



Art long-term overview incorporating Breadth of Study and Threshold Concepts and skills YR-Y6

Threshold Concepts (KS1 and KS2): These are designed to be advanced throughout the primary years. This reflects the nature of growing depth and mastery. They should be repeatable. They become both the planning and assessment foci.

| Breadth of Study KS1: What will be covered? <ul style="list-style-type: none"> • Use experiences and ideas as the inspiration for artwork. • Share ideas using drawing, painting and sculpture. • Explore a variety of techniques. • Learn about the work of a range of artists, artisans and designers. | Threshold Concepts | | |
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| | Develop ideas: This concept involves understanding how ideas develop through an artistic process. | Master techniques: This concept involves developing a skill set so that ideas may be communicated. | Take inspiration from the greats: This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. |
| YR | Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | |
| Y1 | <p>Seaside Van Gogh - Seaside. Drawing and Painting experimentation) Also explore seaside watercolour.</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p>STA</p> | <p>Great Fire of London Painting scenes of the Great Fire including adding black and white. Goldilocks Scratch Digital Media</p> <p>Painting:</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. <p>Collage:</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. <p>Sculpture:</p> <ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. | <p>Oceans and Continents Tinga Tinga Art Collage</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. <p>STA</p> |



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| | | <ul style="list-style-type: none"> Use techniques such as rolling, cutting, moulding and carving. <p>Drawing:</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. <p>Print:</p> <ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. <p>Textiles:</p> <ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques. <p>Digital Media:</p> <p>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p> | |
| Y2 | Florence Nightingale Printing Poppies | Coronation - Portraits of the Queen | Islands - Sculpture Mini beast sculpture. Textiles - puppets |
| Y2 | <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. | <p>Painting:</p> <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. <p>Collage:</p> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. <p>Sculpture:</p> <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. <p>Drawing:</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness. | <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. |



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| <p>Ongoing continuous provision for KS1</p> | <p>Mindfulness colouring, fine motor skill tasks throughout the week, Art exploration in the BOLE.</p> | | |
| <p>Art Vocabulary for KS1</p> | <p><u>Drawing</u>: thick thin soft broad narrow fine pattern line shape detail mirror image nature made environment charcoal coloured pencil drawing pencil felt tip pen marker <u>Painting</u>: primary (colour) light dark thick thin tone warm cold shade e.g. different shades of red, green, blue, yellow bright <u>Printing</u>: print rubbing smudge image reverse shapes surface pressure decoration cloth <u>Collage and Textiles</u>: fabric colour pattern shape texture glue stick scissors sew needle felt hessian scraps wool yarn thread fur tweed silk satin net weave <u>Sculpture</u>: model cut stick fold bend attach assemble statue stone shell wood metal <u>Digital Media</u>: cut paste digital camera mouse programme clone move tool magic wand enlarge scale stamp</p> | | |

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| <p>KS2 Breadth of Study:</p> <ul style="list-style-type: none"> • Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. • Develop and share ideas in a sketchbook and in finished products. | <p>Threshold Concepts</p> | | |
| | <p>Develop ideas: This concept involves understanding how ideas develop through an artistic process.</p> | <p>Master techniques: This concept involves developing a skill set so that ideas may be communicated.</p> | <p>Take inspiration from the greats: This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> |



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| <ul style="list-style-type: none"> • Improve mastery of techniques. • Learn about the great artists, architects and designers in history. | | | |
| Y3 | Egyptians - Cartouches Sculpture including drawing Textiles - Banners | Binfield Local artists and landscape paintings | Stone Age and Iron Age Cave Paintings including charcoal and pastels |
| Y3 | <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. EBS | Painting: <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. Collage: <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. Sculpture: <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. Drawing: <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. Print: <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. | <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. EBS |



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| | | <ul style="list-style-type: none"> • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. <p>Textiles:</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. <p>Digital Media:</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. | |
| Y4 | <p>Robin Hood / Romans</p> <p>Digital Media - Newspaper Report, interview RH.</p> <p>Roman Mosaic</p> | <p>Rainforests</p> <p>Painting and Collage</p> | <p>Extreme Earth</p> <p>Volcanoes (sculpture)</p> <p>Create dragon eyes using clay and marble.</p> |
| Y4 | <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p>RRD</p> | <p>Painting:</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p>Collage:</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Sculpture:</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. <p>Drawing:</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. | <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. <p>RRD</p> |



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| Y5 | Ancient Greece Sculpture | Sustainability Gaudi perspective art. | Vikings/Anglo Saxons Bayeaux Tapestry |
| Y5 | <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. <p>ASV</p> | <p>Painting:</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. <p>Collage:</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques <p>Sculpture:</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. | <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. <p>ASV</p> |



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| | | <p>Drawing:</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. <p>Print:</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. <p>Textiles:</p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. <p>Digital Media: Enhance digital media by editing (including sound, video, animation, still images and installations).</p> | |
| Y6 | <p>Changing World Collage of an environmental issue using appropriate materials.</p> | <p>Women in History Digital Media - Create Macbeth front cover. Interview Macbeth using green screen.</p> | <p>Rivers Lino printing repeated patterns. Painting watercolours.</p> |
| Y6 | <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. <p>CCR</p> | <p>Painting:</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. <p>Collage:</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques <p>Sculpture:</p> | <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. |



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| <p>Key Vocabulary KS2</p> | <p><u>Drawing:</u> emphasis balance contrast harmony pattern repetition unity rhythm variety <u>Painting:</u> watercolor wash wet-on-wet backrun resist dry brush transparent opaque acrylic blend gesso glaze impasto scumble matte painting drawing collage mixed media palette <u>Printing:</u> printmaking acrylic paint pressure <u>Collage and Textiles:</u> lace felt corduroy denim satin silk cotton velvet velour ribbon wool fur <u>Sculpture:</u> line shape colour space texture value form <u>Digital Media:</u> click drag copy paste e-safety</p> | | |