similarities and differences between designing and painting</p> <p style="text-align: center;">Vocabulary</p> <p>Kandinsky, Westwood, primary colours, secondary colours, mixing, shades, design, paint, styles, influenced</p>
		<p>Vivienne Westwood</p> 	
Sculpture	<p>Manipulate paper in different ways (bend, fold, twist, cut)</p> <p>Join materials together so that they are secure</p> <p>Think about form and shape</p> <p>http://www.viewpure.com/uEI3clnsyyU?start=0&end=0</p>	<p>Michael Bolus</p> 	<p>In groups, create a paper sculpture using different joining and manipulating techniques</p>   <p style="text-align: center;">Vocabulary</p> <p>Bolus, Gaudi, sculpture, paper, join, twist, bend, cut, stick, shapes</p>
		<p>Gaudi Buildings</p> 	






Year 2	Skills	Artists	Experiences and outcomes
Drawing	<p>Experiment with new surfaces and tools (chalk/oil pastels)</p> <p>Sketch ideas to experiment (line/shape/form)</p>	<p>Pablo Picasso + Edvard Munch (compare styles)</p> 	<p>Use drawing to create a portrait that represents feelings (shape/form/line/shadow)</p> <p>Compare the work of two artists with different styles</p>



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	<p>Record experiences and feelings using portraits (line/shape/form)</p> <p>Discuss use of shadows, use of light and dark</p> <p>http://www.viewpure.com/sOyJGKyn_Vo?start=0&end=0</p>	 <p>https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso</p>	<p style="text-align: center;">Vocabulary</p> <p>Munch, Picasso, experiment, pastel, chalk, lines, shape, form, shadow, light, dark, feelings, sketch, portrait, compare</p>
<p>Painting</p>	<p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours (without using black)</p> <p>Use colour/pattern/texture on a large scale thinking about how to use space (wheels of toy cars in paint/found objects to scrape)</p>	<p>Jackson Pollock</p>  <p>Jean-Michel Basquiat</p>  <p>https://www.tate.org.uk/kids/explore/who-is/who-jackson-pollock</p>	<p>Work collaboratively on a large scale inspired by Pollock</p> <p style="text-align: center;">Vocabulary</p> <p>Pollock, Basquiat, tones, colour, white, darken, pattern, texture, large, objects, collaborate, inspired</p>
<p>Sculpture</p>	<p>Shape, form, model and construct using clay and tools</p> <p>Develop understanding of construction and joining with clay (pinching, rolling, smoothing, scoring)</p> <p>https://www.accessart.org.uk/how-to-clay-play/</p>	<p>Henry Moore</p>   <p>https://www.tate.org.uk/kids/explore/who-is/who-henry-moore</p>	<p>Create a clay sculpture inspired by Henry Moore</p> <p>Describe how their work has been inspired by an artist</p> <p style="text-align: center;">Vocabulary</p> <p>Moore, clay, pinch, roll, smooth, clay tools, shape, form, model, sketch, make, score</p>






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Lower Key Stage 2

All key stage 2 children should be using their sketch books to record their observations and revisit their ideas to help them create a final piece. Their sketch book should show progression of ideas and skills from Y3-6.


Year 3	Skills	Artists	Experiences and outcomes
Drawing	Experiment with different pencils (2B, 3H etc.) Close observation of objects (cross hatching, blending etc) Accurate drawings of people – focus on portraits with scale/proportion https://www.bbc.co.uk/teach/class-clips-video/art-and-design-draw-self-portrait/z6ytscw	Frida Kahlo (still life with portraits) 	Sketch a still life set up within the classroom and mix with a portrait.
			Vocabulary Kahlo, cross hatching, blending, observe, portrait, self-portrait, proportion
Painting and printing	Make a colour wheel to support future mixing Introduce different types of brushes New techniques: blocking in, dotting, dry brush, scraping, wash Explore mono printing – print detail on top of a background https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4	Turner  Constable  https://www.tate.org.uk/kids/explore/who-is/who-jmw-turner	Create a detailed painting inspired by Turner/Constable (of a local landscape) using new techniques Mono printing experience
			Vocabulary Turner, Constable, mixing, brushes, dotting, scraping, printing, background, wash


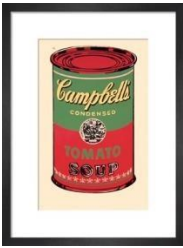



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<p>Sculpture</p> <p>Plan and develop a foil sculpture using texture and movement</p> <p>Shape, form, model and construct using foil. Consider proportion</p> <p>http://www.viewpure.com/eMxuB7R70MQ?start=0&end=0</p>	<p>Alberto Giacometti</p> 	<p>Create a foil sculpture inspired by Giacometti</p>
		<p style="text-align: center;">Vocabulary</p> <p>Giacometti, foil, texture, movement, observe, sketch, construct, proportion</p>


Year 4	Skills	Artists	Experiences and outcomes
<p>Drawing</p>	<p>Develop scale and proportion skills</p> <p>Create accurate drawings of whole people (pencil/charcoal/pastels)</p> <p>Work on a variety of scales (small and large)</p>	<p>Leonardo Da Vinci</p> 	<p>Sketch an accurate drawing of a person inspired by Da Vinci</p>
			<p style="text-align: center;">Vocabulary</p> <p>Da Vinci, renaissance, shading, scale, proportion, shadow, blending, cross-hatching</p>
<p>Painting and printing</p>	<p>Colour mix through overlapping colour prints</p> <p>Explore block printing – modifying and adapting prints to improve</p> <p>Colour mixing and matching; tint, tone, shade</p> <p>Use colour to reflect mood</p> <p>http://www.viewpure.com/BESZ8XUpM0Y?start=0&end=0</p>	<p>Andy Warhol</p>  <p>Yayoi Kusama</p>  <p>https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama</p>	<p>Block printing experience - complex prints with multiple colours</p> <p>Match colour by completing an artist's piece</p>
			<p style="text-align: center;">Vocabulary</p> <p>Warhol, Kusama, painting, block printing, pop art, colour mixing, mood</p>



