



At Jessie Younghusband School, whenever we approach art in our curriculum, we always begin with the question 'What can you observe in the world around you?'. This is because we understand that the skill of observation is extremely important and permeates many curriculum subjects. We believe that if you learn to observe in art, you also develop your observation skills for Science and Mathematics. We are committed to always ask the children to look from real life, photographs and other images and to use their senses to explore the world around them. We then encourage the children to use language to describe and name their observations.

In the background of this, is our hands on and connected approach to learning through which we will develop the different skills of colour, pattern, texture, line, shape, form and space. This is also supported with our cross-curriculum approach as we can then be exploring art through other subjects, as well as using art as a way into other subjects.

Our progression is developed through this intent as this structure provides the progression, along with our own professional judgement of the questions we need to ask the children at each point. As progress is made, less time needs to be spent on the grounding questions and we can spend time going deeper.



Creating & Evaluating

YEAR R (PRIOR LEARNING)

Vocab: colour, paint, print, draw

- 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.

YEAR 1

Vocab: colour, primary, secondary

- To work from observation and known objects.
- To use imagination to form simple images from given starting points or a description.

YEAR 2

Vocab: tone, light, dark, primary, secondary

- To record and explore ideas from first hand observation, experience and imagination.
- To work with different materials.
- To begin to think what materials best suit the task.
- To ask and answer questions about the starting points for their work and the processes they have used.
- To develop their ideas.

YEAR 3

Vocab: monochrome, primary, secondary, tone, hue, light, dark, tint, shade, pastel

- To select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- To develop artistic / visual vocabulary to discuss work.
- To begin to question and make thoughtful observations about starting points and select ideas to use in their work.

YEAR 4

Vocab: primary, secondary, tertiary, tint, shade, hue, pastel

- To begin to suggest improvements to own work.
- To experiment with a wider range of materials.
- To use a variety of ways to record ideas including digital cameras and iPads.
- To question and make thoughtful observations about starting points and select ideas to use in their work.

YEAR 5

Vocab: primary, secondary, tertiary, complementary, warm, cold, pastel, tint, shade, hue

- To select and develop ideas confidently, using suitable materials.
- To confidently suggest improvements to own work.

YEAR 6

Vocab: primary, secondary, tertiary, complementary, harmonious, neutrals, tone, warm, cold, tint, shade, hue, pastel

- To select own images and starting points for work.
- To develop artistic / visual vocabulary when talking about own work and that of others.
- To begin to explore possibilities, using and combining different styles and techniques.
- To suggest improvements to their own and other peoples work.

KEY STAGE 3

Vocab: increased proficiency, execution, reasoned judgements

- To learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.





Drawing

YEAR R (PRIOR LEARNING)

Vocab: colour, paint, print, draw

- To use a range of small tools, including scissors, paint brushes and cutlery.
- To begin to show accuracy and care when drawing.

YEAR 1

Vocab: colour, primary, secondary

- To use a sketchbook to gather and collect artwork.
- To use a variety of tools: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.
- To begin to explore the use of line, shape and colour.

YEAR 2

Vocab: tone, light, dark, primary, secondary

- To understand the basic use of a sketchbook and work out ideas for drawings.
- To layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.
- To draw for a sustained period of time from the figure and real objects, including single and grouped objects.
- To experiment with the visual elements; line, shape, pattern and colour.

YEAR 3

Vocab: monochrome, primary, secondary, tone, hue, light, dark, tint, shade, pastel

- To use their sketchbook to collect and record visual information from different sources.
- To experiment with different tones using graded pencils.
- To plan, refine and alter their drawings as necessary.
- To draw for a sustained period of time at their own level.
- To use different media to achieve variations in line, texture, tone, colour, shape and pattern.

YEAR 4

Vocab: primary, secondary, tertiary, tint, shade, hue, pastel

- To collect images and information independently in a sketchbook and to develop shadows.
- To draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).
- To make informed choices in drawing including paper and media and to make use of tracing.
- To alter and refine drawings and describe changes using art vocabulary.
- To use research to inspire drawings from memory and imagination.
- To explore relationships between line and tone, pattern and shape, line and texture.

YEAR 5

Vocab: primary, secondary, tertiary, complementary, warm, cold, pastel, tint, shade, hue

- To develop ideas using different or mixed media, using a sketchbook.
- To use first hand observations using different viewpoints, developing more abstract representations.
- To introduce perspective, fore / back and middle ground and to investigate proportions.
- To use a range of mediums on a range of backgrounds.
- To work in a sustained and independent way from observation, experience and imagination.
- To explore the potential properties of visual elements: line, tone, pattern, texture, colour & shape.

