



Willen Primary School Curriculum Mapping Tool – **ART** including Target Tracker Statements
 (also see the separate progression of skills documents for each media type plus the progression of skills using a sketchbook and as an artist)

Year Group	EYFS	Unit Title	T1 self portrait artists
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Builds on...	pre school	Prepares for...	T2 Y1 painting T6
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Key Skills Covered	Main Knowledge Gained
<p><u>EYFS Physical Development</u> develop their fine motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><u>Expressive Arts and Design</u> explore, use and refine a variety of artistic effects to express their ideas and feelings return to and build on their previous learning, refining ideas and developing their ability to represent them create collaboratively, sharing ideas, resources and skills</p> <p><u>ELG</u> hold a pencil effectively in preparation for fluent writing use a range of small tools including scissors and paintbrushes begin to show accuracy and care with drawing safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function share their creations, explaining the process they have used</p>	
<p>Key vocabulary for all units: colour, brush, pencil, picture, paint, line, tool, shape, pattern, mix, water pot, paper, fabric, scissors, glue, glue stick, newspaper, apron, pencil, colour names, pattern, press</p>	



Year Group	EYFS	Unit Title	T2 Art from different cultures
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Builds on...	EYFS T1	Prepares for...	T3
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Key Skills Covered	Main Knowledge Gained
see T1	The artists:
Key vocabulary - see T1	

Year Group	EYFS	Unit Title	T3 Etel Adnan etc
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Builds on...	T2	Prepares for...	T5
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Key Skills Covered	Main Knowledge Gained
See T1 Expressive Art and Design - Creating with Materials make use of props and materials when role playing characters share creations with others - give cards and gifts and take pride in their creations chalk fireworks colour mixing rolling paint Diva lamps printing	The artist Frank Bowling



seed art junk modelling animal homes Christmas decorations and cards wrapping paper printing Christmas gifts crafts	
Key vocabulary - see T1 chalk, paint, colours, printing,	

Year Group	EYFS	Unit Title	T4 Raku Inoue Maman
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Builds on...	T3	Prepares for...	T6
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Key Skills Covered	Main Knowledge Gained
see T1	
Key vocabulary - see T1	

Year Group	EYFS	Unit Title	T5 Sue Dickenson etc
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Builds on...	T5	Prepares for...	Y1
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Key Skills Covered	Main Knowledge Gained
see T1	
Key vocabulary - see T1	

Year Group	EYFS	Unit Title	T6 Henri Rousseau
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Builds on...	T6	Prepares for...	Y1
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Key Skills Covered	Main Knowledge Gained
See T1	
Key vocabulary - see T1	

Year Group	1	Unit Title	Craig Mackesy T1
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Builds on...	EY's Creativity goals including using chalk	Prepares for...	Further Dry media skills in Y3 T3
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<p>Key Skills Covered</p> <ul style="list-style-type: none"> ● Hold and use a variety of tools including pencils, rubbers, crayons, charcoal, chalk, pastels, felt tips, ball points, with some dexterity and control to represent objects in lines ● Use different grades of the above ● Know the names of the tools and techniques ● Explore mark making, lines and curves using a variety of tools on a variety of types of paper ● Use drawing to share their experiences (NC) ● Use line to represent objects seen, remembered or imagined ● Add light and dark tones to the above ● Draw carefully in line from observation, recording shapes and positioning all marks/features with care ● Use a viewfinder to select a view or shape in an image and then record what is in the frame 	<p>Main Knowledge Gained</p> <ul style="list-style-type: none"> ● How to use a sketchbook. ● The names and uses of different tools and techniques ● Know that there can be different grades of pencil, pastel and chalk ● Of the artists Brenna Quinlan and Michael Craig-Martin
<p>Key Vocabulary pencils, rubbers, crayons, charcoal, chalk, pastels, felt tips, ball points, control, tools, lines, curves, light and dark tones, viewfinder, sketch book</p>	

