

Art and Design Progression

Year 1	Autumn	Spring	Summer
Overview 1	<p><u>Coventry Skyline</u></p> <p>Children will start by looking at the work of Steven Wiltshire to enable them to create their own skyline drawing. They will create two drawings of cityscape in the style of the chosen artist using a variety of materials. The class will develop their drawing through observation and develop appropriate scale within their drawings.</p>	<p><u>Portrait of the King (Updated for 2024/25)</u></p> <p>Children will create a mixed media portrait of King Charles III using watercolour paints, oil pastel and collage. They will develop their skills in observation, drawing to scale, cutting and painting.</p>	<p><u>The Great Fire of London</u></p> <p>Children will create a colour wheel using primary and secondary colours, considering hot and cold colours. They will learn about tints, shades and tones and use this to create an abstract painting. Children will study paintings of The Great Fire and consider if they have made accurate representations.</p>
Theoretical Knowledge	Steven Wiltshire - Cityscapes	– Portrait of the King	David Best Ron Embleton
Key Technique(s)	Drawing Painting	Drawing	Painting
Practical Knowledge/Skills	<p>Respond to ideas and starting points, exploring and collecting visual information</p> <p>Explore different methods and materials as ideas develop</p> <p>Draw lines of different sizes and thickness</p> <p>Show pattern and texture by adding dots and lines</p> <p>Sketch lightly</p> <p>Show different tones by using coloured pencils</p>	<p>Use some of the ideas of artists studied to create pieces</p> <p>Respond to ideas and starting points, exploring and collecting visual information</p> <p>Explore different methods and materials as ideas develop</p> <p>Describe the work of notable artists, artisans and designers</p> <p>Draw lines of different sizes and thicknesses</p> <p>Colour neatly following the lines</p>	<p>Respond to ideas and starting points</p> <p>Explore ideas and collect visual information</p> <p>Explore different methods and materials as ideas develop</p> <p>Mix primary and secondary colours</p> <p>Add white to colours to make tints and blacks to colours to make shades.</p> <p>Use thick and thin brushes</p> <p>Create a colour wheel</p>

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	Use thick and thin brushes	Show pattern and texture by adding dots and lines Use thick and thin brushes Add white to colours to make tints and black to make tones (skin colour) Use a combination of materials that are cut, torn and glued Sort and arrange materials Mix materials to create texture	Use some of the ideas of artists studied to create pieces.
Vocabulary	Vibrant, landscape, vertical, horizontal, sketch pencils, watercolour, paint brush, pigment, paint, texture, shape, proportion, style, inspire, observe, technique, pastel, smudge, blend	Painting, watercolour, technique, oil pastel, colour, artist, materials, drawing, texture, create, interpretation, style, wax resist, collage, layer, portrait, scale, observe, shapes, line, space, place.	Primary colours, secondary colours, mixing, tints, tones, shades, thick, thin, mix, blend, paint
Overview 2	<p><u>Street Detectives</u></p> <p>Children will create work inspired by satellite images of Coventry City. Children will begin by looking at local artist Lorsen Camps and the work he created based on the streets around Coventry. The class will use a variety of materials and techniques to build up their work, this will include drawing, pressing and printmaking.</p>	<p><u>London Skyline</u></p> <p>Children will develop skills in weaving and embroidery through creating two pieces of work inspired by the London skyline. The class will begin by using a photocopy of London and strips of card to weave a checkered pattern. The children will then use Binka and thread to embroyoid a simple building patter.</p>	<p><u>Seasons</u></p> <p>The students will work towards creating a fabric landscape collage inspired by artists Kate Brazier and Hannah Austin. Students will expand their skills in textiles by creating a seasonal landscape using a variety of materials including fabric, cartridge paper, Brush, paint, wool, thread and oil pastel.</p>
Theoretical Knowledge	Lorsen Camps	Example videos of paper weaving	Kate Brazier Hannah Austin

