

GUARDIAN ANGELS' RCPS AND OUR LADY OF LOURDES RCPS
SEQUENCING OF ART UNITS OF WORK (SKILLS)

NURSERY

Learning Journey One Line Drawing Final piece – Shape Drawing Artist of Study – Leonardo Da Vinci		Learning Journey Two <i>Painting and Printing</i> Final piece – Expressive Painting Artist of Study – Jackson Pollock		Learning Journey Three <i>Famous Artist</i> Final piece – Clay Plate Artist of Study – Josiah Wedgewood
✓ Grip and hold the media to make marks on different types of paper. ✓ Make different marks and know which pieces of equipment are appropriate for drawing. ✓ Close lines to make a shape. ✓ Draw a head and be able to identify different components of what they see such as eyes, hair, nose, ears, chin. ✓ Use simple shapes to depict emotions. ✓ Make marks on different surfaces. ✓ Draw around their toes and feet. ✓ Draw the outline of their bodies as they lie on paper. ✓ Add on features such as eyes, nose, ears, clothes. ✓ Depict a person through using stick men, Know how to depict different poses such as lying down, running. Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.		✓ Children will explore paint as a medium to use. Children will look at hand painting and finger printing with paints and how to dip into paint and print this onto paper to create a picture. Children will begin to discuss what they have created. ✓ Express their ideas from a source e.g. a tree, and use marks freely to depict the tree. ✓ Select resources for purpose. ✓ Identify different components of what they see such as leaves, branches, trunk. ✓ Reference components using painting. ✓ Identify the colours to be used in their artwork. ✓ Hold painting (brush, sponge etc) with control using full grip. ✓ Move paint on a surface using brush strokes (multi-directional). ✓ Close lines, using some control, to create a shape. ✓ Represent natural forms and features using simple shapes e.g. shell, flower, apple. ✓ Paint hatching brush strokes.		✓ Children will start to be able to say what they like about Josiah Wedgewood ceramics. ✓ Children will be able to identify the works of Josiah Wedgewood. ✓ Children will be able to cut shapes out of clay or play doh. ✓ Children will be able to make shapes using clay or play doh and start to talk about what they are or what they mean. ✓ Children will be able to use tools to cut and shape clay. ✓ Children will be able to make the shape of a plate. ✓ Some children will be able to add detail to the plate using tools to etch or add decoration and detail. ✓ Children will begin to express if they like their creation and why.

		✓ Know what happens when you paint over another colour while it is still wet. ✓ Create an expressive painting. Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.		
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RECEPTION				
Learning Journey One <i>Line Drawing</i> Final piece – House & Family Drawing Artist of Study – LS Lowry ✓ Name their drawing and explain what they have drawn. ✓ Make thicker/thinner marks to change tone and shade. ✓ Identify and then draw components of plants and trees and know the effect of light/darker lines, thinner/thicker lines on what they are drawing. ✓ Building on their skills from Nursery, they will know how to draw parts of humans. Revise parts of the head and extend to: shoulders, neck, hair, arms coming from shoulders, eyebrows, etc.		Learning Journey Two <i>Painting and Printing</i> Final piece – Animal Painting Artist of Study – Joan Miro ✓ Children will be taught to how a paint brush correctly and how to create brushstrokes properly. ✓ Children will explore primary colours and mixing these. ✓ Children will create a simple painted picture and how folding and pressing this together can create a simple print. ✓ Identify components of objects such as petal, stem, bud, leaf, branch, trunk and represent these using appropriate shapes. ✓ Choose colours to be used in an artwork. ✓ Hold painting medium (paintbrush, sponge brush etc) with increasing control,		Learning Journey Three <i>Famous Artist</i> Final piece – Observational Ceramic Drawing Artist of Study – Chinese Ceramics ✓ Children will be able to recall simple sculpting techniques. ✓ Children will know what Chinese Ceramics looks like and be able to start to say what they like and dislike about it. ✓ Children will be able to recall simple drawing techniques. ✓ Children will be able to draw a simple shape which represents a picture of Chinese Ceramics. ✓ Children will be able to evaluate their work by expressing why they like and why.