Year Group	1	Unit Title	Michael Rothenstein T5
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Builds on...	EYFS printing using natural objects and applying a thin layer of paint to an object to make an impression.	Prepares for...	Further Printing Skills in Y4 T3
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Key Skills Covered	Main Knowledge Gained
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<ul style="list-style-type: none"> ● To make marks in print using found objects and basic tools (and hands and feet) to create repeating patterns and improve the quality and placement of the image ● Apply 'ink' to a shape or surface ● Monoprint by marking onto an ink block or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure ● Use a variety of other techniques including carbon printing, relief, press and fabric printing ● Take rubbings from texture to understand and inform their own texture prints ● Explore and create patterns and textures with an extended range of found materials e.g. sponges, leaves, fruit ● Use ink pads 	<ul style="list-style-type: none"> ● Of the artists Michael Rothenstein and Paul Klee ● The names and uses of different tools and techniques ● How to use a sketchbook
<p>Key vocabulary print, ink, carbon printing, relief, press, fabric printing rubbings, texture, repeating pattern, ink block, roller, sponge, monoprint, colour names, observe, media, technique, quality, placement, surface, pressure, image, spread,</p>	

Year Group	1	Unit Title	Andy Warhol T6
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Builds on...	Exploring colour mixing and paints	Prepares for...	Further painting skills in Y3 T6
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<p>Key Skills Covered</p> <ul style="list-style-type: none"> • How to hold tools correctly • Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques • Spread and apply paint to make a background using wider brushes and other tools • Investigate mark making using thick brushes and sponge brushes for particular techniques • Represent things observed, remembered or imagined using colour in 2D • Investigate, experiment, mix and apply colour to represent real life, ideas and convey mood • Use colour and painting skills and apply surface techniques to create or suggest a time, place or season 	<p>Main Knowledge Gained</p> <ul style="list-style-type: none"> • How to use a sketchbook. • The names and uses of different tools and techniques • Of the artists Andy Warhol, Picasso and Chris Ofill • To know how to collect, organise, clean and tidy away equipment and resources
<p>Key vocabulary thickness, wet, dry, different brush types, technique, background, annotate, inspiration, artist,</p>	

Year Group	2	Unit Title	Craig & Karl T1
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Builds on...	EY to use 2paint and be able to change the brush colour, use the touch screen and record/take photos	Prepares for...	Further digital art skills in Y4 T6
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Suggest how the photographer organised the elements or recording of an image ● Select photos for a theme, creative purpose or provide ideas for their own work – content, colour and composition ● Open and use an art program, selecting simple tools to make lines, shapes and pour colours ● Control the size of the mark and select colours and predefined shapes, motifs and stamps ● Control focus or zoom settings to move closer to compose their photo ● Hold and use a camera to select and capture their image with clear intention ● copy and paste areas of a digital image, save and print the image ● open and play time based media programs (contemporary artworks that include video, film, slide, audio or computer technologies are referred to as time based media works because they have a duration as a dimension and unfold to the viewer over time?) 	<ul style="list-style-type: none"> ● Know that photography is an art form ● That art doesn't have to be on paper ● The names and uses of different tools and techniques ● Of the artists Craig & Karl, Ansell Adams, Tom Way ● To know how to collect, organise, clean and tidy away equipment and resources
<p>Key vocabulary photographer, elements, record, image, photos, theme, creative, content, composition, pour, control, size, select, predefined shapes, motifs, stamps, focus, zoom, settings, camera, capture, intention, copy and paste, digital,</p>	

Year Group	2	Unit Title	Elizabeth Frink T2
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Builds on...	EY junk modelling to explore form Make a human or animal from clay	Prepares for...	Further 3D skills in Y3 T1
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Experiment with different material in 3D – rigid and malleable and found objects to represent something known ● Make structures by joining simple objects together ● Control form to assemble basic shapes or forms e.g. bodies/heads and add surface features ● Represent things observed, remembered or imagined in 3D ● Experiment with basic tools on rigid and flexible materials ● Respond to cultures and craft artists to adapt and make their own work ● Use clay to construct a simple form such as a pinch or coil pot, smoothing and joining clay with care 	<ul style="list-style-type: none"> ● The names and uses of different tools and techniques ● Of the artists Elizabeth Frink and Neil Dawson ● To know how to collect, organise, clean and tidy away equipment and resources
<p>key vocabulary experiment, materials, 3D, rigid, malleable, found objects, structures, joining, control, form, assemble, surface, features, flexible, adhesive, collect, deconstruct, disassemble, pliable, culture, clay, pinch, coil, smooth,</p>	

