

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

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

### Spring Term      Painting Focus

	N	R	Y1	Y2	Y3	Y4	Y5	Y6
<b>Year group expectations (Knowledge)</b>	Children will know how to match colours e.g. red crayon and red hat.	Children will know how to name most common colours and sort colours into groups.	Children will know the primary colours.	Children will know the secondary colours.	Children will know that paint can be used in different ways: Blocking in colour To create washes Textured paint	Children will know colours that compliment and contrast for effect.	Children will know how to add white to colours to create tints and black to colours to create shades.	Children will know that colour can be used to create moods and feelings in paintings.
<b>Year group expectations (Skills)</b>	Children will explore paint using a variety of tools including different sized brushes, twigs, sponges, fingers.	Children will create repeating patterns with different coloured paint.  Simple printing with sponges, potatoes etc.  Experiment with colour- mixing two colours.  Paint on large and small scales.	Children will describe colours.  Use different types of paint e.g. Block watercolour paints and ready mixed paints.  Use different sized brushes to create different effects.  Use the primary colours to paint simple pictures on different scales.	Children will mix primary colours to make secondary colours.  Experiment with darkening colours to create shades using black.  Children will make choices based on the outcomes they hope to achieve (paints and brushes)	Children will work on a range of scales and choose appropriate equipment- e.g. small brush for finer details on a small scale.  Apply colour using different techniques eg: dotting scratching, splashing.  Mix and use tints/shades.  Make pallets of colour e.g. mix various greens to paint outside scenes or mix	Mix and explore colours that complement each other  Mix and explore colours that contrast.  Colour mix to match tints tones and shades in existing artists work  Compare and use watercolours and poster paints.	Confidently control tools and the types of marks made are more purposeful.  Children start to develop their own style.  Explore which colours/shades tones work well and why.  Mix and match colours to create atmosphere.	Develop colour, tone and perspective to create own style.  Mix and match colours to create light thinking about direction of light and its effect on images.  Use and control different media to create tints, tones, shade and mood using ink, paint, pastels and chalk.

			Start to record simple media explorations in a sketch book.	Children will create washes using paint.	colours to create skin tones.			Identify how colour can portray emotion and use this in their own artwork.  Adapt work and explain how it could be developed further.  Annotate work in sketchbooks.  Work in an independent and sustained way.
<b>Year group ideas and suggested artists to study</b>  <b>(Suggested teaching time = 6 lessons)</b>	<p>What are colours?</p> <p><b>Henri Rousseau</b></p> <p><i>See additional progression doc for EYFS</i></p>	<p>What is paint?</p> <p><b>Henri Rousseau</b></p> <p><i>See additional progression doc for EYFS</i></p>	<p>What are the Primary Colours?</p> <p><b>Kadinsky – red yellow blue painting</b></p> <p>Discuss and explore the primary colours.</p> <p>Encourage mark making using paint and different brushes in the style of the artist.</p>	<p>How can we make other colours from the primary colours?</p> <p><b>LS Lowry</b></p> <p>Create a colour wheel to mix secondary colours.</p> <p>Draw and paint buildings using the colours they have mixed.</p> <p>Use charcoal, black markers, black paint to draw/ paint figures.</p> <p>Create a final piece with paint and collage inspired by LS Lowry.</p>	<p>How can we use paint to create different effects?</p> <p><b>Mark Chagall</b></p> <p>Focus on Window Vitebsk (painting through the window idea)</p> <p>Exploring paint in different ways.</p> <p>Children create their own watercolour paintings in the artists style.</p> <p>Work on small or large scales.</p> <p>Build up paintings by mixing and applying paint carefully.</p>	<p>Which colours complement each other and which contrast?</p> <p><b>Van Gogh</b></p> <p>- the Starry night Post impressionism.</p> <p>Experiment with contrasting colours- orange and blue.</p> <p>Use of dark earthy colours.</p> <p>Look at smooth brushwork and shading in artist's work.</p> <p>Try to mix colours to match colours in existing work.</p>	<p>What are tints and shades?</p> <p><b>Larisa Murariu and look at digital images from outer space.</b></p> <p>Explore how pupils can make different tints using blue/green as a base colour and adding white.</p> <p>Explore how different shades can be made using blue/green as a base colour and adding black.</p> <p>Paint space scenes.</p>	<p>Can we combine colours to create mood and feelings in a painting?</p> <p><b>Clair Bremner</b></p> <p>Choose colours that create calm environments.</p> <p>Take photos/use photos of our local environment to inspire own artwork. (Buile Hill park, school field etc)</p> <p>Use artists style to create colours in block – background.</p> <p>Work into paintings with finer brush strokes to create final look.</p>

<b>Vocabulary</b>	Colour Size Paint Brush Sponge Finger paint	Colour Size Paint Brush Sponge Finger paint Create 3D Artist Design Tools	Primary colours Paint Brush Bristles Strokes Lines Colour Abstract Pencil Drawing Artist	Primary colours Secondary colours Colour wheel Line Shape Form shades Artist Charcoal Figures Background Foreground Paint wash	Scale Wash Shade Shadow Pallet Mix Dotting Splashing Techniques	Complementary colours Spectrum Harmony Colour wheel Colour combinations Contrast Opposite Warm/cool colours	Tints Shades Colour chart Base colour Darker Lighter Atmosphere	Tints Shades Perspective View point Emotion Mood adapt Colour wheel Base colour Darker Lighter Atmosphere Annotate Harmony
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