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Key Technique(s)	Drawing/Printing	Drawing/Textiles	Collage/Textiles
Practical Knowledge/Skills	<p>Respond to ideas and starting points</p> <p>Explore different methods and materials as ideas develop</p> <p>Draw lines of different sizes and thickness</p> <p>Show pattern and texture by adding dots and lines</p> <p>Sketch lightly</p> <p>Replicate patterns observed in natural or build up environments</p> <p>Press, roll, rub and stamp to make prints</p>	<p>Explore different methods and materials as ideas develop</p> <p>Use design skills within own drawings</p> <p>Draw objects within proportion</p> <p>Use weaving to create a pattern</p> <p>Join materials using glue and/or a stitch</p>	<p>Explore ideas and collect visual information.</p> <p>Respond to ideas and starting points.</p> <p>Use some of the ideas of artists studied to create pieces.</p> <p>Join materials using glue.</p> <p>Explore different methods and materials as ideas develop</p> <p>Use design skills within own drawings</p> <p>Use plaiting.</p> <p>Use dip dye techniques.</p> <p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p> <p>Use colour to develop contrast and depth. Develop motor skills with cutting, pasting and organising elements of drawing application.</p>
Vocabulary	<p>Vertical, horizontal, sketch, foam board, carve, printmaking, mono print, texture, shape, proportion, style, inspire, observe, technique, perspective, print roller, contrast</p>	<p>Texture, create, textiles, material, weave, fabric, Binka, sew, stitch, needle, thread, pattern, outline, embroidery, horizontal, vertical, proportion</p>	<p>texture, create, textiles, material, plait, fabric, material, thread, wool, pattern, outline, horizontal, vertical, landscape, dip dye, brush, arrange, collage, layering, paint, oil pastel, detail.</p>

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Year 2	Autumn	Spring	Summer
Overview 1	<p><u>Seaside Landscapes</u></p> <p>Children will build on their skills with drawing and painting shapes and colour using a seaside theme. They will experiment with different colours and composition. Making various marks and lines. They will use watercolours and ink, trying out different brush strokes and patterns with colour to create their own personal interpretations of the sea.</p>	<p><u>Pirates</u></p> <p>Children will create their own pirate and explore identity and expression through their art skills. They will produce their own pirate character and give it a personal name. They will consider the proportion and design of their character as they draw.</p>	<p><u>Transport</u></p> <p>Children will develop their skills in drawing and sketching. Children will begin by using their pencil to practise shading from dark to light, cross hatching and other shading techniques. They will then create two drawings of a vintage and a modern hot air balloon using a variety of materials including pencils, fine liner pen, oil pastel and soft pastel.</p>
Theoretical Knowledge	Photos of seaside landscapes	Howard Pyle JLG Ferris	Irina Sztukowski
Key Technique(s)	Drawing/Painting	Drawing	Drawing/Collage
Practical Knowledge/Skills	<p>Explore different methods and materials as ideas develop</p> <p>Use design skills within own drawings</p> <p>Draw lines of different size and thickness</p> <p>Use thick and thin brushes</p>	<p>Respond to ideas and starting points</p> <p>Explore ideas and collect visual information</p> <p>Explore different methods and materials as ideas develop</p> <p>Describe the work of notable artists</p> <p>Use some of the ideas of artists studied to create pieces</p> <p>Evaluate: Compare artist's work noting similarities and differences</p> <p>Talk about their favourite artist work and why</p> <p>Draw lines of different thickness</p> <p>Colour own work neatly</p>	<p>Respond to ideas and starting points</p> <p>Explore ideas and collect visual information</p> <p>Explore different methods and materials as ideas develop</p> <p>Describe the work of notable artists</p> <p>Use some of the ideas of artists studied to create pieces</p> <p>Evaluate: Compare artist's work noting similarities and differences</p> <p>Talk about their favourite artist work and why</p> <p>Draw lines of different thickness</p> <p>Colour own work neatly</p>

