

Willow Tree Primary School - Whole School Art and Design Curriculum Coverage and Progression Document

	N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Early Learning Goal (Expressive Arts and Design)</p> <p>National Curriculum Coverage KS1 and</p>	<ul style="list-style-type: none"> to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. to share their creations, explaining the process they have used. 		<ul style="list-style-type: none"> to use a range of materials creatively to design and make products. <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). to learn about great artists, architects and designers in history. 			

Autumn Term Drawing Focus

	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Year group expectations (Knowledge)	Children will know that they can use their bodies e.g. fingers, and other tools to make marks on a range of papers and surfaces.	Children will know the names of some basic drawing equipment e.g. pen, pencil, chalk, felt-tip, crayon.	Children will know that drawing is a physical activity and a way to share ideas. They will know that a personal sketchbook is useful for gathering and developing their ideas.	Children will know that holding drawing tools in a variety of ways and experimenting with pressure, grip and speed will affect the drawings that they produce.	Children will know that charcoal and Earth pigment were our first drawing tools as humans. They will know that they can have their own opinions, thoughts, and feelings about artwork.	Children will know that light and shade is important when artists want to make their drawings look realistic.	Children will know that perspective is needed to be able to represent depth in a drawing. They will begin to think about the 'view point' of drawings.	Children will know how to spot and talk about some of the techniques that artists use in their drawings that create different effects.
Year group expectations (Skills)	<p>Begin to hold variety of equipment in such a way as to be able to use it.</p> <p>Begin to use graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Draw on different surfaces and coloured paper.</p>	<p>Hold pencil or other equipment in a comfortable way to enable use.</p> <p>Use and begin to control a range of media.</p> <p>Produce lines of different thickness.</p> <p>Start to produce different patterns and textures from</p>	<p>Use lines of different thickness to represent a shape or outline.</p> <p>Create a simple pattern using colours and shapes.</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p>	<p>Use line and tone (dark and light) to draw shapes, patterns, and textures.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p>	<p>Use a range of drawing media to draw people animals and hands, giving attention to pattern, shape, and form.</p> <p>Use charcoal and pencil to create light/shade .</p> <p>Develop intricate patterns/ marks with a variety of media. Demonstrate and experiment with different grades of pencil and other implements to draw</p>	<p>Draw from close observation to capture fine details.</p> <p>Use light and shade in drawings.</p> <p>Use bold colour and geometric shapes.</p> <p>Draw for a sustained period of time at an appropriate level.</p>	<p>Use simple rules of perspective in drawings of figures and buildings.</p> <p>Use line and shading to create patterns with detail and intricacy.</p> <p>Use cross-hatching to add tonal detail.</p> <p>Use rubbing techniques to collect patterns and textures.</p>	<p>Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.</p> <p>Use pattern to add detail, movement and interest to a piece of work.</p> <p>Create a more accurate perspective in drawings.</p>