Year Group	2	Unit Title	Kaffe Fassett T5
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Builds on...	To know the term fabric and not use material	Prepares for...	Further textile skills in Y4 T1
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Experiment with different materials and select and organise them e.g. threads, cottons, raffia, paper strips, natural fibres to make a simple craft product ● Collect, deconstruct, discuss and use fabrics and cloth to reassemble new work ● Sort, cut and shape fabrics and experiment with ways of joining them ● Select particular techniques to create a chosen product and develop some care and control of materials and their use ● Experiment with basic tools on flexible materials ● Cut threads and fibres, stitch and sew together and surface decorate using adhesive and beads or buttons ● Develop techniques to join fabrics and apply decorations such as running or over stitch ● Weave in a simple loom and build constructed textile surfaces 	<ul style="list-style-type: none"> ● That it is called fabric and not material (as material is a science vocabulary word with a completely different meaning) ● How to use a sketchbook. ● The names and uses of different tools and techniques ● Of the artist Kaffe Fassett
<p>key vocabulary select, organise, threads, cottons, raffia, paper strips, natural fibres, craft, deconstruct, fabrics, cloth, reassemble, flexible, fibres, stitch, sew, decorate, beads, buttons, running stitch, over stitch, weave, loom, textiles, rafia, cotton, wool,</p>	



Year Group	2	Unit Title	Craftspeople from India – collage T5
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Builds on...	EY use of natural materials to create texture	Prepares for...	Further collage skills in T4 T1
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper and magazines considering content, shape, surface and texture ● Make textured collages from a variety of media and by cutting, folding, crumpling and tearing papers with care before adding other marks and colour to represent an idea ● Sort and use papers/materials according to specific qualities e.g. warm, cold, shiny, smooth ● Have more complex control over activities e.g. surface decoration with clear intentions ● Use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea ● 	<ul style="list-style-type: none"> ● The names and uses of different tools and techniques ● Of the work of a variety of craftspeople from India ● To know how to collect, organise, clean and tidy away equipment and resources ● How to use a sketchbook ● The meaning of key vocabulary e.g. collage
key vocabulary trim, photocopies, crepe paper, magazines print, collage, cutting, folding, crumpling, tearing, qualities e.g. warm, cold, shiny, smooth, intention, convey	



Year Group	3	Unit Title	Adrian Gray T1
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Builds on...	Sculpture in Y2 T2	Prepares for...	Further sculpture skills Y5 T1
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Compare and recreate form of natural and man-made objects ● Create textured surfaces using rigid and plastic materials and a variety of tools ● Construct a structure in linear or soft media before then covering the surface to make a form e.g. carving in soap (very covid 19 friendly) ● Design and make a 3D form as a maquette (small sculptors model/sketch) for a larger imagined piece and consider form/function ● Plan a sculpture through drawing and other preparatory work. ● Identify and assemble found materials to make a new form carefully covering Modroc (needs a risk assessment) or papier mache ● Scale a design up to a larger scale and work as part of a group to create a human scale structure or form ● Build in clay a functional form using 2D/3D building techniques and some surface decoration 	<ul style="list-style-type: none"> ● The names and uses of different tools and techniques ● Of the artists Adrian Gray, Alexander Calder, Barbara Hepworth, Andy Scott and Ugo Rondinone ● To know how to collect, organise, clean and tidy away equipment and resources ● Use of a sketchbook ● The meaning of key vocabulary e.g. maquette
<p>key vocabulary compare, recreate, form, man-made, textured, surface, linear, soft media, carving , maquette, form, function, plan, sculpture, modroc, papier mache, scale up,</p>	



Year Group	3	Unit Title	Leonardo Da Vinci T3
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Builds on...	Dry media skills Y1 T1	Prepares for...	Further dry media skills Y6 T?
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Explore shading using different media to achieve a range of light and dark tones - black to white ● Experiment with different materials to create a range of effects ● Draw things from different viewpoints and combine images to make new images ● Use line, tone, shape and mark with care to represent things, seen, imagined or remembered ● Use and manipulate a range of drawing tools with control and dexterity applying teacher guidance ● Use a viewfinder to select a view then record what it is in the frame ● Can draw in line with care or in scale, applying the simple rules of perspective ● Draw familiar objects with correct proportion ● Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. ● Investigate and experiment with formal elements to make drawings that convey meaning ● Make quick studies from observation to record action or movement with some fluency ● Draw with coloured media descriptively and expressively with 	<ul style="list-style-type: none"> ● The names and uses of different tools and techniques ● Of the artists Leonardo Da Vinci and L.S. Lowry ● To know how to collect, organise, clean and tidy away equipment and resources ● Use of a sketchbook ● The meaning of key vocabulary e.g. viewfinder



increasing accuracy/fluency	
key vocabulary shading, effects , viewpoints and combine images to make new images, frame, manipulate, replicate, architect,	