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		<p>Show pattern and texture by adding dots and lines</p> <p>Show different tones by using coloured pencils</p> <p>Use design skills within own drawings</p>	<p>Show pattern and texture by adding dots and lines</p> <p>Show different tones by using coloured pencils</p> <p>Use design skills within own drawings</p> <p>Use a combination of materials that are cut, torn and glued</p> <p>Sort and arrange materials</p> <p>Mix materials to create texture</p> <p>Use colour to develop contrast and depth</p> <p>Develop motor skills with cutting, pasting and organising elements of drawing application</p>
Vocabulary	Pattern, texture, lines, size, thickness, outline	Pattern, line, texture, size, thickness, tone, outline, edge	Observation, drawing, precision, scale, perspective, blend, depth, shading, Pattern, line, texture, size, thickness, tone, outline, edge, combine, cut, tear, glue, sort, arrange, mix, texture
Overview 2	<p><u>Collage Self-Portrait</u></p> <p>Children will aim to produce a self-portrait in the form of a collage. They will learn proportion and how light plays with contrast. They will use colour to develop contrast and depth.</p>	<p><u>Kenyan Animals</u></p> <p>Children will learn to create a Kenyan animal sculpture using craft wire inspired by the sculptor Henry Moore. They will deepen their learning from Geography on Kenya and use this as inspiration for their own sculptures.</p>	<p><u>Transport</u></p> <p>The class will develop their skills in mono printing by studying the changes of boats and ships through time. The class will begin by looking at the evolution of boats and draw some of these out in their</p>

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			sketchbooks. Each student will create a printed boat collage sailing over the ocean. The class will use a variety of printing techniques to achieve this including mono printing and print making with polystyrene sheets.
Theoretical Knowledge	Megan Coyle David Hockney	Henry Moore	Peter Monamy Ali Savic Paul Klee
Key Technique(s)	Drawing/Collage	Drawing/Sculpture	Printing/Collage
Practical Knowledge/Skills	<p>Respond to ideas and starting points</p> <p>Describe the work of notable artists</p> <p>Show different tones by using coloured pencils</p> <p>Draw objects (faces) within proportion</p> <p>Use colour to develop contrast and depth</p> <p>Develop motor skills with cutting, pasting and organisation of elements of drawing application</p>	<p>Respond to ideas and starting points</p> <p>Explore ideas and collect visual information</p> <p>Explore different methods and materials as ideas develop</p> <p>Describe the work of notable artists</p> <p>Use some of the ideas of artists studied to create pieces</p> <p>Draw lines of different thickness</p> <p>Colour own work neatly</p> <p>Show pattern and texture by adding dots and lines</p> <p>Show different tones by using coloured pencils</p> <p>Use design skills within own drawings</p> <p>Use a combination of shapes</p> <p>Include lines and textures</p> <p>Use a range of materials to sculpt</p>	<p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p> <p>Use colour to develop contrast and depth. Develop motor skills with cutting, pasting and organising elements of drawing application.</p> <p>Press, roll, rub and stamp to make prints. Replicate patterns observed in natural environments.</p> <p>Use repeating or overlapping shapes.</p> <p>Mimic print from the environment (e.g. wallpapers).</p> <p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p>

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		Use techniques such as rolling, cutting, moulding and carving.	Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. Compare artist's work, noting similarities and differences Can talk about my favourite artwork and explain why.
Vocabulary	Pattern, line, texture, size, thickness, tone	Pattern, line, texture, size, thickness, tone, outline, edge, shapes, cutting, moulding, wire bending, forming	Observation, drawing, precision, scale, perspective, depth, technique, sketch, detail, realistic, printmaking, mono printing, painting, abstract, landscape, horizontal, horizon, layering, overlapping, arrange, texture, collage.

