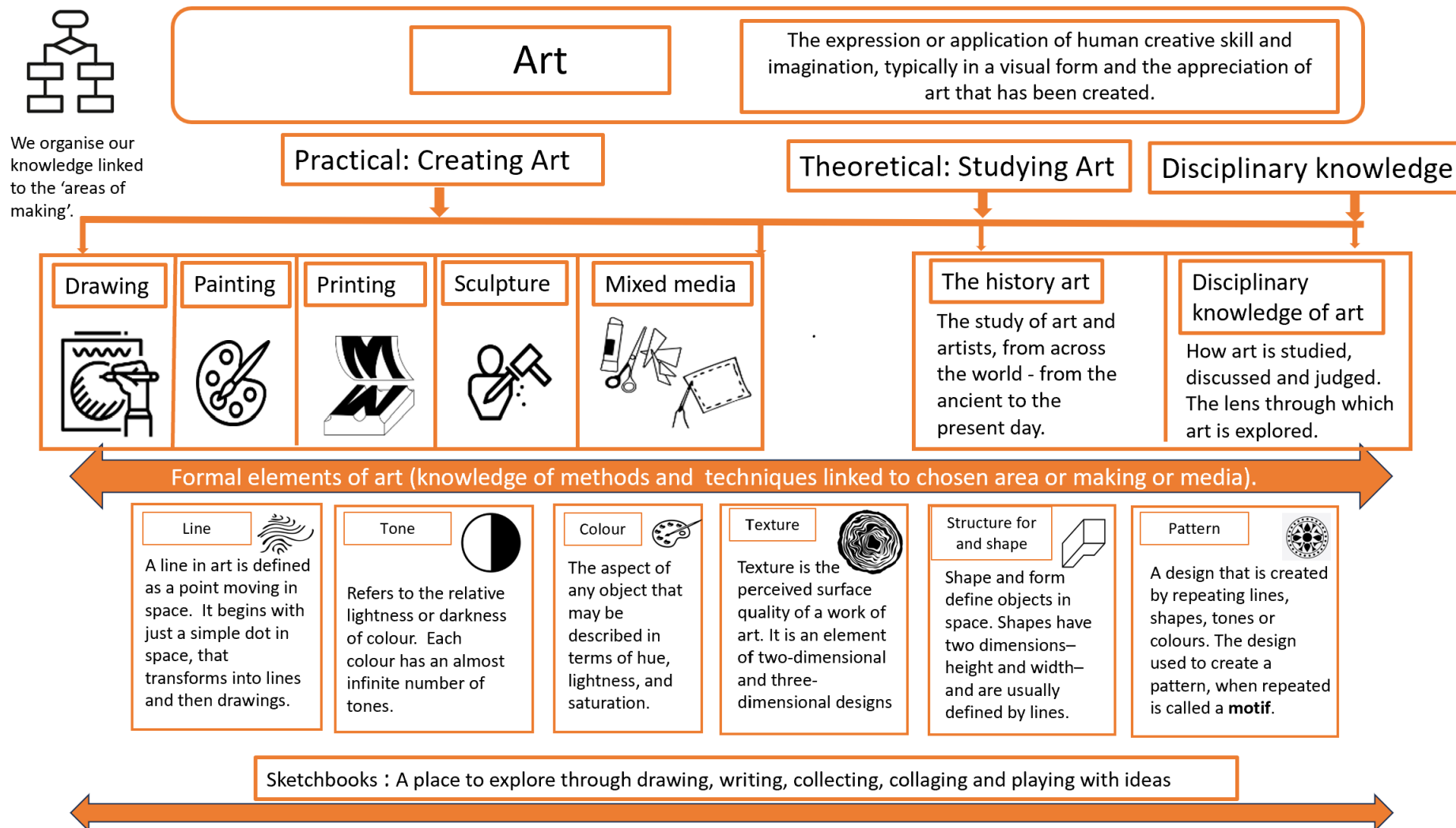


Subject Specific Concepts in Art

Second Order Concept	Explanation	Substantive Concepts
Line	A line in art is defined as a point moving in space. It is one of the most crucial elements, as everything begins with just a simple dot in space, that transforms into lines and then drawings.	Drawing Painting Printing Mixed Media Sculpture
Tone	Refers to the relative lightness or darkness of colour. Each colour has an almost infinite number of tones.	
Colour	The aspect of any object that may be described in terms of hue, lightness, and saturation.	
Texture	In the visual arts, texture is the perceived surface quality of a work of art. It is an element of two-dimensional and three-dimensional designs and is distinguished by its perceived visual and physical properties. Use of texture, along with other elements of design, can convey a variety of messages and emotions.	
Shape, form and space	Shape and form define objects in space. Shapes have two dimensions—height and width—and are usually defined by lines. Forms exist in three dimensions, with height, width, and depth. Shape has only height and width.	



