



**St Paul's C of E Primary School**

**Art Subject Pathway 1: Immersion, Explore and Create**

	Northgate (N/R)	Eastgate (1/2)	Southgate (3/4)	Westgate (5/6)
	<b>Through exploration and application of the essential concepts, pupils will:</b>			
<b>Immerse. The art technique/ artist</b>	<p>To know that an artist is a person who creates pieces of art</p> <p>To discuss what I like and don't like about a piece of artwork</p> <p>To use words to describe the colours and images in different pieces of artwork</p> <p><i>Vocabulary</i> Artist, different, same, like, dislike, back, front, light, dark, colour (ful)</p>	<p>Introduce the work of a range of artists.</p> <p>Looking at the language used to describe art work.</p> <ul style="list-style-type: none"> <li>Describe the work of artists and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul> <p><i>Vocabulary</i> Artist, different, similar, compare, observe, (observation) background, foreground, light, dark, colour (ful), bright, dull, pattern</p>	<p>To build upon known work of artists seen before to begin to understand and discover craft makers and designers, in addition to artists</p> <p>About the work of a range of artists, craft makers and designers.</p> <ul style="list-style-type: none"> <li>Replicate some of the techniques used by famous artists, artisans and designers.</li> <li>Create original pieces that are influenced/inspired by studies of others.</li> </ul> <p><i>Vocabulary</i> Middle ground, detail, develop, complement, contrast, variety (variations), creative process, technique, symbolic, patterned, pale, deep, vibrant, balance</p>	<p>To identify, discuss and evaluate great artists, architects and designers in history.</p> <ul style="list-style-type: none"> <li>Give details / information (may include own sketches) about the style of some famous artists, artisans and designers.</li> <li>To show how the work of artists studied was influential in both society and to other artists.</li> <li>Create original pieces showing a range of different influences and styles.</li> </ul> <p><i>Vocabulary</i> Representation, atmosphere, subtle, complex, perspective, proportion, intense, emotion(al), engaging, flowing, delicate,</p>
<b>Explore and Create: Learn new technique, skills and language</b>	<p>To use a selection of materials or objects to create a piece of art – based on the theme being taught</p> <p>To use a paintbrush/ pencil/ pen to make marks on paper and describe what has been created</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>To use a pencil to make marks and lines when drawing</li> <li>To begin to draw different lines - sizes and thickness.</li> <li>To colour own work.</li> </ul>	<p>To begin to use a range of materials creatively to make an imaginative piece e.g. <i>a castle for Cinderella, chairs for the three bears.</i></p> <p>To begin to use the skills of drawing, painting and sculpture to develop and share their ideas and experiences.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, shape, and space.</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>To begin to show accuracy and care when drawing</li> <li>To draw different lines - sizes and thickness.</li> <li>To colour (own work) neatly.</li> <li>To begin to add dots and lines to show pattern and texture.</li> <li>To start to use different coloured pencils to add tone.</li> </ul>	<p>To develop the use of a range of materials creatively to design and make products discussed at a group or class level.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and form.</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>To use different graphite pencils to show line, tone and texture.</li> <li>To begin to annotate sketches to explain their ideas.</li> <li>To sketch lightly (no rubbers).</li> <li>To start to use shading to show light and shadow.</li> <li>To start to use hatching and cross hatching to add texture.</li> </ul>	<p>To improve their mastery of art and design techniques to create artwork that displays individuality and personality.</p> <p>To master the skills of drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>To use a variety of techniques to add interest,</li> <li>To use a choice of techniques to show movement, perspective, shadows and reflection.</li> <li>To discuss and choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>To use lines to represent movement.</li> </ul>

