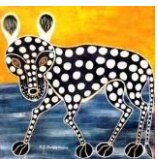
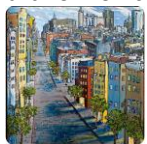
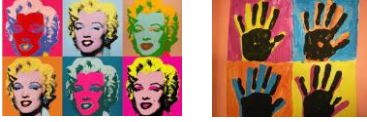
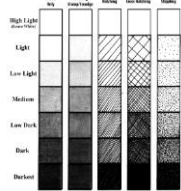


Clipston Primary School: Two-Year Rolling Programme Overview for Art & Design

This document should be used with reference to the Big Picture for Art & Design

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Styles & Periods			
<u>Collage and Shape</u> Henri Matisse (1869 –1954), France, Modernism and Post-Impressionism 	<u>Drawing (leaf rubbings & chalk)</u> Study and critically analyse artwork by: Edward Tingatinga (1932 – 1972), Tanzania 	<u>Painting (colour theory)</u> Study and critically analyse artwork by: Van Gogh (1853 – 1890), Netherlands 	<u>Painting (colour theory)</u> Study and critically analyse artwork by: Georgia O'Keeffe (1887 – 1986), USA – Modernist. 
<u>Sculpture, Collage & Mosaic</u> Antoni Gaudi (1852 – 1926), Spain – Modernism, in particular the architecture in Barcelona, Spain. 	<u>Painting (colour theory & finger painting)</u> Study and critically analyse artwork by: Claude Monet (1840 – 1926), France 	<u>Drawing (perspective)</u> Study and critically analyse artwork by: Sue Averell (1957 - present), USA - in particular her artwork on cityscapes 	<u>Drawing (perspective)</u> Study and critically analyse artwork by: M.C. Escher (1898 – 1972), Dutch Graphic Artist. 
<u>Dot Paintings & Texture</u> Claude Monet (1840 – 1926), France - Impressionism 	<u>Sculpture (nature)</u> Study and critically analyse artwork by: Andy Goldsworthy (1956 – present), UK 	<u>Sculpture (junk modelling)</u> Study and critically analyse artwork by: Wassily Kandinsky (1866 – 1944), Russian  Swinging - 1925	<u>Sculpture (clay)</u> Study and critically analyse artwork by: William Morris (1834 – 1896), British Textile Designer - in particular his illuminated letter 
<u>Colour Mixing, Shape & Pattern</u> Piet Mondrian (1872-1944), Netherlands – Geometric Abstract Artist 	<u>Printing</u> Japanese leaf dye printing method, 'Hapa-zome'. Study and critically analyse artwork by: Andy Warhol (1928 – 1987), USA 	<u>Collage (paper)</u> Study and critically analyse artwork by: Henri Matisse (1869-1954), France, who 	<u>Collage (printing)</u> Study and critically analyse artwork by: Katsushika 

		used collage techniques and ‘painted with scissors’	Hokusai (1760 – 1849), Japanese Painter and Print maker of the Edo Period - in particular his ‘Great Wave’
<u>Shape & Collage</u> Paul Klee (1879 – 1940), Germany / Switzerland - in particular their works using collage and shapes. Expressionism, Cubism, Surrealism. 	<u>Painting (colour theory & cubism)</u> Study and critically analyse artwork e.g. by: Pablo Picasso (1881 – 1973), Spain 	<u>Drawing (oil pastels)</u> Study and critically analyse artwork by: Faith Ringgold (1930 - present), USA - including how her art is used for activism and story-telling 	<u>Drawing (chalk and charcoal)</u> Study and critically analyse artwork by: Henri Rousseau (1844 - 1910), Post-impressionist, French 
<u>Paint, Shape & Pattern</u> Wassily Kandinsky (1866 – 1944), Russia – Abstract Artist 	<u>Painting (colour theory)</u> Study and critically analyse artwork e.g. by: Lyubov Popova (1889 – 1924), Russia. 	<u>Drawing (pencil sketching)</u> Techniques for coverage, pattern and texture e.g. shading, cross-hatching, smudging, swirls, pointillism 	<u>Drawing (pencil sketching)</u> Techniques for coverage, pattern and texture – shading, cross-hatching, smudging, swirls, pointillism 
<u>Natural Art</u> – use twigs, leaves and stones to create natural artworks and patterns.	<u>Drawing (self-portrait & chalks/pastels)</u> Study and critically analyse artwork e.g. by: Leonardo da Vinci (1452 – 1519), Italy 		
<u>Explore clay</u> – develop skills in cutting, moulding, shaping and indentation patterns.	<u>Sculpture (clay)</u> Explore techniques such as rolling, cutting, moulding and carving with clay 		
<u>Painting</u> – colour monster book (talk about how colours make you feel).	<u>Collage (tissue paper & paper dots)</u> Study and critically analyse artwork by: Yayoi Kusama (1929 – present), Japan 		

Clipston Primary School – Progression & End Points for Art & Design

End point outcomes are integrated into the programme of units taught.