Growing in Faith, Hope and Love

Progression of Substantive Concepts

EYFS	KS1	LKS2
Drawing		
<p>Create pictures using different mediums.</p> <p>Draw straight and curved lines using different implements. (e.g., pencil, chalks).</p> <p>Identify a range of 2D shapes in pictures e.g., square, triangle, rectangle.</p> <p>Notice key features of what they are drawing e.g., for self-portrait they notice eyes, mouth, ears and hair.</p> <p>Grip a pencil between two fingers and thumb (tripod grip).</p> <p>Draw curved and straight lines, lines which intercept etc.</p>	<p>Draw light and dark lines (by varying the pencil pressure).</p> <p>Identify light and dark within drawings.</p> <p>Vary tone in drawings by using different techniques: varying the amounts of pressure and the thickness of the line.</p> <p>Vary techniques for adding tone and texture to drawings by using different techniques (using the side of a pencil to shade; scribbling, smudging, blending, cross hatching).</p>	<p>Create highlights and shadows in drawings.</p> <p>Choose which pencil grade to use according to what they are drawing.</p> <p>Draw sketches before building on a drawing with more detail.</p> <p>Use a sketchbook for close observations.</p> <p>Use sketches to make a quick representation of something or to work out ideas.</p> <p>Use sketchbooks to gather information for finished piece of work</p> <p>Draw objects in proportion to each other within the same picture e.g., the size of a man next to a house.</p> <p>Draw basic shapes using techniques for shading and highlighting cube, cuboid, cylinder.</p> <p>Add a range of different tones to a drawing.</p> <p>Use a sketch book to test different techniques</p>

Growing in Faith, Hope and Love

EYFS	KS1	LKS2
Painting		
<p>Use fingers and paintbrushes to mark make/paint with.</p> <p>To hold large brush correctly.</p> <p>How much paint to put on a brush.</p> <p>To wash brush in between colours not to mix them.</p> <p>To make choices about the materials and colours they use.</p> <p>To describe their picture and say what they like about it.</p>	<p>Experiment with different brushes and tools to create texture (sticks, sponge, rollers, straws, natural and manmade objects).</p> <p>With guidance mix primary colours to create secondary colours.</p> <p>Paint a line which is thick or thin (Choose the right paintbrush).</p> <p>Use paint in different forms- e.g. ready mixed and water colour block</p> <p>To choose the right thickness of the paintbrush to achieve desired outcome.</p> <p>Know how to make secondary colours</p> <p>Know that the shade of paint can be changed by adding black (darker) or white (lighter)</p> <p>Change secondary colours by different proportions of primary</p>	<p>Use brush strokes to create different effects: to develop techniques that create patterns and texture, e.g. Stippling and dry brush.</p> <p>Mix tertiary colours.</p> <p>Mix different shades of the same colour to create effects</p> <p>Experiment with different brushes and tools to create texture (sticks, sponge, rollers, straws, natural and manmade objects).</p> <p>With guidance mix primary colours to create secondary colours.</p> <p>Experiment with different thicknesses of paint (different types of paint and dilution) and the effects different paints can create.</p> <p>Identify and create foreground and background in pictures.</p> <p>Use a colour wash then layering to create depth in their painting</p>

