



Burlington Junior School Art



Chronology in Art

(40,000 BC – 4000 BC) (4,000 BC – AD 400) (500 – 1,400 AD) (1400 – 1600) (1527 – 1540) (1600 – 1750) (1699 – 1780) (1750 – 1850)	Prehistoric Art Ancient Art Medieval Art Renaissance Mannerism Baroque Rococo Neoclassicism	(1780 – 1850) (1848 – 1900) (1865 – 1885) (1885 – 1910) (1890 – 1910) (1900 – 1935) (1905 – 1920) (1907 – 1914)	Romanticism Realism Impressionism Post-Impressionism Art Nouveau Fauvism Expressionism Cubism	(1916 – 1950) (1940s – 1950s) (1950s – 1960s) (1950s – 1960s) (1960s) (1960s – 1970s) (1960s – 1970s)	Surrealism Abstract Expressionism Optical Art Pop Art Art Povera Minimalism Conceptual	(1970 – present)	Post Modernism Feminist Neo-Expressionism Street Art Pictures Generation Appropriation Young British Artists (YBA) Digital Art
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Knowledge of Artists and Designers

Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Know how to explain what they are doing. Know how to recognise and describe some simple characteristics of different kinds of art and artists. 	<ul style="list-style-type: none"> Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. 	<ul style="list-style-type: none"> Know about (and be able to describe) the work of some artists, craftspeople, architects and designers. 	<ul style="list-style-type: none"> Know about (and be able to describe) some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. 	<ul style="list-style-type: none"> Know about (and be able to describe) some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. 	<ul style="list-style-type: none"> Know how to research and discuss the ideas and approaches of various artists, designers and architects; taking account of their particular cultural context and intentions.

Knowledge of Tools, Techniques and Processes

<ul style="list-style-type: none"> Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. 	<ul style="list-style-type: none"> Talk about the materials, techniques and processes they have used, using appropriate vocabulary. For example, they know the names of the tools and colours they use. 	<ul style="list-style-type: none"> Know how to explain the ways of using some of the tools and techniques they have chosen to work with. 	<ul style="list-style-type: none"> Understand and demonstrate how the tools they have chosen to work with should be effectively and safely used. 	<ul style="list-style-type: none"> Understand and demonstrate how the tools they have chosen to work with should be effectively and safely used. 	Understand how to describe the processes they are using and how they hope to achieve high quality outcomes
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Vocabulary of an Artist When Exploring, Developing and Evaluating Ideas

Observation Different Similar Compare Artist	Differences Similarities Background	In addition to previous years:		In addition to previous years:		In addition to previous years:		In addition to previous years:	
		Creative process Plan Design Make Adapt Sources Variation Plain Busy Rough	Smooth Swirling Uneven Colourful Bright Dark Realistic Unrealistic Simple Boring	Fine Dull Patterned Crowded Flat Natural Opaque Translucent Focus	Comparison Contrast Media Study Experiences Imagination Properties Reflecting Distance	Symbolic Subtle Complex Complimentary Contrasting	Purpose Manipulate Dry media Wet media Digital media Independent Research Range Sources	Test Atmosphere Representation Engaging Consistent Inconsistent Delicate Flowing Vibrant	

Exploring and Developing Ideas

<ul style="list-style-type: none"> • Work purposefully responding to colours, shapes, materials etc. • Create simple representations of people and other things. • Recognise that ideas can be expressed in art work. • Experiment with an open mind. 	<ul style="list-style-type: none"> • Try out different activities and make sensible choices about what to do next. • Use drawing to record ideas and experiences. • Draw recognisably from observation and begin to add some colour, shade and texture. 	<ul style="list-style-type: none"> • Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. • Draw with some scaling accuracy from observation adding colour, shade and texture. 	<ul style="list-style-type: none"> • Use sketchbooks and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. For example, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome. 	<ul style="list-style-type: none"> • Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. • Confidently use sketchbooks for a variety of purposes including: recording observations, develop ideas; testing materials; planning and recording information. 	<ul style="list-style-type: none"> • Independently develop a range of ideas which show curiosity, imagination and originality. • Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. For example, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used.
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Evaluating and Developing Work

<ul style="list-style-type: none"> Recognise and describe key features of their own and other's work. Show interest in and describe what they think about the work of others. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> When looking at creative work express clear preferences and give some reasons for these. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> Take time to reflect (annotations in their sketchbooks) upon what they like and dislike about their work in order to improve it. 	<ul style="list-style-type: none"> Regularly reflect upon their own work (annotations in their sketchbooks) and use comparisons with the work of others (pupils and artists) to identify how to improve. 	<ul style="list-style-type: none"> Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Thoughtful annotations in sketchbooks. 	<ul style="list-style-type: none"> Provide a reasoned evaluation of both their own and professionals' work, which takes into account the starting points, intentions and context behind the work. Detailed annotations in sketchbooks
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Drawing