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<p>Sculpture</p> <p>Plan and develop a sculpture using paper mache and colour</p> <p>Think about proportion</p> <p>Use construction techniques (smoothing, layering, arranging)</p> <p>https://www.artbarblog.com/sculpture-with-kids-ugo-rondinone-artist-study-part-2/</p>	<p>Ugo Rondinone</p> 	<p>Use paper mache to create a sculpture inspired by Rondinone</p>
		<p style="text-align: center;">Vocabulary</p> <p>Rondinone, observe, sketch, sculpt, paper mache, layer, arrange, colour, shape, proportion</p>

Upper Key Stage 2

All key stage 2 children should be using their sketch books to experiment, record their observations and revisit their ideas to help them create a final piece. Their sketch book should show progression of ideas and skills from Y3-6.


Year 5	Skills	Artists	Experiences and outcomes
<p>Drawing</p>	<p>Explore the effect of light on objects and people from different directions</p> <p>Produce accurate drawings of buildings using scale and proportion (using pencils, chalk, charcoal and pastels)</p> <p>Develop the concept of perspective to support landscapes</p> <p>https://www.bbc.co.uk/bitesize/clips/zvq6sbk</p>	<p>Lowry</p>  <p>Zaha Hadid (architect)</p> 	<p>Create a perspective drawing in pairs inspired by real buildings and Lowry</p> 
			<p style="text-align: center;">Vocabulary</p> <p>Hadid, Lowry, observations, perspective, line, composition, focal point, horizon, shading, scale, hatching, foreground, blending, background</p>





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<p>Painting and printing</p>	<p>Develop colour mixing looking at hue, tint, tone and shades</p> <p>Use a story, piece of music or poem as stimuli</p> <p>Explore the use of colour for purposes and moods</p> <p>Select appropriate brush sizes</p> <p>Try using wax resist (Batik) techniques to create different effects</p> <p>http://www.viewpure.com/fyVhbpmjNMw?start=0&end=0</p>	<p>Alphonse Mucha</p> 	<p>Create a piece inspired by patterns of Mucha and Chanel using Batik/wax resist skills</p> <p style="text-align: center;">Vocabulary</p> <p>Mucha, Chanel, texture, pattern, tint, tone, shade, hue, mood, brush, Batik</p>
		<p>Coco Chanel</p> 	
<p>Sculpture</p>	<p>Plan and develop a detailed cardboard sculpture</p> <p>Shape, form, model and construct using cardboard (a more rigid material)</p> <p>Join and layer appropriate materials, thinking about thickness and strength</p> <p>https://www.darrellwakelam.com/downloads</p>	<p>Darrell Wakelam</p> 	<p>Create a detailed, layered cardboard sculpture inspired by Wakelam</p> <p style="text-align: center;">Vocabulary</p> <p>Wakelam, shape, form, model, construct, cardboard, join, materials, layer, thickness, strength</p>
		<p>https://www.darrellwakelam.com/downloads</p>	






Year 6	Skills	Artists	Experiences and outcomes
<p>Drawing</p>	<p>Refine skills developed from year 1 to year 5:</p> <ul style="list-style-type: none"> - Perspective - People (accuracy and proportion) - Shadow - Effect of light - Perspective 	<p>Janet Fish</p> 	<p>Select still life objects to draw using appropriate materials and techniques (texture and light)</p> 



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	<p>Independently select materials best suited for a piece (E.g. pencil type/chalk/charcoal/pastel)</p> <p>Interpret textures using drawing</p> <p>http://www.viewpure.com/QtyZs4alERCA?start=0&end=0</p>	<p>Stephen Wiltshire</p> 	<p style="text-align: center;">Vocabulary</p> <p>Fish, Wiltshire, Perspective, proportion, scale, shadow, light, perspective, shading, blending, cross-hatching, texture</p>
<p>Painting and printing</p>	<p>Refine skills developed from year 1 to year 5:</p> <ul style="list-style-type: none"> - Colour mixing - Darkening and lightening - Sketching before painting - Painting techniques - Choosing brush sizes - Colour for mood and emotion <p>Combine skills of drawing and painting (multimedia work)</p> <p>Work collaboratively on a large scale</p>	<p>Maggi Hambling</p>  <p>Lynette Yiadom-Boakye</p>  <p>https://www.tate.org.uk/kids/explore/who-is/who-lynette-yiadom-boakye</p>	<p>Work collaboratively outdoors, combining ideas from sketchbooks and using large brushes.</p> <p style="text-align: center;">Vocabulary</p> <p>Hambling, Yiadom-Boakye, colour mixing, darken, lighten, sketch, mood, emotion, technique, brush</p>
<p>Sculpture</p>	<p>Create a Modroc sculpture using an armature base</p> <p>Refine skills developed from Y15:</p> <ul style="list-style-type: none"> - Shaping, forming, joining - Designing from observation and imagination - Considering creating texture/movement <p>http://www.viewpure.com/8wWfb7-Ncl4?start=0&end=0</p>	<p>Will Kurtz</p> 	<p>Independently design and create a Modroc sculpture considering colour, movement, texture, shape etc.</p>  <p style="text-align: center;">Vocabulary</p> <p>modelling improve clay design techniques wire sculpting sculpy tool wiring base malleable</p>