Growing in Faith, Hope and Love

EYFS	KS1	LKS2
Printing and Mixed media		
<p>Apply paint to objects and transfer to paper-corks sponges, ben barrels, string or take rubbings to transfer texture.</p> <p>Make a repeated press print pattern with chosen objects (beads, straws buttons, sponges etc) paint & press.</p> <p>To use understanding of print to create a print work, describe its features and explain choices made.</p> <p>To use understanding of pattern to create a piece of art, describe its features and explain choices made.</p>	<p>Use objects to create texture within a print e.g. mesh, fabric, leaf, embossed wallpaper</p> <p>Identify patterns within pieces of art and produce patterns by repeating lines e.g., study of Bridget Riley</p> <p>Replicate a print to create a repeated pattern.</p> <p>Produce patterns by repeating shapes and colour.</p>	<p>Experimenting with different techniques and materials to add texture to a picture.</p> <p>Using layers create a foreground or background</p> <p>Selecting materials or tools with a purpose in mind (e.g. ink drawing to a painting to add fine detail or adding sand to paint or tissue to add texture).</p>

Growing in Faith, Hope and Love

EYFS	KS1	LKS2
Sculpture		
<p>Moulding dough into different shapes (pinching, rolling, stretching, and squeezing). Linked to physical development benchmarks</p> <p>Mould dough / clay into a shape of a specific object and add detail to it (e.g. tools to make marks on it to decorate).</p> <p>Joining materials e.g. using cellotape, masking tape.</p> <p>To use understanding of texture to create visual art, describe its features and explain choices made.</p> <p>Combine materials to create new textures (e.g. paint and sand/lentils).</p> <p>To use understanding of form to create a 3D piece of art, describe its features and explain choices made.</p>	<p>Use pinch and slab technique.</p> <p>Specific tools can be used to add marks as decoration or to create texture.</p> <p>Use simple tools and techniques to shape, assemble and join materials.</p> <p>Know score and slip is a method for joining.</p> <p>Use simple tools and techniques to shape and assemble materials.</p> <p>Create a model or 3D picture that represents an idea or replicates an object or picture.</p> <p>Show an awareness of the shape and colour of the sculpture when replicating likeness.</p>	<p>Mould clay to a desired shape using: pinching, rolling and stretching twisting, scratching and coiling.</p> <p>Create a clay sculpture following a design</p> <p>Roll clay to an appropriate thickness</p> <p>Use a range of tools to mark make on the surface of the clay</p> <p>Create different 3D shapes e.g. using retainers</p> <p>Mould and join pieces of clay together effectively</p> <p>Show an awareness of the finishing of the product e.g. by adding decorative detail, smoothing cracks or adding texture</p> <p>Create 3D structures using a basic structure adding an additional material. (e.g. covering structure or adding extra detail/texture).</p> <p>To be able to identify and replicate some 3D shapes within a sculpture.</p> <p>Showing awareness of the finishing of the products by adding decorative detail or additional materials.</p>

Growing in Faith, Hope and Love

	Unit	Unit	Unit
EYFS	Painting <i>Colour Mixing</i>	Drawing <i>Spirals</i>	Sculpture <i>Playful Making</i>
Year 1	Painting <i>Expressive Painting</i>	Drawing <i>Seasonal Drawing</i>	Drawing and Print <i>Inspired by Nature</i>
Year 2	Painting <i>Colour Wheel</i>	Drawing <i>Observing and Drawing Sculptures</i>	Printing <i>Fossil Printing</i>
Year 3	Painting & Clay <i>Stone Age Art</i>	Drawing <i>Drawing & Storytelling</i>	Collage and Sculpture <i>Be an Architect</i>
Year 4	Sculpture and Clay <i>Clay Coil Pots</i>	Painting <i>Cloth, thread and Print</i>	Drawing & Collage <i>Exploring Still Life</i>

Growing in Faith, Hope and Love

Vocabulary Progression

EYFS	Year 1	Year 2	Year 3	Year 4
chalk pencil Mix Paintbrush Poster paint Palette Primary Colours Build Join Idea	HB pencil Lead 2D Light and dark Thick and thin Pattern Thickness Lighten Darken Shades Secondary Colours Design Repeated Pattern	Hatch Cross hatch Blend Smudge Charcoal Oil pastel Textures Balance Stippling Fine Medium Clay Marking Design Moulding Tools Shaping Sculpture Shaper	Control 3D Depth Effects Pattern Tertiary colours Block painting Print Press Block Roller Tessellation Detail Decorate Pinch Slab	Foreground Background Precision Detail Decorate Finishing touches Final product Set Firm Shaping Sculpt Shape Stability