<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with design, texture and form 	<ul style="list-style-type: none"> Use a variety of tools, including: pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour. 	<ul style="list-style-type: none"> Draw with some scaling accuracy from observation adding colour, shade and texture. Line- Experiment with different grades of pencil and other implements to create lines and marks. Form- Begin to show objects having a third dimension and begin to draw objects to scale. Tone- Experiment with different grades of pencil to create tone and apply tone in a drawing in a simple way. Texture – Create and apply texture and pattern. 	<ul style="list-style-type: none"> Scaling is evident when drawing Line - Experiment with different grades of pencil and other implements (e.g. charcoal) to create lines and marks. Form - Begin to show objects having a third dimension. Draw objects to scale and begin to show proportion. Tone- Experiment with different grades of pencil to create tone and apply tone in a drawing in a simple way. Texture – Create and apply texture and pattern. 	<ul style="list-style-type: none"> Observational drawings are accurate using <u>perspective</u> and or <u>shading for depth texture and realism</u>. Create detailed drawings and develop close observation skills using a variety of viewfinders. Lines, marks, tone, form and texture: - Use dry and wet media to make different marks, lines patterns and shapes within a drawing. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e shading and hatching within their own work. Perspective and Composition: - Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of -composition, scale and proportion in their paintings. E.g. foreground, middle ground and background 	<ul style="list-style-type: none"> Independently select and effectively use relevant processes in order to create successful and finished work. <u>Observational drawing evidences convincing scale, depth, texture, and tone through the majority of a piece.</u> Create detailed drawings and develop close observation skills using a variety of viewfinders. Lines, marks, tone, form and texture:
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Vocabulary of an artist when drawing (In addition to previous years)

Shade Change	Sketchbook Layer Smudge Blend Tone Layer Figure Object Single Group Pattern	Grades of pencil Scale Symmetry Refine Alter Visual Sources Texture line	Paper types	Perspective Vanishing point	Dry media Wet media Mixed media Form
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Painting

		<ul style="list-style-type: none"> Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Select appropriate size brushes for the scale and nature of the task. <p>[COLOUR]</p> <ul style="list-style-type: none"> Revise primary and secondary colours and colour mixing. Mix and use tints and shades. 	<ul style="list-style-type: none"> Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Select appropriate sized brushes for the scale and nature of the task. <p>[COLOUR]</p> <ul style="list-style-type: none"> Revise primary and secondary colours and colour mixing. Mix and use tints and shades. Teach basic water-colour skills, i.e. washes, tints and blending. 	<ul style="list-style-type: none"> Develop a painting from a drawing. Carry out preliminary studies, trying out different materials and mixing appropriate colours. <p>[COLOUR]</p> <ul style="list-style-type: none"> Mix and match colour to create atmosphere and light effects. Be able to identify primary, secondary, complementary and contrasting colours. Work with complementary colours. 	<ul style="list-style-type: none"> Develop a painting from a drawing. Carry out preliminary studies, trying out different materials and mixing appropriate colours. <p>[COLOUR]</p> <ul style="list-style-type: none"> Mix and match colour to create atmosphere and light effects. Be able to identify primary, secondary, complementary and contrasting colours. Work with complementary colours.
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Printing

		<ul style="list-style-type: none"> Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays. 	<ul style="list-style-type: none"> Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays. 	<ul style="list-style-type: none"> Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints. 	<ul style="list-style-type: none"> Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints.
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Vocabulary of an artist when Painting and Printing (In addition to previous years)

Brush size Paint (poster, powder, watercolour) Natural and man-made Printing (block) Rubbings Pattern	Shade Tone Acrylic paint Water colour paint Poster paint Brush mark Artefact Objects Layering Scraping Scales (small, large)	Colour-scheme Colour spectrum Tertiary colours Blocking Colour washing Thickened paint Properties Application Opacity Water resistant Pattern Shape	Tint Tone Hue Marbling Silkscreen Coldwater paste	Colour match Colour mix Warm colours Cold colours Complementary colours Contrasting colours Poly bricks Relief Resist Layers Repetition Inks Overlay	Harmony Composition Mood Abstract
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3D Form, Textiles, Collage

		<ul style="list-style-type: none"> • 3D and SCULPTURE Plan, design and make models from observation or imagination. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures in a malleable material. • COLLAGE] Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures 	<ul style="list-style-type: none"> • 3D and SCULPTURE Plan, design and make models from observation or imagination. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures in a malleable material. • [COLLAGE] Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. 	<ul style="list-style-type: none"> • 3D and SCULPTURE Shape, form, model and construct from observation or imagination. • Use recycled, natural and man-made materials to create sculptures. • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay inc. slabs, coils, slips, etc • Produce intricate patterns and textures in a malleable media • [COLLAGE] Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures etc when designing and making pieces of work. • Use collage as a means of extending work from initial ideas. 	<ul style="list-style-type: none"> • 3D and SCULPTURE Shape, form, model and construct from observation or imagination. • Use recycled, natural and man-made materials to create sculptures • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay inc. slabs, coils, slips, etc • Produce intricate patterns and textures in a malleable media. • [COLLAGE] Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures etc when designing and making pieces of work.
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					<ul style="list-style-type: none"> Use collage as a means of extending work from initial ideas.
Vocabulary of an Artist When Using Textiles, Collage and 3D-Form					
Sculpture Manipulate Shaping Slip Form	Weaving French-knitting Stitch Knot Tie-dyeing Fabric crayons Wax / oil-resistant Care Malleable Recycled	Printing Quilting Embroidery Paper and paper trappings Appliqué Overlapping Layering Papier mache Transparent	Carving Surface Tactile	Tapestry	Slabs Coils Mould Plaster

National Curriculum KS2 Art Objectives:

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