



Kingsholm C of E Primary School and Nursery

Art Breadth Map

	Autumn		Spring		Summer	
National curriculum	Key stage 1					
	Pupils should be taught:					
	- to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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.					
Exploring and developing ideas (ongoing skills)	Sketchbook Use a sketchbook to explore and plan ideas Record and explore ideas from first-hand observation, experience and imagination Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas Having the confidence to make mistakes (e.g., no rubbers in sketchbook, just draw again) Artist study Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures					
Evaluating and developing (ongoing skills)	Sketchbook Review what they and others have done and say what they think and feel about it. E.g., Annotate sketchbook Identify what they might change in their current work or develop in their future work Annotate work Artist study Expressing likes/dislikes of artists' works					
Year 1	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
Skills to cover over the year; Drawing Painting Printmaking Digital media	This is me (Julian Opie) <u>Drawing</u> Mark making Begin to control the types of marks made with the range of media. Shape Begin to explore the use of line, shape and colour Use drawing skills to create simple shapes to represent objects seen, remembered or imagined Using shape and colour to create a composition and talk about it <u>Painting</u> (Beatriz Milhazes /Bridget Riley) Colour Identify primary and secondary colours by name on a colour wheel Mix primary shades and tints by adding white and black.	Art, shapes, colours, sizes, circles, ovals, artists, composition, line, final piece, wavy, vertical, horizontal, cross hatch, diagonal, imagining, primary/secondary colours, mixed paints, colours run, colour names, shape names, overlap, mix, represents, palette, light, dark Self-portrait, mirror, shape, line, features of the face, expression, lines, shading, pastels, light, dark	Art in nature (Julia Nigh) <u>Drawing</u> Mark making Draw on different surfaces Textures Investigate textures by describing, naming, rubbing, copying. <u>Printmaking</u> Make marks using printing equipment including natural and man-made objects. Experiment with variety of printing techniques i.e. relief, press, mono printing and rubbings. Build a repeating pattern and recognise patterns in the environment	Patterns, lines, shapes, nature, rubbing, texture, record, effects, tone, two dimensional, three-dimensional, painting, sculpture.	Still life (Van Gogh) <u>Drawing</u> Shape Use drawing skills to create simple shapes to represent objects seen, remembered or imagined Tone Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. (2B, 4B, 6B) Media Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media Draw for a sustained period of time (over more than one session) real objects, including single and grouped objects. <u>Digital Media</u> Understand how to use 'zoom' to show an object in detail – e.g., using a viewfinder to focus on a specific part of an artefact before drawing.	Difference, similarities, modern, realistic, abstract, feelings, details, 2-D shapes, 3-D shapes, bold, bright, rectangular,
Rapid Recap	EYFS Units: - Know how to explore colours and how colours can be changed - Know what happens when colours are mixed					

	• know that they can use lines to enclose a space, and then begin to use these shapes to represent objects • know how to experiment with colours					
Year 2	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
Skills to cover over the year; Drawing Painting 3D/Sculpture Textiles/collage	Gloucester docks (links with Geography) (Rose and castle art) Drawing Mark making To demonstrate a variety of ways to make different marks Shape/form Experiment with the visual elements: line, shape, pattern, surface texture and colour 3D/Sculpture (Plan, design and make models.) Explore sculpture with a range of malleable media, manipulating materials for a purpose including; Thumbs pots Simple coil pots Learn how to join clay effectively using a slip Form Experiment with, construct and join recycled, natural and man-made materials more confidently. Link to Geography – Trip to Waterways museum and boat trip	Drawing Mark making soft, hard, broad, narrow, fine, pattern, smooth, rough, wrinkly, bumpy Tone tone, soft, hard, shiny, tone, light/dark, pale, deep Perspective and composition background, foreground 3D/Sculpture Slip, malleable materials, clay, rolling, kneading, textural effects surface, thumb pot, coil pot, roll, relief, texture, slabs	Impressionism (Monet, Renoir) Drawing Tone Develop a range of tone using a pencil (HB, 2B, 4B, 6B) and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Perspective and composition To be aware of foreground and background elements Media Layer different media, e.g., crayons, pastels and charcoal Painting Work confidently on a range of scales; Thin brush on small picture Large brush or large paper Colour Mix a range of secondary colours. Explore light and dark by mixing shades and tints by adding black and white. (Impressionist artist study) Explore tertiary colours (secondary and primary added together)	Drawing Tone tone, soft, hard, shiny, tone, light/dark, pale, deep Perspective and composition background, foreground Painting Optical mix (the process where a series of coloured marks blend to make a secondary colour – as in impressionist paintings) Tertiary colours	Victoriana (William Morris) Drawing Mark making To demonstrate a variety of ways to make different marks Shape/form Experiment with the visual elements: line, shape, pattern, surface texture and colour Textiles/collage Investigate textures and produce an expanding range of patterns. Use line and tone in different media to consider shape, shade, pattern and texture. Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)	Drawing Mark making soft, hard, broad, narrow, fine, pattern smooth, rough, wrinkly, bumpy Textiles/Collage Collage, cut-out, glue, layer, overlap, textures, fold, crumple, tear, overlap edges
Rapid Recap	Different mark making/lines Different ways of manipulating malleable materials (EYFS)		Marks/textures and forms explored Colours and colour mixing, paint effects (thick/thin paint)		Different types of pencil and effects gained, shading techniques Adding texture to surfaces, cutting/shaping	
National curriculum	Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.					
Exploring and developing ideas (ongoing skills)	Sketchbook Use a sketchbook to collect and record visual information from different sources Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Having the confidence to make mistakes (no rubbers in sketchbook, just draw again) Artist study Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures					
Evaluating and developing	Sketchbook Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Express feelings about a subject					