<p>Painting</p> <ul style="list-style-type: none"> <li>To begin to experiment using thick and thin brushes.</li> <li>To understand that we can mix primary colours – red and yellow to make orange.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>To begin to use scissors to cut a thin material (paper)</li> <li>To use cut, torn and glued materials</li> <li>To arrange materials dependent on a variable eg. Rough, smooth, shiny.</li> </ul> <p>Print</p> <ul style="list-style-type: none"> <li>To successfully use shapes to make a pattern</li> <li>To use objects to create prints (e.g. sponges, string).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul>	<p>Painting</p> <ul style="list-style-type: none"> <li>To experiment using thick and thin brushes.</li> <li>To understand that we can mix primary colours – red and yellow to make orange.</li> <li>To know that if we add white and black it will change the tone of a colour</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>To begin to carefully use a range of small tools, including scissors</li> <li>To use cut, torn and glued materials.</li> <li>To sort and arrange materials dependent on a variable</li> <li>To begin to mix materials to create new textures</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>To use different shapes which may include lines and texture.</li> <li>To use rolled up paper, straws, paper, card and clay as materials.</li> <li>To use rolling, cutting, moulding and carving.</li> </ul> <p>Print</p> <ul style="list-style-type: none"> <li>To successfully use repeating and overlapping shapes.</li> <li>To start to look at print in the environment (e.g. wallpapers).</li> <li>To use objects to create prints</li> <li>Press, roll, rub and stamp to make prints.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>To use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	<p>Painting</p> <ul style="list-style-type: none"> <li>To use brush techniques to produce shapes, textures, patterns and lines.</li> <li>To understand how to mix colours effectively.</li> <li>To use watercolour for washes then add detail.</li> <li>To create mood with colour.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>To arrange materials for a striking effect.</li> <li>To ensure work is precise.</li> <li>Start to use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>To create and combine shapes to produce a recognisable model (e.g. nets or solid materials).</li> <li>To use texture that conveys feelings, expression or movement.</li> <li>To use clay and other mouldable materials.</li> <li>To begin to add interesting detail.</li> </ul> <p>Print</p> <ul style="list-style-type: none"> <li>To effectively layer two or more colours.</li> <li>To begin to copy patterns from the environments.</li> <li>To make printing blocks (e.g. from coiled string glued to a block).</li> <li>To make precise repeating patterns.</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>To begin to use weaving</li> <li>To join materials by gluing and stitching.</li> <li>To start to use plaiting.</li> <li>To begin to use dip dye techniques.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>To create images, video and sound recordings and explain why they were made</li> </ul>	<p>Painting</p> <ul style="list-style-type: none"> <li>To sketch (lightly) before painting.</li> <li>To discuss and create a colour palette based on our environment.</li> <li>To use different paints to create interesting art work.</li> <li>To combine colours, tones and tints add mood of a piece.</li> <li>To use brush techniques and paints to create texture.</li> <li>To develop their own style of art work based ideas from other artists.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>To effectively mix textures.</li> <li>To successfully combine visual and tactile qualities.</li> <li>Start to use ceramic mosaic materials and techniques.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>To show life-like qualities, proportions or, if abstract, interpretations.</li> <li>To successfully use tools to carve and add shapes, texture and pattern.</li> <li>Begin to combine visual and tactile qualities.</li> <li>To use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> <p>Print</p> <ul style="list-style-type: none"> <li>Effectively build up layers of colours.</li> <li>To create an accurate pattern, showing fine detail.</li> <li>To use a range of visual elements to reflect the purpose of the work.</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>To show precision in techniques.</li> <li>To discuss and choose from a range of stitching techniques.</li> <li>To combine previously learned techniques to create pieces.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>To enhance digital media by editing (sound, video, animation, still images and installations).</li> </ul>
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<p><i>Evaluate and Analyse</i> To begin to comment on other people's work) saying what they like or dislike.</p> <p><i>Vocabulary</i> Draw, line, thick, thin, shape, colour, pattern, repeating mix, primary colours, Materials, tools, press, roll, stamp, pattern, rolling, cutting</p>	<p><i>Evaluate and Analyse</i> To begin to comment on other people's work (artists or peers) saying what they like or dislike and give reasons for this</p> <p><i>Vocabulary</i> Draw, sketch, line, thick, thin, shape, colour, pattern, texture, repeating Technique, match, mix, primary colours, secondary colours, thick brush, thin brush, warm (colours), cold (colours) Materials, tools, press, roll, stamp, rubbings, pattern, printing block Model, collage, textiles, rolling, cutting, moulding, carving, kneading, shaping, join, natural, man-made, texture, glue, stitch, plait, tearing, fold(ing)</p>	<p><i>Evaluate and Analyse</i> To give personal opinions, with justification about likes and dislikes about a piece of art. To describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><i>Vocabulary</i> Tone, texture, blend, shading, light, shadow, grades of pencil, hatching, cross-hatching, figure Wash, mood, watercolour, tertiary colours, , colour wheel, tone, shade, combine, brush strokes, paint (poster, powder, acrylic), Block printing, layering, scraping, gouge, Sculpture, slip, form, manipulate, construct, cross-stitch, back-stitch, weave, quilt, pad, fabric, detail, form, texture, expression, movement, over-lapping, crumple</p>	<p><i>Evaluate and Analyse</i> To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To compare ideas, methods and approaches in my own and others work and comment on what I think and feel about it.</p> <p><i>Vocabulary</i> Smudge, refine, alter, layer, realistic, impressionistic, movement Palette, spectrum, tint, hue, colour wash, complimentary (colours), contrasting (colours), overlay Motif, relief, impressed, resist, visual elements Visual elements, tactile, frameworks, stability, form, precision (in techniques, tapestry, applique, harmony, coils, slabs, malleable</p>
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