Year 3	Autumn	Spring	Summer
Overview 1	<p><u>Prehistoric Art</u></p> <p>Children will look at some of the materials, tools, patterns and drawings that were found and used during the Stone Age, Bronze and iron Age. They will develop their research by looking at the work of British artist Banksy. They will use a variety of materials and techniques inspired by their research to create a range of their own artwork.</p>	<p><u>Cornish Landscapes</u></p> <p>Children will create two pieces of work inspired by John Dyer and Kate Brazier. Both pieces of work will involve creating mixed media paintings. Children will use wax resist, watercolour and acrylic paint, fine liner pens and collage to develop their work.</p>	<p><u>Weaving</u></p> <p>Students will learn the craft of weaving, moving a thread (weft) over and under the warp. Children will begin the discipline of focus, to build a strong weave and patterns. Children will strengthen their hand-eye coordination in addition to the skill of slowing their actions and persevering until they complete their creative work. They will also</p>

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			learn to build design into their weaving.
Theoretical Knowledge	Banksy	John Dyer Kate Brazier	Cash's Silk Weavers
Key Technique(s)	Drawing/Painting	Drawing/Painting/Collage	Textiles
Practical Knowledge/Skills	<p>Develop ideas from starting points throughout the curriculum</p> <p>Adapt and refine ideas as they progress</p> <p>Collect information, sketches and resources</p> <p>Explore ideas in a variety of ways</p> <p>Comment on artwork using visual language</p> <p>Replicate some of the techniques used by artists</p> <p>Create original pieces that are influenced by studies of others</p> <p>Use different hardness of pencils to show line, tone and texture</p> <p>Annotate sketches to explain and elaborate ideas</p> <p>Sketch lightly</p> <p>Mix colours effectively</p> <p>Use watercolour/acrylic paint to produce washes for backgrounds then add detail</p>	<p>Develop ideas from starting points throughout the curriculum</p> <p>Adapt and refine ideas as they progress</p> <p>Explore ideas in a variety of ways</p> <p>Comment on artworks using visual language</p> <p>Sketch lightly</p> <p>Draw basic outlines</p> <p>Use several t=brush techniques using thick/thin brushes to produce shapes, texture, patterns and lines</p> <p>Use watercolour paint to produce washes for backgrounds then add detail</p> <p>Select and arrange materials for a striking effect</p> <p>Ensure work is precise</p>	<p>Develop ideas from starting points throughout the curriculum</p> <p>Adapt and refine ideas as they progress</p> <p>Begin to thread a needle independently.</p> <p>Knot a thread before weaving.</p> <p>Produce a repeated pattern</p> <p>Move the pic up and over the warp.</p> <p>Throw the pic in a circular direction</p> <p>Experiment with different types of weaves</p> <p>Create a structure using different types of weaves</p>
Vocabulary	Drawing, observation, perspective, form, atmospheric, blend, texture, painting	Painting, watercolour, technique, oil pastel, colour, artist, materials, drawing, observe, texture, create,	Weave, warp, pic, throw, pre-cut grooves, thread, position, know,

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		background was, interpretation, design, style, visual, sketch, shade, blend, wax resist	hand-eye coordination, weft, discipline
Overview 2	<p><u>Prehistoric Art</u></p> <p>Children will look at patterns and designs during the Bronze and Iron Ages. They will use sketch pencils and finer liners to draw images and ensure they observe pattern and shapes and try to replicate these. Children will then use collage techniques such as coiling to replicate La Tene style art and make their own patterns</p>	<p><u>Rivers</u></p> <p>Children will create two pieces of printed artworks inspired by the patterns and shapes found in rivers. The class will use a variety of materials and techniques including printmaking, mono printing and painting to create their work. Children will build on the work of Anna Atkins and use this to inspire their own ideas.</p>	<p><u>Portrait of a Pharaoh</u></p> <p>Children will develop their skills in drawing and sketching by learning how to draw a stylistic portrait. They will sketch simplified outlines of Tutankhamun. They will define areas of the face through shading. Children will learn how to rub oil pastels into the paper and how to blend and move the medium.</p>
Theoretical Knowledge	Bronze Age – sun discs The Wandsworth Shield – Bronze Age La Tene Style of art	Anna Atkins	Egyptian artefacts- images of Tutankhamun
Key Technique(s)	Drawing/Collage	Drawing/Printing	Drawing
Practical Knowledge/Skills	Use different hardnesses of Pencils to show line, tone and texture. Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.	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 Replicate some of the techniques used by artists Comment on artworks using visual language Create original pieces that are influenced by studies of others	Develop ideas from starting points throughout the curriculum. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. Replicate some of the technique used by artisans/artists. Use different hardnesses of pencils to show line, tone and texture. Sketch lightly.