(ongoing skills)	Artist study Make notes about techniques used by artists, critiquing their work. Keep notes to indicate their intentions/purpose of a piece of work					
Year 3	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
Skills to cover over the year; Drawing Painting Printmaking Digital media	Stone Age Drawing Mark making To demonstrate a wide variety of ways to make different marks using different media Media Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Textures Create textures with a wide range of drawing implements. Apply use of pattern and texture in a drawing. Printmaking Research and discuss processes used to create simple prints which explore pattern and shape. Experiment with creating press prints using polyprint foam. Extend repeating patterns – by overlapping, using two contrasting colours	Drawing Mark making Hatching, cross-hatching, feathering, stippling (dots) Pencil shading techniques  Printmaking inking-up, roller, directions, rotate, raised, texture, effect, press print, scratched, pressure,	Exploring human form (Anthony Gormley) Drawing Shape/form To produce a careful drawing of a given object/ person with increased detail and awareness of some proportion. (Plan refine and alter their drawings as necessary) Tone Develop a range of tone using a pencil (HB, 2B, 4B, 6B) and use a variety of drawing techniques such as: light and shadow. Perspective and composition Begin to show an awareness of objects having a third dimension (Draw for a sustained period of time at their own level) Digital Media (Hannah Hoch) Use printed images and combine them with other media to produce art work. Take a photo from an unusual or thought-provoking viewpoint Create a piece of art which includes integrating a digital image they have taken.	Drawing Tone Shading, contrast  Digital Media Depending on program used, vocabulary relating to the tools within it. viewpoint, angle, edit, change, resize, mask, cut	Expressionism (Edvard Munch, Johannes Iften) Drawing Perspective and composition To begin to use foreground, middle ground and background within a drawing. Painting Connecting art to senses and emotions (Expressionism study) Colour To use primary, secondary and tertiary colours, creating shades and tints of a variety of colours. Explore creating tones by adding grey Explore and experiment with warm and cold colours understanding what they are and how they are used. Textures Experiment with different effects and textures including; <i>Blocking in colour,</i> <i>Creating washes,</i> <i>Layering colour,</i> <i>Adding texture by mixing paint with other materials and scratching paint.</i>	Drawing Perspective and composition foreground, middle ground, background Painting tertiary colours, washes, warm/cold colours,
Rapid Recap	Mark-making techniques, basic shading Simple stamping/imprinting techniques (leaf prints etc)		Different shading techniques – hatching etc Taking different types of photographs		Perspective/depth (third dimension) in drawings. Colour mixing primary colours to make secondary colours. Optical mix and it's relevance to Impressionism.	
Year 4	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
Skills to cover over the year; Drawing Painting 3D/Sculpture Textiles/collage	Water life (Hokusai, Jan Kilpatrick, Ana Teresa Barboza) Drawing Mark making Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Shape/form Developing techniques to create intricate patterns using different grades of pencil and other implements/media Understanding why they best suited. Textiles/Collage Create textured collages from a variety of media.	Drawing Mark making Hatching, cross-hatching, feathering, layering Tone Blending (mixing two shades/tones/colours to soften edges) Textiles/Collage tearing, overlapping, layering, materials, decoupage,	Balance and proportion in art (Fauvism – Andre Derain) Drawing Shape/form Explore relationships between line and tone, pattern and shape, line and texture To draw with increasing accuracy of proportion, form and shape. (Alter and refine drawings and describe changes using art vocabulary) Perspective and composition To use background, middle ground and background within a drawing Painting Colour To use primary, secondary and tertiary colours, creating shades, tints and tone with increasing accuracy.	Drawing Perspective and composition third dimension/three dimension height, length, breadth, recede Painting Complimentary (harmonious) colours, contrasting colours	Iconic buildings around the world (Architect study – Zara Hadid/Gaudi) Drawing Perspective and composition Create an observational drawing from a range of viewpoints. Have opportunities to develop further drawings featuring the third dimension and perspective. 3D/Sculpture Plan a sculpture through drawing and other preparatory work within sketchbook Use recycled, natural and man-made materials to create 3D sculpture.	Perspective and composition third dimension/three dimension height, length, breadth, recede 3D/Sculpture surface patterns, textures, join, construct, modelling, shape, develop, form, three-dimensional,