Year Group	3	Unit Title	Sonia Delauney T6
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Builds on...	Painting Y1 T6	Prepares for...	Further painting skills in Y6 T2
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● To explore shading using different media. ● To understand and identify key aspects such as complementary colours, colour as tone. warm and cold colours. ● Select appropriate paint and brushes (introduce variety) for specific purposes ● Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. ● Experiment with creating mood, feeling, movement. ● Explore the effect of paint on adding water, glue, sand and sawdust and use this in a painting ● Mix and use primary and secondary colours with the addition of black, white and other hues 	<ul style="list-style-type: none"> ● The names and uses of different tools and techniques ● Of the artists Sonia Delauney, Georges Seurat and Vincent Van Gogh ● To know how to collect, organise, clean and tidy away equipment and resources ● Use of a sketchbook ● The meaning of key vocabulary e.g. hue



<ul style="list-style-type: none"> • Create a painting from designs and research to communicate an idea 	
<p>key vocabulary complementary colours, colour as tone. warm and cold colours. select, effects, bleeds, washes, scratches, splashes, mood, feeling, movement, sand, sawdust, hues, research, communicate,</p>	

Year Group	4	Unit Title	Henri Matisse T1
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Builds on...	Collage in Y2 T5	Prepares for...	Further collage skills Y6 T1
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> • Use overlapping and layering to place objects in front and behind • Cut multiple shapes with scissors and arrange then stick these on a surface for a purpose • Experiment with creating mood, feeling and movement and areas of interest using different media • Combine Y1-3 skills • Interpret stories, music, poems and other stimuli and represent these using mixed media • Use the natural and local environment as a stimulus for mixed media work to convey meaning 	<ul style="list-style-type: none"> • The names and uses of different tools and techniques • Of the artists Henri Matisse, Gustav Klimt, Laura Ashley • To know how to collect, organise, clean and tidy away equipment and resources • Use of a sketchbook • The meaning of key vocabulary e.g. mixed media



<ul style="list-style-type: none"> • Make a representational textured image from found textures that have been selected 	
<p>key vocabulary overlapping, layering, in front, behind, stimuli, mixed media,</p>	

Year Group	4	Unit Title	Phyllis Taylor T3
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Builds on...	Printing in Y1 T5	Prepares for...	Further printing skills Y5 T3
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> • Create printing blocks using relief or impress techniques. • Explore lines, marks and tones through monoprinting on a variety of papers to create an image • Explore images and recreate texture in a collograph (A collograph is a print that is made by making a collage of different textures and materials) print using e.g. corrugated card, string, press print • Explore colour mixing through printing using 2 coloured inks, a roller and stencil or press print • Use a variety of techniques such as marbling, silk screen and cold 	<ul style="list-style-type: none"> • The names and uses of different tools and techniques • Of the artists Melanie Mosaics, Antoni Gaudi, The Nigerian Yoruba women, Phyllis Taylor • To know how to collect, organise, clean and tidy away equipment and resources • Use of a sketchbook • The meaning of key vocabulary e.g. adire



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<p>water paste print on fabrics using tie dye or batik</p> <ul style="list-style-type: none"> ● Design a complex pattern made up of 2 or more motifs and print a tiled version ● Compare own printing and patterns with well-known designers or patterns ● Cut a simple stencil and use for making printed shapes 	
<p>Key vocabulary relief, impress, techniques. monoprinting, collograph, corrugated card, string, stencil, marbling, silk screen, cold water paste, tie dye, batik, motifs, tiled, designers</p>	

Year Group	4	Unit Title	David Hockney T6
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Builds on...	Digital art in Y2 T1	Prepares for...	Further digital art skills in Y6 T5
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Plan the use of a camera to take a specific photo or set of photos ● Modify an image on a computer to achieve the best quality print ● Use a painting program to make an image corresponding to their work in another media ● Create a motif in lines and shapes, copy and paste to create a simple 	<ul style="list-style-type: none"> ● The names and uses of different tools and techniques ● Of the artists David Hockney, Hannah Hoch ● The meaning of key vocabulary e.g. motif



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<p>repeat pattern</p> <ul style="list-style-type: none"> ● Use a digital camera and combine a photo with drawing in a paint program ● Change the camera settings such as flash, to capture an image in low light conditions ● Use zoom to 'best frame' an image and photograph from dynamic viewpoints ● Show awareness of mood, emotions and feelings when evaluating the photography of others ● Can animate a simple sequence of marks over several frames to make a time based presentation/animation ● Use a digital video camera/iPad to capture and make a simple film recording to tell a story or sequence of events 	
<p>key vocabulary</p> <p>modify, digital camera, combine, camera settings, flash, low light conditions, dynamic viewpoints, evaluate, animate, sequence, time based presentation/animation, ipad, best frame, multiple, film recording to tell a story or sequence of events</p>	