✓ Use a full grip of three fingered grip when drawing. Using drawing media, create basic shapes that represent objects. Add to existing shape to create different effects e.g. hairstyles. ✓ Represent different textures of an object using pencils, chalk and charcoal. ✓ Create lines that consist of differing weights (thick and thin) by changing the apparatus or pressure. ✓ Draw a picture of their house and family. Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.		using a consistent full grip or three-fingered grip. ✓ Create lines and shapes that more clearly reference a given shape or concept. ✓ Using painting apparatus, they can create basic shapes that represent objects from observation or imagination e.g. from a trip to the farm, from sitting in the park. ✓ Represent textures of an object using different brush strokes. E.g. sharp strokes for tree bark. Know that sometimes it is good to have thicker paint. ✓ Create lines that consist of differing weights (thick and thin) by changing the position of the paintbrush or selecting appropriate apparatus. ✓ Experiment and create with different colours based on knowledge of mixing. ✓ From music/song, keeping their paintbrush on the paper, depict the sounds that they hear. ✓ Produce a painting of an animal.		
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YEAR 1

Learning Journey One

Line Drawing

Final piece – Flower Sketch

Artist of Study – Pablo Picasso

- ✓ Use to make something look darker/lighter and know that a pencil grip can change how marks are applied on a surface.
- ✓ Begin hatching to explore its effect in making drawings and know the effect of diagonal and vertical lines when drawing.
- ✓ Draw a person as though they are standing and as though they are moving.
- ✓ Add detail into a drawing by using horizontal, vertical or diagonal lines or dots.
- ✓ Draw a bird, cat, dog, horse, mini beast and learn how to look carefully and to draw what you see not what you think you see.
- ✓ Draw a flower with added detail for final piece.

Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.



Learning Journey Two

Painting and Printing

Final piece – Shape Printing

Artist of Study – Orla Kiely

- ✓ Children will mix primary colours and have the understanding that mixing these create secondary colours. Children will look at how to create simple prints using sponges and how different shapes and colours can overlap each other to create artistic composition.
- ✓ Hold the paintbrush close to the tip for control and detail. Hold the paintbrush further towards the end for loose mark making.
- ✓ Create simple shapes from a medium to recreate on the page.
- ✓ Apply simple lines to clearly define the shape.
- ✓ Collect ideas from designers such as Orla Kiely, Louis Vuitton, Dior, Chanel focusing on the use of simple repeating patterns.
- ✓ Create a planned sketch using artist pencils and skills developed in autumn term.
- ✓ Apply sufficient paint and pressure to create desired outcome for printing.
- ✓ Refine lines to make them more accurate by using controlled application.
- ✓ Mix and then apply different colour and pressure and values (dark, mid and light) by adding white or black to a colour.



Learning Journey Three

Famous Artist

Final piece – Pottery Bowl

Artist of Study – Clarice Cliff

- ✓ Children will be able to build on their sculpting skills and be able to make shapes out of clay and identify them.
- ✓ Children will be able to talk about Clarice Cliff and identify her designs.
- ✓ Children will be able to talk about Clarice Cliff using likes and dislikes.
- ✓ Children will be able to identify ceramics that they like from which to base their own design on.
- ✓ Children will be able to design their own ceramic bowl.
- ✓ Children will be able to shape their bowl using progressive sculpting skills.
- ✓ Some children will be able to add detail to their design.
- ✓ Children will be able to evaluate their design with likes and dislikes.