	Use a variety of techniques including weaving.		Explore and experiment with complementary (harmonious) and contrast colours understanding what they are and how they are used. Mix and match colours with increasing accuracy.		Describe the different qualities involved in modelling, sculpture and construction.	
Rapid Recap	Mark-making – different lines/hatching etc Grade of pencil effects Different effects and textures created by combining cut/torn/drawn materials Monet- impressionism yr2		Different shading techniques, fore/background Colour mixing, colours to express mood/feelings (link to expressionism)		Perspective, shading/line weight to create depth Different properties of sculptural materials, how to join, make marks and create texture in three dimensions.	
Year 5	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
Skills to cover over the year; Drawing Painting Printmaking 3D/Sculpture	Cubism (Jacob Lawrence) Drawing Mark making Independently demonstrate a variety of ways to make different marks using different media. Shape/form Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (Adapt, review and evaluate drawings) (Work in a sustained and independent way from observation, experience and imagination) Perspective and composition Begin to develop an awareness of composition, scale and proportion in their paintings. Painting Composition Show an awareness of how paintings are created (Part of artist study) Colour Demonstrate a secure knowledge about primary, secondary and tertiary colours. Understand when to use warm and cold, complementary and contrasting colours. Mix and match colours to create an atmosphere and light effects. Create imaginative work from a variety of sources.	Drawing Mark making Line weight, variation, direction Tone Tonal range, tonal contrast  Painting (Essentially a recap of prior vocabulary) record, observation, review, revisit, improve, design techniques, mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours	Urban forest/Rainforest Drawing Shape/form Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape Perspective and composition Develop further simple perspective in using a single focal point and horizon. Create an observational drawing from a range of viewpoints. 3D/Sculpture Plan a sculpture through drawing and other preparatory work within sketchbook Create 3D sculptures and constructions using relief sculpture chicken wire and mod-roc with increasing independence. Evaluate work in sketchbook	Drawing Perspective and composition perspective, single focal point, vanishing point horizon, 3D/Sculpture Shape, form, structure, viewpoints	Pop art (Andy Warhol/ Roy Liechtenstein) Drawing Shape/form Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape Printmaking Create prints on paper and fabric. Develop understanding of press print – building up layers of colour, adding further details to each printed layer. (Alter and modify art work.) Organise my work in terms of pattern, repetition, symmetry or random printing styles.	Printmaking Pattern, repetition, symmetry, layers, reduction method, block
Rapid Recap	Different ways to create line, tone, pattern, shade, ideas of depth within drawings Colour mixing and ways of using colour (impressionistic, expressionist). Different		Different ways to create line, tone, pattern, shade, ideas of depth within drawings – fore/mid/backgrounds. Creating 3D form – it can be seen from all angles.		Different ways to create line, tone, pattern, shade Repeating pattern prints (KS1) and how we used polyprint to create a printing block using marks and texture.	

	painting techniques (marks, washes, blocks)					
Year 6	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
Skills to cover over the year; Drawing Painting Textiles/collage Digital media	<u>Make your voice heard</u> (Banksy, Trix) Drawing Mark making Independently demonstrate a wide variety of ways to make different marks <u>Shape/form</u> Draw with increasing accuracy from observation and imagination. Manipulate and experiment with: Line Tone Pattern Texture Form Space Colour Shape <u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Digital Media Compose a photo with thought for textural qualities, light and shade. Combine a selection of images using digital technology considering colour, size and rotation.	<u>Drawing</u> <u>Perspective and composition</u> Scale, proportion (Recap) perspective, single focal point, vanishing point horizon, <u>Digital Media</u> Animation, stop-motion, frame, CGI, lighting, shadow Program specific vocabulary	<u>Surrealism</u> (Salvador Dali,Emmy Bridgwater) Drawing <u>Shape/form</u> Draw with increasing accuracy from observation and imagination. Manipulate and experiment with: Line Tone Pattern Texture Form Space Colour Shape <u>Perspective and Composition</u> To develop an awareness of composition, scale and proportion in their paintings e.g., foreground, middle ground and background. Painting <u>Composition</u> Show an awareness of how paintings are created (Part of artist study) <u>Colour</u> Explore and experiment with monochrome. Create imaginative work from a variety of sources.	(Recap) record, observation, review, revisit, improve, design techniques, mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours	<u>This is me</u> (Frida Kahlo) Drawing <u>Shape/form</u> Draw with increasing accuracy from observation and imagination. Manipulate and experiment with: Line Tone Pattern Texture Form Space Colour Shape Textiles/collage Experiment with using batik (wax resist) safely. (Combine with DT) Combine different techniques, colours and textures etc. when designing and making pieces of work.	<u>Textiles/collage</u> Batik, wax resist, Tjantings, colour-mix, dye <u>Painting</u>
Rapid Recap	Methods of creating textures, surfaces, and form using line, pattern, tone, shade etc. Ways of manipulating digital images.		One-point perspective Different painterly techniques (washes, thick paint, scratching into paint) and variety of marks/brushes		Methods of creating textures, surfaces, and form using line, pattern, tone, shade etc.	