R	KS1	LKS2	UKS2
Drawing			
Can explore lines and mark-making, independently.	- Can use a range of drawing media to explore shape, pattern and texture, making observational drawings. - Understands and can discuss the ideas of 'light' and 'dark'.	- Can draw from close observation to capture fine details. - Can use simple rules of perspective in drawing of buildings / cityscapes.	Can use a variety of drawing media (including different grades of pencil) to represent light, shade, form, pattern, texture and perspective in a range of drawing work.

R	KS1	LKS2	UKS2
Painting			
- Can name the primary colours and some secondary colours. - Can explore how new colours can be made by mixing existing colours. - Can apply paint using a range of tools (e.g. large brushes, hands, feet, rollers and pad).	- Knows the primary colours and have an awareness of secondary colours, using a colour wheel to represent these. - Can use the primary colours to mix secondary colours. - Can independently explore lightening a colour by adding white and darkening a colour by adding black. - Can independently explore a variety of materials, tools and techniques to experiment with application of colour.	- Knows the primary and secondary colours and can confidently represent these using a colour wheel. - Understands complementary and analogous colours, including where they can be found on the colour wheel. - Can identify warm and cool colours and their effects / uses in artwork. - Can competently mix secondary colours by combining primary colours, exploring how the hue can differ depending on the proportions of primary colours used. - Can use a range of painting media, refining their use of painting techniques to create desired effect.	- Knows the primary and secondary colours and has an awareness of tertiary colours, representing these on a colour wheel - Can use knowledge of complementary, analogous, warm and cool colours to convey a message in artwork and develop a colour palette. - Can mix secondary and tertiary colours of differing hues. - Can create a progression of tints by adding white to lighten a hue by varying degrees and a progression of shades by adding black to darken a hue by varying degrees. - Can use a range of painting media and techniques appropriate to a specific genre e.g. particular brush strokes, colour and paint application.

R	KS1	LKS2	UKS2
Collage & Printing			
- Can explore printing as the transfer of colour using a range of materials and utensils. - Can cut and tear paper and glue it to a surface.	- Can create simple printed artwork using a range of printing utensils, including single and multi-coloured prints, repeating patterns and natural materials. - Can cut, tear, scrunch and roll different materials, attaching them using joining techniques. - Can create a collage on a theme / in the style of an artist, focusing on size, proportion and position.	Can competently use a range of collage techniques (e.g. scissors and tearing) to create own collage compositions, including positive and negative space, symmetry, layering and textures.	- Can create artwork using mono printing and relief printing. - Understands the concepts of positive and negative space and has an awareness of how these can be used to create a composition. - Knows some real-life examples of printing e.g. in industry.

R	KS1	LKS2	UKS2
Sculpture			
Can handle and explore a range of modelling materials, describe their properties and saying how they feel using artistic vocabulary (e.g. stiff, soft, rough, smooth).	- Can use modelling materials (e.g. clay, natural materials, playdough) to create realistic and imagined forms. - Can build simple thumb pots using clay including rolling, coiling and moulding.	- Can transform 2D images into 3D sculptures using cuts, bends and twists. - Can use a range of modelling materials and tools, choosing the one most appropriate to a given task, and adding embellishments and decorations to enhance their artwork.	- Can create 3D forms choosing appropriate materials and tools, demonstrating an awareness of a specific art genre / theme. - Can carve and sculpt materials using a range of tools and finishing techniques (e.g. etching and smoothing).

R	KS1	LKS2	UKS2
Visual Language			
- Can talk about their own work, using artistic vocabulary. - Can explain what they like or dislike about an artwork.	- Can share personal likes and dislikes regarding their own work, making suggestions for ways to adapt or improve it. - Can explain what they like or dislike about an artwork, comparing it with other pieces of art and using artistic vocabulary.	- Can comment on similarities / differences between their own artwork and others', describing what they feel about both. - Can use a range of artistic vocabulary to compare and comment on artworks of a particular genre or movement.	- Can discuss how studying other artists' work has influenced and developed their own. - Can adapt and refine own work in the light of evaluation. - Can describe the ideas, methods and techniques used to create artwork, using artistic vocabulary.