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		<p>Use different hardness of pencils to show line, tone and texture</p> <p>Annotate sketches to explain and elaborate ideas</p> <p>Sketch lightly</p> <p>Use layers of two or more colours</p> <p>Replicate patterns observed in the natural or built up environments</p> <p>Make precise repeating patterns</p>	<p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show line and texture.</p>
Vocabulary	Combine, cut, tear, glue, sort, arrange, mix, texture, arrange, precise, coiling	Colour palette, observation, texture, depth, interpret, design, visual, printing, mono printing, carving, print making, mark making, layers, precise, proportion, form, movement, painting	Lines, size, thickness, outline, edge, hardness, tone, texture, sketch, shading, light, shadow, hatching, cross hatching.

Year 4	Autumn	Spring	Summer
Overview 1	<p><u>Greek athletes</u></p> <p>Children will start by exploring the use of cross hatching used by notable artists – Leonardo Da Vinci and Michelangelo before then replicating the technique for themselves. Children will then explore images found on Greek</p>	<p><u>Mountain Landscape</u></p> <p>Children will start by observing various mountain ranges around the world. They will look at the differences in shape, form and colour of each. They will collect research and images of artwork by artist Christa Rijnveld. They will annotate the</p>	<p><u>Roman Mosaic</u></p> <p>Children will learn to create a varied texture on paper using natural stains, oil pastels and paints. They will use different methods of distressing paper to bring character to paper. In conjunction with Roman</p>

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	pottery and use this as a starting point to draw their own Greek athletes.	artist's work and replicate techniques for themselves. Children will then use paint and add white to create lighter versions of the colour blue which they will then use to help paint a mountain landscape.	mosaic patterns children will create a highly textured Roman artefact.
Theoretical Knowledge	Leonardo Da Vinci – The head of Leda Michelangelo – Satyr's Head	Christia Rijneveld	Roman Mosaics
Key Technique(s)	Drawing	Drawing/Painting	Collage
Practical Knowledge/Skills	<p>Comment on current artwork using visual language and explore techniques used.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers</p> <p>Can reflect on preferences in own and others artwork</p> <p>Sketch lightly</p> <p>Use hatching and cross hatching to show tone and texture</p>	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Comment on artworks using visual language. Replicate some of the techniques used by notable artists.</p> <p>Sketch lightly.</p> <p>Use different hardness of pencils to show line, tone and texture.</p> <p>Use several brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour</p>	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Comment on artworks using visual language. Replicate some of the techniques used by notable artists.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress</p> <p>Create original pieces that are influenced by others.</p> <p>Use different hardnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas</p> <p>Sketch lightly.</p> <p>Select and arrange materials for a striking effect</p> <p>Ensure work is precise</p>