YEAR 6

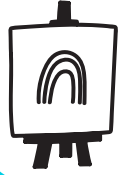
Vocab: primary, secondary, tertiary, complementary, harmonious, neutrals, tone, warm, cold, tint, shade, hue, pastel

- To improve quality of sketchbook with mixed media work and annotations.
- To show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw / highlight.
- To demonstrate a wide variety of ways to make different marks with dry and wet media.
- To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

KEY STAGE 3

Vocab: increased proficiency, execution, reasoned judgements

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.





Painting

YEAR R (PRIOR LEARNING)

Vocab: colour, paint, print, draw

- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

YEAR 1

Vocab: colour, primary, secondary

- To recognise and name - and to mix - primary and secondary colours.
- To use a variety of tools and techniques including the use of different brush sizes and types.
- To mix and match colours to artefacts and objects.

YEAR 2

Vocab: tone, light, dark, primary, secondary

- To mix a range of secondary colours.
- To create different shades of colour by changing the tone adding light and dark colours.
- To experiment with tools and techniques, including layering, mixing media, scraping through etc.
- To name different types of paint and their properties.
- To work on a range of scales e.g. large brush on large paper etc.
- To mix and match colours using artefacts and objects.

YEAR 3

Vocab: monochrome, primary, secondary, tone, hue, light, dark, tint, shade, pastel

- To create and use different tones of hue by adding different tints and shades (monochrome).
- To mix a variety of colours and know which primary colours make secondary colours.
- To use a developed colour vocabulary.
- To experiment with different effects and textures including blocking in colour, washes, thickened paint etc.
- To work confidently on a range of scales e.g. thin brush on small picture etc

YEAR 4

Vocab: primary, secondary, tertiary, tint, shade, hue, pastel

- To create tertiary colours by mixing primary and secondary colours.
- To begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves).
- To experiment with oil pastels, exploring intensity of colour to develop shades.
- To make and match colours with increasing accuracy.
- To plan and create different effects and textures with paint according to what they need for the task.
- To show increasing independence and creativity with the painting process.

YEAR 5

Vocab: primary, secondary, tertiary, complementary, warm, cold, pastel, tint, shade, hue

- To demonstrate a secure knowledge about primary and secondary, warm and cold and complementary colours.
- To build on previous work with colour by exploring intensity.
- To introduce acrylic paint.
- To develop watercolour techniques.
- To create imaginative work from a variety of sources.

YEAR 6

Vocab: primary, secondary, tertiary, complementary, harmonious, neutrals, tone, warm, cold, tint, shade, hue, pastel

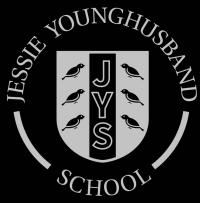
- To mix & work with complementary & harmonious colours & to explore limited colour palettes.
- To mark make with paint (dashes, blocks of colour, strokes, points) and to develop fine brush strokes.
- To create shades and tints using black and white.
- To choose appropriate paint, paper and implements to adapt and extend their work.
- To carry out preliminary studies, test media and materials and mix appropriate colours.
- To work from a variety of sources, including those researched independently.
- To show an awareness of how paintings are created (composition).

KEY STAGE 3

Vocab: increased proficiency, execution, reasoned judgements

- To use a range of techniques and media, including painting.





Printing

YEAR R (PRIOR LEARNING)

Vocab: colour, paint, print, draw

- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

YEAR 1

Vocab: colour, primary, secondary

- To finger print, sponge print, block print using vegetables to form patterns, experiment with amounts of paint applied and develop control.
- To develop controlled printing against outline / within cut out shapes.
- To print onto paper and card.
- To design and create own printing blocks to create a repeating pattern.

YEAR 2

Vocab: tone, light, dark, primary, secondary

- To experiment with marbling, investigating how ink floats and changes with movement.
- To use roller and ink printing.
- To use simple block shapes formed by children.
- To design patterns of increasing complexity & repetition to create different lines / shapes / patterns.
- To print using a variety of materials, objects and techniques.

YEAR 3

Vocab: monochrome, primary, secondary, tone, hue, light, dark, tint, shade, pastel

- To blend two colours when printing.
- To explore mono-printing.
- To use roller & inks to take prints from other objects (leaves, fabric, etc.) to show texture.
- To make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays.
- To select broadly the kinds of material to print with in order to get the effect they want.

YEAR 4

Vocab: primary, secondary, tertiary, tint, shade, hue, pastel

- To research, create and refine a print using a variety of techniques.
- To print using at least 4 colours.
- To experiment with different styles which artists have used.

YEAR 5

Vocab: primary, secondary, tertiary, complementary, warm, cold, pastel, tint, shade, hue

- To explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.
- To choose the printing method appropriate to task.
- To build up layers and colours / textures.
- To organise their work in terms of pattern, repetition, symmetry or random printing styles.
- To choose inks and overlay colours.