		✓ Print something that is influenced by the designers researched. Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.		
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YEAR 2				
Learning Journey One <i>Line Drawing</i> Final piece – Textured Sketch Artist of Study – Yayoi Kusama ✓ Experiment with tone using different mediums (chalk, charcoal). ✓ Hold the pencil close to the point to help control and detail, and further towards the end for loose sketching. ✓ Draw and eye. Know how to sketch by holding the pencil further towards the end for loose sketching. ✓ Draw refined lines that appear sharp. ✓ Begin to hold a pencil at an angle when applying different tones. ✓ Begin to blend tones or gradients using appropriate pressure.		Learning Journey Two <i>Painting and Printing</i> Final piece – Fabric Printing Artist of Study – Andy Warhol ✓ Hold the paintbrush close to the point will help control and detail. Brush strokes are more fluid and expressive when creating sketched lines. Grip towards the end. ✓ Blend tones or gradients using appropriate pressure when using a paintbrush. (Light pressure blends paint). ✓ When lines are refined, they will appear sharper. ✓ Apply different tones (dark, mid and light). ✓ Blend different tones blended together from light, mid to dark using a paintbrush.		Learning Journey Three <i>Famous Artist</i> Final piece – Jewellery Artist of Study – Florence Koehler ✓ Children will be able to build on their knowledge of artists and understand that jewellery making is another expression of art. ✓ Children will know and recall the previous artists and their mediums. ✓ Children will research and evaluate different types of craft making. ✓ Children will annotate in their sketchbooks, the different types of sculptures and craft makers and be able to discuss clearly their likes and dislikes and reasons for them. ✓ Children will know and research the different design and tools that craft makers and jewellery designers can use.

✓ Begin to follow the contour lines of a shape when shading (directional shading). ✓ Choose a position of the pencil based on purpose. E.g. angled to apply tone. ✓ Draw a textured sketch encompassing the toning & shading skills. Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.		✓ Paint trees in landscapes, flowers and water. ✓ Know what a 'wash' is. ✓ Research and annotate artists of study: (Pieter Bruegel the Elder; Kanagawa; Andy Warhol Tama Kiyohara) ✓ Apply paint to fabric using a printing method. ✓ Use the correct pressure understanding the use of bold colours and less intricate designs. ✓ Use printmaking as a means of drawing. ✓ Create order, symmetry or irregularity. ✓ Extends repeating patterns – overlapping using two contrasting colours. ✓ Identify the different forms of printing – books, pictures, wallpaper, fabrics. ✓ Produce a painting using fabric. Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.		✓ Children will plan and evaluate the different designs and annotate in their sketchbooks. ✓ Children will create a piece of jewellery using beads and string according to their design. ✓ Children will be able to evaluate their own work.
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YEAR 3

Learning Journey One

Line Drawing

Final piece – Fruit Sketch

Artist of Study – Maurits Cornelis Escher

- ✓ Add different tones with a pencil at a shallow angle.
- ✓ Use tone to create contrast in a drawing (difference between light and dark)
- ✓ Draw circles and use directional marks to depict circular objects.
- ✓ Use shading in order that their objects can begin to possess form.
- ✓ Use cross hatching to show areas of dark and light areas of an object.
- ✓ In sketch books sketch objects with different pencil marks to test which is the best for an effect.
- ✓ Use marks and a combination of marks create depth and form in drawings: loops, stippling, dabbing.
- ✓ In sketch books try the different marks in portraits and in still life.
- ✓ Test out the different positions of objects in a still life.
- ✓ Use a pencil adding shading to draw eyes.
- ✓ Draw a fruit sketch encompassing the new skills.



Learning Journey Two

Painting and Printing

Final piece – Impressed Printing

Artist of Study – Stephen Alcorn

- ✓ Children will learn about a variety of different forms of printing.
- ✓ Children will learn how to create their own printing medium using polystyrene.
- ✓ Children will carve and create intricate printing onto polystyrene and will then print this onto paper.
- ✓ Use the equipment and media with increasing confidence.
- ✓ Use relief and impressed printing processes.
- ✓ Use sketchbooks to record textures and patterns
- ✓ Use language appropriate to the skill.
- ✓ Discuss and communicate their own work and that of others and other artists.
- ✓ Explores images through a variety of paper.
- ✓ Explores colour mixing through overlapping colour prints deliberately.
- ✓ Produces an increasingly intricate impressed printing.

Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.



Learning Journey Three

Famous Artist

Final piece – Column Building Sketch

Artist of Study – Iktinos & Callicrates

- ✓ Children will be able to talk about architecture as an expression of art.
- ✓ Children will be able to identify the works of Iktinos & Callicrates and be able to link these to modern architecture.
- ✓ Through research and annotations in sketchbooks, children will be able to evaluate the work of Iktinos & Callicrates.
- ✓ Children will recap in their sketchbooks the previously developed skills for line drawing.
- ✓ Children will refine and develop these skills to create a line drawing of the Parthenon architectural drawing.
- ✓ Children will be able to evaluate at midpoint in order to refine and add detail to their architectural drawing.
- ✓ Children will be able to evaluate their own work.
- ✓ Children will begin to be able to evaluate the works of others in a positive way.

Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.				
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YEAR 4				
Learning Journey One <i>Line Drawing</i> Final piece – Self Portrait Artist of Study – Leonardo Da Vinci		Learning Journey Two <i>Painting and Printing</i> Final piece – Marbling Collage Artist of Study – Sonia Boyce		Learning Journey Three <i>Famous Artist</i> Final piece – Repeated Pattern Fabric Artist of Study – William Morris
✓ Use pencils they based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones. ✓ Measure shapes from observation using a scaling method using their thumb and pencil – relates this method to scaling of human figure – 7 ½ head lengths. ✓ When drawing from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion.	➡	✓ Use equipment with confidence. ✓ Add oil and colour to the mixture to get the desired colour and effect. ✓ Annotate artists of study work with reference to aspects they will replicate. ✓ Select correct materials to print with and on. ✓ Match the tool to the material. ✓ Combine skills more readily. ✓ Choose collage or textiles as a means of extending work already achieved.	➡	✓ Children will be able to build on their knowledge of artists and put an increasing number of famous paintings on a timeline. ✓ Children will recap on other styles of artists they have been taught and create mind maps for facts they recall. ✓ Children will know that William Morris was a British Textile Designer and how this is another expression of art. ✓ They will create a mind map of facts and know that he was also a poet, artist and fantasy writer.

✓ Use erasers for different purposes e.g. putty erasers and soft easers E.g. If the artist in study creates a dark, melancholic mood with high contrast, a range of pencils should be used. ✓ Draw objects that are correctly sized in comparison to others within an artwork (portray distance). ✓ Create objects in the foreground that appear larger than those in the back and midground. When drawing, elements of the same object are draw using an accurate proportion e.g. the facial features. ✓ Use different pressures to relieve a drawing of graphite to uncover lighter tones. ✓ Identify areas of shadow and light and blend tones accurately to create soft gradients. Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading. ✓ Use directional shading to portray form and realism. ✓ When creating perspective drawings, a horizon line and vanishing points are used. ✓ Annotate the work of artists in sketch books and explain how they created their art, the meanings and symbols, how they create perspective. ✓ Draw animals such as cats, dogs, birds with more detail and using different mark making and with some perspective elements. ✓ Draw some flowers and trees with an idea of perspective.		✓ Refine and alter ideas and explain choices using an art vocabulary. ✓ Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. ✓ Produce collage using marbling technique.		✓ Children will evaluate the work of William Morris and confidently give reasons for likes and dislikes. ✓ Children will use their sketch books to replicate the intricate designs and create plans for their final piece. ✓ Children will annotate works of Morris and other Art Deco designers and compare and contrast. ✓ Children will understand the processes and methods used by Morris and plan for these in their final design. ✓ They will consider more than one style and add details to their design drawings. ✓ Children will experiment with different mediums to create their final piece just like Morris (silk, mohair and wool). ✓ Children will create a final design produced on fabric to celebrate a repeating pattern, using all the considerations of the style of Art Deco and Morris. ✓ Children will know what aspects of his work to replicate in their design and their reasons for this. Final piece – Scroll Artist of Study – Ancient Egyptians ✓ Children will be able to build on their knowledge of artists and put an increasing number of famous paintings on a timeline.
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✓ Produce a self portrait Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.				✓ Children will recap on other styles of artists they have been taught and create mind maps for facts they recall. ✓ Children will be able to discuss Ancient Egyptian Art and compare this to other artists they have been taught about. ✓ Children will be able to annotate artwork in sketchbooks using likes and dislikes. ✓ Children will be able to use the work of Ancient Egyptians to design their own artwork which will become part of a whole class design. ✓ Children will be able to refine their design, carrying out midpoint evaluation. ✓ Children will be able to contribute to the final design with their own. ✓ Children will begin to be able to evaluate the works of others in a positive way.
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YEAR 5