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			Use coiling, overlapping, tessellation, montage and mosaic.
Vocabulary	Pattern, hatching, cross hatching, sketch	Shading, hardness, primary colours, secondary colours, mixing, tones, tints, washes, mood, watercolour	Sketch, shading, light, shadow, pattern, line, size, thickness, combine, cut, tear, glue, sort, arrange, mix, texture, arrange, precise, coiling, overlapping, tessellation, mosaic, montage.
Overview 2	<p><u>Greek Olympian</u></p> <p>Children will incorporate knowledge from their trip to the Coventry Herbet Art Gallery and build on their knowledge of sculpture. They will use the Coventry Sculpture as their starting point and use this to help them create their own Greek athletes. They will consider how to mould and sculpt a figure out of clay that has life like qualities showing the movement of a Greek athlete. This will build on previous half term where children learnt to show movement in their drawings. (taking it from 2D to 3d Form)</p>	<p><u>Greek/Roman Trireme</u></p> <p>Children will explore images of Trireme's (an ancient oar driven warship). They will consider the steps taking to draw a trireme and learn how to draw one for themselves step by step. Children can then apply this to creating their own warship. Children can then apply a background wash and then draw the outline of their warship on top.</p>	<p><u>Poland – Skyline/Landscape</u></p> <p>Pupils will learn to combine drawing techniques alongside and on top of, large colour painting. Students will learn to see the big shapes of colour in an image. They will learn to map these shapes out onto their paper as their base layer. Students will build richness of colour through patient observation and application. They will learn to build detail with both pencil and watercolour pencil, bringing to their image the finishing touches of marks, surface scratches and forefront pops of colour</p>
Theoretical Knowledge	The Coventry Sculpture by Peter Laszlo Peri	Trireme photographs	Justyna Kostkawska – Polish Landscape Painter
Key Technique(s)	Sculpture	Drawing/Painting	Drawing

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<p>Practical Knowledge/Skills</p>	<p>Create and combine shapes to make recognisable forms Use clay and other mouldable materials to make sculptures Add materials to provide interesting detail</p>	<p>Develop ideas from starting points throughout the curriculum. 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 Use watercolour to produce washes for backgrounds and then add detail Mix colours effectively</p>	<p>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 artwork using visual language. Replicate some of the techniques used by artists. Create original pieces influenced by the studies of others. Reflect on preferences in own and others work. Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas Sketch lightly. Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Use several brush techniques using thick and thin brushes to produce shapes, textures, lines, patterns. Mix colours effectively. Use watercolour paints to create backgrounds then add detail.</p>
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			Experiment with creating mood with colour.
Vocabulary	Shapes, lines, textures, clay, rolling, cutting, moulding, carving, recognisable forms, mouldable	Watercolour, shading, cross hatching, tone, texture, light, shadow, washes, backgrounds	Pattern, lines, sizes, thickness, outline, edge, hardness, tone, texture, annotate, sketch, shading, light, shadow, hatching, cross hatching, primary colours, secondary colours, mixing, tones, tints, shapes, textures, washes, mood, watercolour

Year 5	Autumn	Spring	Summer
Overview 1	<p><u>Battle Scenes</u></p> <p>Children will build on their skills with pencil, proportion and shading. They will learn to recognise shapes within the subjects they are drawing from. They will express movement and form within their drawings.</p>	<p><u>Eco Art</u></p> <p>Children will learn how to be resourceful when creating art out of everyday waste and/or using natural materials, highlighting the impact that we have on our environment and the messages we can deliver through art.</p>	<p><u>African Landscapes</u></p> <p>Children will build their ideas on the work of Ole Kooli Paul, a Maasai painter and the work of Andrew Cooper. They will look at the gentle and quiet colour use of both painters. Children will observe the way African landscapes have been captured in such a sensitive way. Students will learn mix subtle colours in their paintings and the art of control in their colour creation and application</p>
Theoretical Knowledge	Bayeux Tapestry	Angela Haseltine Pozzi James Brunt	Ole Kooli Paul Andrew Cooper

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Key Technique(s)	Drawing	Drawing/Painting/Sculpture (elements of collage)	Painting
Practical Knowledge/Skills	<p>Develop and imaginatively extend ideas from starting points within the curriculum</p> <p>Comment on artworks with a fluent grasp of visual language</p> <p>Use a variety of techniques to add interesting effects (e.g. reflection, shadows)</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection</p> <p>Use lines to represent movement</p>	<p>Develop and imaginatively extend ideas from starting points within the curriculum</p> <p>Spot the potential in unexpected results as work progresses</p> <p>Comment on artworks with a fluent grasp of visual language</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers</p> <p>Show how the work of those studied was influential in both society and to other artists</p> <p>Regularly reflect on artists intentions and choices</p> <p>Choose a style of drawing suitable for the work</p> <p>Use lines to represent movement</p> <p>Sketch before painting to combine line and colour</p> <p>Combine colours, tones and tints to enhance the mood of a piece</p> <p>Use brush techniques and the qualities of paint to create texture</p> <p>Show life like qualities and real-life proportions or, if more abstract, provide different interpretations</p>	<p>Develop and imaginatively extend ideas from starting points within the curriculum</p> <p>Comment on artworks with a fluent grasp of visual language</p> <p>Use the qualities of watercolour paint to create visually interesting pieces.</p> <p>Create a colour palette that shows subtle changes of colour.</p> <p>Use perceptions to give their paintings the details observed</p> <p>Spot potential in unexpected results as a work progresses.</p> <p>Sketch lightly before painting to combine light and colour.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Develop a personal style of painting, drawing upon ideas from artists.</p>