Year Group	5	Unit Title	Andrew McDermott T1
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Builds on...	Sculpture in Y3 T1	Prepares for...	Secondary School Art
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Develop skill in using clay, including slabs, coils and slips. ● Explore how a stimulus can be used as a starting point for 3D work with a focus on form, shape, pattern, texture, colour 	<ul style="list-style-type: none"> ● The names and uses of different tools and techniques ● Of the artists Andrew McDermott, Grayson Perry, Bruce Monro



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<ul style="list-style-type: none"> ● Study work from a variety of genres and cultures to develop their own response ● Recreate 2D images in 3D looking at 1 area e.g. landscape or a figure focusing on form/surface ● Produce intricate patterns and textures in a malleable media. ● Use previous knowledge of tools, techniques and materials acquired in previous years to express own ideas ● Apply knowledge of different skills to express scale, weight or a concept 	<ul style="list-style-type: none"> ● To know how to collect, organise, clean and tidy away equipment and resources ● Use of a sketchbook ● The meaning of key vocabulary e.g. malleable
<p>key vocabulary slab, slip, stimulus, genre, landscape, figure, intricate, malleable, weight, concept,</p>	

Year Group	5	Unit Title	Jean Michel-Basquiat T3
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Builds on...	Printing in Y4 T3	Prepares for...	Secondary School Art
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Add collage to a printed background using a range of media and techniques. ● Make connections between own work and patterns in the local environment e.g. curtains, wallpaper 	<ul style="list-style-type: none"> ● The names and uses of different tools and techniques ● Of the artists Jean Michel-Basquiat, Keith Haring, Hokusai ● To know how to collect, organise, clean and tidy away equipment and resources



<ul style="list-style-type: none"> ● Recreate images through relief printing using card and mark making tools to control line, shape, texture and tone ● Explore colour mixing through using 2 coloured inks, a roller and a stencil or press print/easiprint poly blocks ● Create intricate printing patterns by simplifying and modifying sketchbook designs ● Recreate a scene and detail remembered, observed or imagined through collage relief collograph printing ● Design prints for e.g. fabrics, book covers, wallpaper or wrapping paper 	<ul style="list-style-type: none"> ● Use of a sketchbook ● The meaning of key vocabulary e.g. collograph
<p>key vocabulary background, easiprint poly block, simplifying, modifying, recreate, scene, design</p>	

Year Group	5	Unit Title	Bayeux Tapestry T6
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Builds on...	Collage including textiles in Y4 T1	Prepares for...	Secondary School Art
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Explain their choices for the wider range of material and techniques used. 	<ul style="list-style-type: none"> ● The names and uses of different tools and techniques



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<ul style="list-style-type: none"> ● Investigate the potential of new and unfamiliar materials ● Return to work over longer periods of time ● Select and use contrasting colours and textures in stitching and weaving including careful colour matching with the natural environment and understanding of seasonal colours ● Refine their use of learnt techniques including using various needles to produce more complex patterns with care and some accuracy ● Use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact ● Dye fabrics and use tie dye techniques to control and create a fabric image 	<ul style="list-style-type: none"> ● Of the history behind the tapestry – story through textiles, Anglo-Saxon Y5 history link in T1 ● To know how to collect, organise, clean and tidy away equipment and resources ● Use of a sketchbook ● The meaning of key vocabulary e.g. tapestry
<p>Key vocabulary unfamiliar, contrasting, matching, seasonal, refine, needles, complex, accuracy, plaiting, pinning, stapling, artefact, collage relief,</p>	

Year Group	6	Unit Title	Charles Fazzino T1
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Builds on...	Collage in Y4 T1	Prepares for...	Secondary School Art
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Key Skills Covered	Main Knowledge Gained
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<ul style="list-style-type: none"> ● Add collage to a painted, drawn or printed background using a range of media ● Select and use cutting tools and adhesives with care to achieve a specific outcome ● Embellish a surface using a variety of techniques including drawing, painting and printing ● Use different techniques, colours and textures on top of Y5 ● Select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water 	<ul style="list-style-type: none"> ● The names and uses of different tools and techniques ● Of the artists Charles Fazzino, Stephen Wilshire, Peter Blake ● To know how to collect, organise, clean and tidy away equipment and resources ● Use of a sketchbook ● The meaning of key vocabulary e.g. embellish
<p>key vocabulary outcome, embellish, represent,</p>	