YEAR 5				
Learning Journey One <i>Line Drawing</i> Final piece – Architecture sketch Artist of Study – LS Lowry ✓ Draw areas of light and shadow in an observational drawing. ✓ Draw reflection.		Learning Journey Two <i>Painting and Printing</i> Final piece – Landscape Painting Artist of Study – Claude Monet		Learning Journey Three <i>Famous Artist</i> Final piece – Local Architectural Drawing Artist of Study – Alfred Waterhouse

✓ Light and shadow is captured in the correct areas with knowledge of light source. ✓ Show a range of techniques to create texture e.g. stippling. ✓ Consider perspective when creating a drawing and composition. ✓ Compose a drawing to make the viewers eye go on a journey. ✓ Make scaling accurate using appropriate measuring methods. ✓ .Annotate famous paintings with shadow and analyse the techniques used (Lowry, Van Gough Claude Monet and Degas). Look for light and dark perspective and how they used pencil marks to create depth and form. ✓ Draw light and shadow onto a portrait and drawing of an animal. ✓ Draw light and shadow onto a reflection. ✓ Produce a sketch of footwear encompassing the skills of 2D and 3D drawings and the line of light and shadows. Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.		✓ Different painting techniques will be explored such as bleeds, tape bleeds, coloured layers, lines and splatter. ✓ Children will be able to discuss the difference between these techniques and what effect they have on a picture. ✓ Children will use these taught techniques to add detail to the background and foreground of their pictures. ✓ Children will explore landscape artwork and how to recreate these. ✓ Capture light and shadow in the correct areas with knowledge of light source. ✓ Consider perspective when creating a painting (1 and 2 -point perspective). ✓ Paint so that lines diminish at the vanishing point. ✓ Use scaling and composition for a balanced artwork. E.g. the focal point may not be centred but is in the foreground to highlight its importance. ✓ Paint details by making short strokes. ✓ Paint with perspective: 3-point perspective; Multi-point perspective ✓ Stipple and know how pointillists painted. ✓ Annotate a label with detail and correct vocabulary the works of a range of artists, including Artist of Study; Claude Monet; Vincent Van Gogh; Berthe Morrisot; Seurat; Sisley; Mary Cassatt; Renoir and Eva Gonzalès. ✓ Produce a Landscape Painting Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.		✓ Children will be able to talk about architecture as an expression of art. ✓ Children will be able to recall previously taught architects. ✓ Children will be able to identify the works of Waterhouse and be able to link these to modern architecture. ✓ Through research and annotations in sketchbooks, children will be able to evaluate the work of Waterhouse. ✓ Children will recap in their sketchbooks the previously developed skills for line drawing. ✓ Children will refine and develop these skills to create a line drawing of a chosen aspect of a Waterhouse architectural drawing. ✓ Children will compare his designs to other architectural styles. ✓ Children will be able to discuss and annotate how the style of the Victoria Gothic Revival differs from buildings from 100 years before and 100 years after. ✓ Children will explore CAD to recreate a design based on the Waterhouse style. ✓ Children will create a line drawing sketch of a building based on the Waterhouse style. ✓ Children will be able to evaluate at midpoint in order to refine and add detail to their architectural drawing. ✓ Children will be able to evaluate their own work.
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				✓ Children will begin to be able to evaluate the works of others in a positive way.
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YEAR 6