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		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	
Vocabulary	Line, shading, contrast, gesture, figurative drawing, shade, detail, composition	Shapes, lines, textures, recognisable forms, combine, cut, tear	Fusing, watercolour, fading, dark shades, lighter shades, subtle, colour palette, washes, mood, personal style, natural world.
Overview 2	<p><u>Embroidery Design - Vikings</u> Children will aim to create a Viking themed embroidered picture or design with their own name in Old Norse lettering. They will develop and explore shape and designs using Viking imagery and decoration. They will develop different stitching methods using a mix of cross, running, back and chain stitches.</p>	<p><u>Coventry Buildings</u> Children will create a colour print in Styrofoam of a Coventry cityscape or building inspired by the work of Andy Burgess. They will explore these ideas taking note of lines, pattern and colour. They will learn printing skills through application and experimentation.</p>	<p><u>Portraits</u> Children will use the work of Nelson Makamo as a starting point to build their work on. They will learn how to sketch a simple portrait and then how to bring an explosion of layered bold colour. They will learn how to be courageous in their application and choice of colour. The results will be unique portraits, each imbued with individual personality.</p>
Theoretical Knowledge	Old Norse Lettering	Andy Burgess	Nelson Makamo
Key Technique(s)	Textiles	Drawing/Painting/Printing	Drawing/Painting
Practical Knowledge/Skills	Develop and imaginatively extend ideas from starting points within the curriculum Show precision in techniques Choose from a range of stitching techniques	Develop and imaginatively extend ideas from starting points within the curriculum Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language	Develop and imaginatively extend ideas from starting points within the curriculum Use the qualities of materials to enhance ideas Spot the potential in unexpected results as work progresses

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	Combine previously learnt techniques to create pieces	Regularly reflect on artists intentions and choices Choose a style of drawing suitable for the work Use the qualities of watercolour Combine colours, tones and tints to enhance the mood of a piece Use a range of visual elements to reflect the purpose of the work	Comment on artwork with a fluent grasp of visual language Regularly reflect on artists intentions and choices Use a variety of techniques to add interesting detail Use a choice of technique to depict movement Use lines to represent movement
Vocabulary	Pattern, join, stitch, cross stitch, running stitch, back stitch, chain stitch fabric, precision	Prints, patterns, ink, block prints, overlapping, repeating layers, replicate, natural and built environment, precise, accurate pattern, purpose	Sketching, focus, layering, application, bold, dramatic, bright, movement, colour, accentuating, highlight, rubbing, smoothing, textured, depth

Year 6	Autumn	Spring	Summer
Overview 1	<p><u>Portrait of the Queen</u></p> <p>Children will create a portrait of the Queen using sketch pencils. They will start by looking at the artwork of artist Chris Levine for inspiration. They will then build up their drawings adding depth and detail. Once they have finished their</p>	<p><u>Coventry Skyline – pre/post Blitz</u></p> <p>Children will create an A3 silhouette drawing of Coventry skyline before and after the blitz. The class will use pencil, fine liner pens and soft pastels to create their drawing. They will develop skills in observation, precise drawing and blending.</p>	<p><u>North American Landscape</u></p> <p>Children will learn and appreciate images and information on the subject focus (North America). They will begin to create the colours and expressions of the American landscapes using paint. They will strengthen their colour creation</p>