YEAR 6

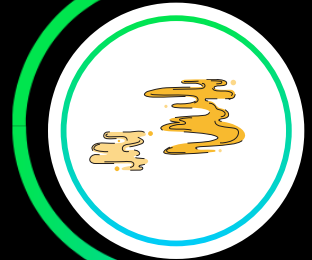
Vocab: primary, secondary, tertiary, complementary, harmonious, neutrals, tone, warm, cold, tint, shade, hue, pastel

- To experiment with screen printing.
- To overprint using different colours.
- To design and create motifs to be turned into printing block images.
- To investigate techniques from paper printing to work on fabrics.
- To work relatively independently.
- To look carefully at the methods they use and make decisions about the effectiveness of their printing methods.

KEY STAGE 3

Vocab: increased proficiency, execution, reasoned judgements

- To increase their proficiency in the handling of different materials.





Sculpture

YEAR R (PRIOR LEARNING)

Vocab: colour, paint, print, draw

- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

YEAR 1

Vocab: colour, primary, secondary

- To investigate a range of different materials and experiment with how they can be connected together to form simple structures.
- To look at sculptures and try to recreate them using everyday objects/range of materials.
- To investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools.

YEAR 2

Vocab: tone, light, dark, primary, secondary

- To begin to form own 3D pieces.
- To consider covering these with papier-mâché.
- To look at sculptures by known artists and natural objects as starting points for own work.

YEAR 3

Vocab: monochrome, primary, secondary, tone, hue, light, dark, tint, shade, pastel

- To develop confidence working with clay adding greater detail and texture.
- To add colour once clay is dried.
- To investigate ways of joining clay - scratch and slip.

YEAR 4

Vocab: primary, secondary, tertiary, tint, shade, hue, pastel

- To introduce 'modroc'.
- To create work on a larger scale as a group.
- To use pipe cleaners / wire to create sculptures of human forms.

YEAR 5

Vocab: primary, secondary, tertiary, complementary, warm, cold, pastel, tint, shade, hue

- To design and create sculpture, both small and large scale.
- To use objects around us to form sculptures.

YEAR 6

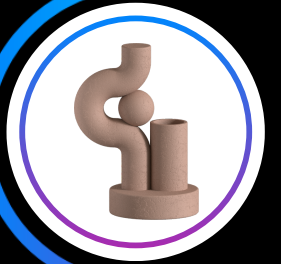
Vocab: primary, secondary, tertiary, complementary, harmonious, neutrals, tone, warm, cold, tint, shade, hue, pastel

- To use wires to create malleable forms.
- To build upon wire to create forms which can then be padded out (newspaper) and covered (modroc).
- To create human forms showing movement.

KEY STAGE 3

Vocab: increased proficiency, execution, reasoned judgements

- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work





Collage

YEAR R (PRIOR LEARNING)

Vocab: colour, paint, print, draw

- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

YEAR 1

Vocab: colour, primary, secondary

- To develop collages, based on a simple drawing, using papers and materials.
- To collect natural materials to create a temporary collage (an autumn tree / the school building using sticks / rocks / leaves etc.).
- To weave using recycled materials – paper, carrier bags.
- To investigate a range of textures through rubbing.

YEAR 2

Vocab: tone, light, dark, primary, secondary

- To do simple batik work.
- To develop tearing, cutting and layering paper to create different effects.
- To dye fabrics using tea, red cabbage, beetroot, onion, spinach.
- To weave with wool.

YEAR 3

Vocab: monochrome, primary, secondary, tone, hue, light, dark, tint, shade, pastel

- To research embroidery designs from around the world and create own designs based on these.
- To sew simple stitches using a variety of threads and wool.
- To investigate tie-dyeing.

YEAR 4

Vocab: primary, secondary, tertiary, tint, shade, hue, pastel

- To create a collage using fabric as a base.
- To make felt.
- To develop individual and group collages, working on a range of scales.
- To use a range of stimulus for collage work, trying to think of more abstract ways of showing views.

YEAR 5

Vocab: primary, secondary, tertiary, complementary, warm, cold, pastel, tint, shade, hue

- To introduce fabric block printing.
- To create tie dye pieces combining two colours.
- To investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.

YEAR 6

Vocab: primary, secondary, tertiary, complementary, harmonious, neutrals, tone, warm, cold, tint, shade, hue, pastel

- To weave using paintings / the natural world as a stimulus.
- To experiment with circular embroidery frames.
- To create detailed designs which can be developed into batik pieces.

KEY STAGE 3

Vocab: increased proficiency, execution, reasoned judgements

- To develop their creativity and ideas, and increase proficiency in their execution.
- To develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