YEAR 6				
Learning Journey One <i>Line Drawing</i> Final piece – Landscape/City Scape Sketch Artist of Study – William Turner ✓ Children will sketch a picture with a focus on the focal point and how this works including the horizon line. ✓ Children will be able to apply previously taught skills of toning and shading and develop these to create a landscape sketch. ✓ Annotate some works from artists study (William Turner, Picasso, Frida Kahlo, Salvador Dali, Barbara Hepworth. LS Lowry) in sketch books analysing their use of shade and tone. ✓ A more expressive range of drawing apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. drawing with string or natural objects. Can draw an object from		Learning Journey Two <i>Painting and Printing</i> Final piece – Mood Painting Artist of Study – Mark Rothko ✓ Colour will be explored and how it can depict mood of an art piece. ✓ Children will look at artists who use this in their own work. ✓ Children will look in detail about complimentary colours and how to create darker tones and light tones with colour. ✓ Children will explore how the thickness of paintbrushes have effect on detail. ✓ Children will explore foreground and background and silhouette shapes with reflections and how wash of colours can create this. ✓ Show areas of light and shadow in an observational painting based on one or several light sources. ✓ Apply a range of techniques to create texture and meaning.		Learning Journey Three <i>Famous Artist</i> Final piece – Abstract Architectural Drawing Artist of Study – Antonio Gaudi ✓ Children will be able to talk about architecture as an expression of art. ✓ Children will be able to recall previously taught architects. ✓ Children will be able to identify the works of Gaudi and be able to link these to modern abstract architecture. ✓ Through research and annotations in sketchbooks, children will be able to evaluate the work of Gaudi. ✓ Children will recap in their sketchbooks the previously developed skills for line drawing. ✓ Children will refine and develop these skills to create a line drawing of a

different viewpoints using knowledge of perspective ✓ Use directional shading to create form in a drawing. ✓ Show areas of light and shadow in an observational drawing based on one or several light sources. ✓ Shapes and lines are refined independently using controlled lines. Independently applies a range of techniques to create texture e.g. use of an eraser, stippling, cross-hatching, surface etc. ✓ Draw hands in different ways and from different angles. Sketch animals from different sides and angles. ✓ Draw flowers and trees from different sides and angles. ✓ Create contrast within an artwork with clear control showing a smooth gradient where appropriate. ✓ Composition is well considered with a clear understanding of how to highlight multiple foci within an artwork. E.g. The focus points may all be in the foreground yet in different locations within the artwork. Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.		✓ Create contrast within an artwork with clear control showing a smooth gradient. ✓ Use paintbrush, colours, shapes and composition in different ways to inform mood. ✓ Mix black using different variations of primary colours to create different hues. ✓ Use tone to affect ✓ the mood of an artwork. ✓ Annotate a label with detail and correct vocabulary the works of a range of artists, including Artist of Study; Mark Rothko; Pablo Picasso; Salvador Dali; LS Lowry; Remedios Varo ✓ Produce a mood painting. Children will be able to evaluate their work at mid-points to include pleasing/successful elements to final piece.		chosen aspect of a Gaudi architectural drawing. ✓ Children will compare his designs to other architectural styles. ✓ Children will be able to evaluate at midpoint in order to refine and add detail to their architectural drawing. ✓ Children will be able to evaluate their own work. ✓ Children will begin to be able to evaluate the works of others in a positive way.
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