		observations, imagination, and illustrations.	Begin to control the types of marks made with the range of media. Start to record simple media explorations in a sketch book. Contribute drawings to a whole class collage display.	Continue to investigate different techniques by experimenting with pressure, grip and speed when using a range of media.	different forms and shapes. Use a sketchbook to record media explorations and experimentations as well as planning and collecting materials and ideas for future work.	Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Use sketchbooks to collect and record visual information from different sources. Develop drawings featuring the third dimension. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Work in a sustained and independent way to create a detailed drawing. Use sketchbooks to develop a key element of their work: line, tone, pattern, texture. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Discuss and review own and others work, expressing thoughts and feelings.	Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Adapt their work according to their views and describe how they might develop it further. Develop an awareness of composition, scale and proportion in their drawings. Be able to talk about and compare artists' work.
Year group ideas and suggested artists and activities to study (Suggested teaching time = 7 lessons)	What is drawing? <i>See additional progression doc for EYFS</i>	What is drawing? James Rizzi <i>See additional progression doc for EYFS</i>	Can we draw pictures using just lines and shapes? Kirsty Adamson Introduce sketchbooks. Thinking carefully about drawing an outline and adding colour within the lines created. Drawing leaves and adding details. Inspired by the artist, use the collage from magazines technique and digital images of the children to create a final piece.	How can I create different effects in my drawings? Giuseppe Arcimboldo Mark making of different patterns. Thinking about shape, line, tone, sketching fruit, and veg from observation. Draw self-portraits using mirrors and photographs. Work over portraits in the artist' style.	How have drawings changed over time? Cave drawings Draw hands, animals and people. Use charcoal and other media. Explore different pencil grades. Look at Earthy colours. Explore light and shade.	How do artists make their drawings look realistic? John Nieto 'Thundercloud' Bold colours and shapes Children create work inspired by Nieto. Draw portraits from personal close up photos and mirrors or drawing another child in class. Drawing facial features in more detail e.g. eyes, nose, lips. Concentrate on light/shade/tone to make the portrait look realistic.	How can we create depth in our drawings? Greek architecture Practice drawing buildings from different viewpoints. Observe and make patterns from this point in history spirals, repeated patterns, symmetry, straight lines. Record drawings in sketchbooks. Study and sketch Greek architecture tall columns, intricate	How do artists combine different drawing techniques in their work? Georgia O'Keefe Draw leaves and flowers from observation, photos and digital images. Explore pattern and detail using a range of drawing tools biro, pens, pencil, fine liners. Think about and practice perspective drawing. Make and use a viewfinder.

							<p>detail, symmetry, harmony and balance.</p> <p>Look at modern architecture e.g. the school building. Make observational drawings thinking carefully about perspective.</p>	<p>Think about and practice layering in drawing. foreground, middle ground, background.</p> <p>Add colour to drawings.</p> <p>Have an opinion about artists work and their own work.</p> <p>Know how to improve in art.</p>
Experience in Collage or Printing			<i>Collage</i>	Printing with fruit and veg	<i>Printing of cave designs</i>	Collage – outline of Neito’s painting- children fill in using brightly coloured papers.	Greek pattern polystyrene tile relief prints.	<i>Flower collage</i>
Vocabulary	<p>Draw</p> <p>Dots</p> <p>Lines</p> <p>Marks</p> <p>Pencil</p> <p>Paintbrush</p> <p>Paint</p> <p>Felt tips</p> <p>Crayons</p> <p>Glue</p> <p>Paper</p>	<p>Shapes</p> <p>Colours</p> <p>Thick line</p> <p>Thin line</p> <p>Wavy line</p> <p>Pen</p> <p>Pencil</p> <p>Chalk</p> <p>Felt-tip</p> <p>Crayon</p> <p>Pattern</p>	<p>Sketchbook</p> <p>Ideas</p> <p>Sketch</p> <p>Copy</p> <p>Respond</p> <p>Pastel</p> <p>Charcoal</p> <p>Outline</p> <p>Biro</p> <p>Fine liner</p>	<p>Pressure</p> <p>Grip</p> <p>Speed</p> <p>Mark making</p> <p>Pattern</p> <p>Portrait</p> <p>Observational drawing</p> <p>Record ideas</p>	<p>Tools</p> <p>Purpose</p> <p>Grades of pencil</p> <p>Materials</p> <p>Detail</p> <p>Pigment</p> <p>Man-made materials</p> <p>Natural materials</p> <p>Explore</p> <p>Experiment</p>	<p>Light</p> <p>Shade</p> <p>tone</p> <p>Three dimensional</p> <p>Fine details</p> <p>Bold colours</p> <p>Geometric shapes</p> <p>Realistic</p>	<p>Architecture</p> <p>Columns</p> <p>Intricate details</p> <p>Viewpoint</p> <p>View finder</p> <p>Spirals</p> <p>Repeated patterns</p> <p>Symmetry</p> <p>Straight lines</p> <p>Cross hatching</p> <p>Perspective</p> <p>Continuous line</p>	<p>Layering</p> <p>Foreground</p> <p>Midground</p> <p>Background</p> <p>Expressions</p> <p>Movement</p> <p>Composition</p> <p>Scale</p> <p>Proportion</p> <p>Media</p> <p>Light</p> <p>Shade</p> <p>Form</p> <p>Pattern</p> <p>Texture</p>