Art and Design Progression

	drawings they will move onto creating sculptures of portraits.		through close observance of the landscape chosen. Students will learn to trust their own mark making and expression of what and how they see thus creating a unique body of work.
Theoretical Knowledge	Chris Levine	Three Spires from Greyfriars Green Stephen Wiltshire	Mark Wolsky – Glacial Stream Matt Meisenhemimer – The Cliffs of the Na Pali Coast Neil Herbert
Key Technique(s)	Drawing/Sculpture	Drawing	Painting
Practical Knowledge/Skills	<p>Comment on artworks with a fluent grasp of visual language</p> <p>Spot the potential in unexpected results as work progresses</p> <p>Use a variety of techniques to add interesting effects</p> <p>Choose a style of drawing suitable for the work</p> <p>Show life like qualities and real-life proportions</p> <p>Use tools to carve and add shapes, texture and pattern</p> <p>Combine visual and tactile qualities</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p>	<p>Develop and imaginatively extend ideas from a starting point.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <p>Use lines to represent movement</p> <p>Use a variety of techniques to add interesting effects (reflection, shadow)</p>	<p>Develop and imaginatively extend ideas from a starting point.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Collect information, sketches and resources and present ideas imaginatively.</p> <p>Regularly reflect on artists intentions and choices.</p> <p>Sketch before painting to combine line and colour</p> <p>Create a colour palette based upon colours observed in nature or the built up world.</p> <p>Use the qualities of watercolour and acrylic paint to create visually interesting pieces.</p>

Art and Design Progression

			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.
Vocabulary	Observation, drawing, precision, scale, perspective, blend, depth, tone, shadow, techniques, sketch, detail, realistic, interpretation, portrait	Observation, drawing, precision, scale, perspective, blend, depth, reflection, tone, shadow, technique, tracing, silhouette, sketch.	Primary colours, secondary colours, mixing, tones, tints, colour wheel, brush techniques, shapes, textures, lines, washes, mood, watercolour, palette,
Overview 2	<p><u>Frozen Kingdom</u></p> <p>Children will study and observe the form of icebergs through researching chosen artists. Each student will create a drawing and a sculpture using various techniques and materials such as charcoal, oil pastel and paper mache. Children will create three final pieces using chosen materials. Through this they will develop their skills in observation by drawing and painting shadow, reflection and movement.</p>	<p><u>World War 2</u></p>	<p><u>End of Year Memory</u></p> <p>Students will learn how to use their creative skills to journal personal thoughts, hopes, dreams and life development. Students will be empowered from the usage of simple paper, pencils, glue and scissors, to create outlets of creativity, personal documentation and cataloguing ideas of their individual journey.</p>
Theoretical Knowledge	Juan Garcia-Nunez		Zine
Key Technique(s)	Drawing/Sculpture		Collage

Art and Design Progression

<p>Practical Knowledge/Skills</p>	<p>Develop and imaginatively extend ideas from starting points within the curriculum Comment on artworks with a fluent grasp of visual language Use a variety of techniques to add interesting effects (light and shadow) Choose a style of drawing suitable for the work. Show life like qualities and real life proportions, or if more abstract, provoke different interpretations Use tools to carve and add shapes, textures and patterns Combine visual and tactile qualities Use frameworks to provide stability and form</p>		<p>Develop and imaginatively extend ideas from starting points within the curriculum Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Choose a style of drawing suitable for the work. Use lines to represent movement. Combine colours, tones and tints to enhance the mood Develop a personal style of painting taking ideas from current artists. Mix textures (rough and smooth plain and patterned)</p>
<p>Vocabulary</p>	<p>Drawing, observation, perspective, form, atmospheric, blend, depth, negative and positive space, acrylic paint, oil pastel, charcoal, sculpture, papier mache..</p>		<p>Patterns, lines, sizes, thickness, outline, edge, shapes, textures, washes, mood, combine, cut, tear, combine</p>