Year Group	6	Unit Title	Banksy T2
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Builds on...	Painting in Y3 T6	Prepares for...	Secondary School Art
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<p>Key Skills Covered</p> <ul style="list-style-type: none"> ● Mix colours to express mood, divide foreground from background, or demonstrate tones. ● Create different effects by using a variety of tools and techniques such as dots and apply paint in layers ● Select from different methods to apply colour using a variety of tools and techniques to express mood and emotion ● Begin to develop an awareness of composition, scale and 	<p>Main Knowledge Gained</p> <ul style="list-style-type: none"> ● The names and uses of different tools and techniques ● Of the artists Banksy, Ben Wilson, Goddog ● To know how to collect, organise, clean and tidy away equipment and resources ● Use of a sketchbook ● The meaning of key vocabulary e.g. bleed
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<p>proportion</p> <ul style="list-style-type: none"> ● To use simple perspective using a single focal point and horizon. ● Use techniques, colours, tones and effects to represent things seen e.g. brush strokes following the direction of the grass, stippling for sand, watercolour bleeds for clouds. ● Use studies gathered from observations to help plan and realise paintings using thumbnail studies and paint techniques to represent action or interaction ● Show the effect of light, colour, texture and tone on natural and man-made objects 	
<p>key vocabulary foreground, dots, layers, emotion, composition, scale and proportion, perspective, focal point, horizon, stippling, bleeds, thumbnail studies, action, interaction</p>	

Year Group	6	Unit Title	Local Photographer T5
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Builds on...	Digital Art in Y4 T6	Prepares for...	Secondary School Art
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Plan, take and digitally process photographs for a creative purpose, working as part of a group ● Plan and take photos to provide content to be cut and pasted/superimposed on other photographic images and make a 	<ul style="list-style-type: none"> ● The names and uses of different tools and techniques ● Of the artist Tracey Simpson? ● The meaning of key vocabulary e.g. component



<p>digital collage</p> <ul style="list-style-type: none"> ● Use a digital video camera/iPad demonstrating how a camera captures photographic images as a video with a time duration ● Use a paint program to develop virtual designs for a painting, print or 3D work ● Use editing software to pre produce a film and edit a short sequence of narrative film ● Create simple images on photographic paper by placing shapes and materials on paper and fixing ● Take and assemble a sequence of photos to make a flick book or give impressions of movement ● Create a virtual work of art using digital photography or an art program to insert one selected component into a photographic setting ● Animate a simple sequence of drawings/photos to make a time based presentation with sound 	
<p>key vocabulary</p> <p>digitally process, superimpose, digital collage, time duration, virtual designs, editing, photographic paper, fixing, assemble, flick book or give impressions of movement, component, setting, animate, sound</p>	

Year Group	6	Unit Title	Michelangelo gone???????? put inT6??
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Builds on...	Dry Media in Y3 T3	Prepares for...	Secondary School Art
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Select appropriate media, techniques and tools with control, 	<ul style="list-style-type: none"> ● The names and uses of different tools and techniques



Willen Primary School Curriculum Mapping Tool – ART including Target Tracker Statements

(also see the separate progression of skills documents for each media type plus the progression of skills using a sketchbook and as an artist)

<p>dexterity and accuracy from an observation</p> <ul style="list-style-type: none">● Use line, tone and shading to represent things seen, remembered or imagined● Select a view and use a viewfinder to record what is in the frame and compile several studies● Respond to advice from others to rework and improve design ideas● Begin to develop an awareness of composition, scale and proportion● Use simple perspective in their work using a single focal point or horizon● Build up drawings/images of whole or parts of items using various techniques e.g. card, relief, found materials, torn and cut materials● Confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well lit areas● Develop quick studies from observation, recording action and movement with fluency, returning to each study to improve accuracy/detail● Can convey tonal qualities well, showing good understanding of light and dark on form	<ul style="list-style-type: none">● Of the artists Buonarroti Michelangelo, Kathe Kollowitz, Rene Magritte● To know how to collect, organise, clean and tidy away equipment and resources● Use of a sketchbook● The meaning of key vocabulary e.g. focal point
<p>key vocabulary dexterity, rework, improve, response, light , charcoal, pastels, shadow, fluency,</p>	