


































































Lyppard Lock-Ins Art



Lyppard Lock-ins represent the key disciplinary knowledge and substantive skills which we target for retrieval and assessment purposes. They are drawn from the full progression documents provided in Kapow. In addition to the lock-ins, all pupils are also working on EYFS which also build progressively.

<p>EYFS</p>	<p>The Early Years Foundation Stage Statutory Framework states, 'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.' The Early Learning Goals on which the National Curriculum for Art builds are 'Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.' and 'Share their creations, explaining the process they have used.'</p>			
<p>Year 1</p> 	<p>Unit 1 - Drawing  What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> -Draw different lines by varying control and pressure e.g. straight, wavy, zigzags, broken, lighter, darker etc. -Identify known 2D shapes (in different sizes and orientations) within objects, scenes or images they wish to draw. -Create an area with a single consistent tone when shading. -Demonstrate a growing spatial awareness to represent the position and sizes of objects e.g. grounded trees (not floating). <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Straight, wavy, zig-zags, lighter, darker, shading, thick, thin. <p>Linked learning:  Links with EYFS</p>	<p>Unit 2 – Painting and Mixed Media  What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> -Combine primary-coloured materials to make secondary colours. -Print with objects, applying a suitable layer of paint to the printing surface. -Make paint lighter or darker (creating shades) in different ways e.g. adding water, adding a lighter colour. -Make choices about which materials to use to create an effect. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Primary, secondary colours • Lighter, darker • Printing, rolling • Surface • Mix • blend <p>Linked learning:  Links with EYFS</p>	<p>Unit 3 – Craft and Design  What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> -Wrap objects/ shapes with wool. -Tie a knot, thread and plait. -Weave with paper. -Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. -Explore and analyse a wider variety of ways to join and fix materials in place. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • 3D shapes • Sculpture • join • ... <p>Linked learning:  Links with EYFS</p>	<p>Unit 4 – Sculpture and 3D  What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> -Roll and fold paper -Cut shapes from paper and card -Cut and glue paper, using flaps, to make 3D structures. -Create a variety of shapes eg. spiral and zig-zag. -Make larger structures using newspaper rolls. <p>CLAY: Roll a clay tile. Roll a coil. Build up images on tiles by adding coils and other shapes onto the clay and drawing/pressing into the clay.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • flaps • tile • coil • roll • ... <p>Linked learning:  Links with Clay in EYFS</p>
<p>Year 2</p> 	<p>Unit 1 - Drawing  What do we want pupils to know and what do we want pupils to know how to do:</p> <ul style="list-style-type: none"> -Use and describe more complex lines and marks that might begin to reflect texture e.g. overlapping, varying speed and varying pressure. -Recognise that shapes and marks can be refined rather than accepting the first attempt. -Use shading to show light and dark areas by using the same tool to colour/ shade different tones by adjusting pressure. -Develop spatial order by recognising objects in proportional relationship to each other e.g. flowers are smaller than people. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Pressure, texture, tone, blending, hatching. <p>Linked learning:  Links to Year 1 – Drawing Unit</p>	<p>Unit 2 – Painting and Mixed Media  What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> -Mix a variety of shades of a secondary colour, making choices about amounts of paint to use when mixing. -Create texture using different painting tools. -Choose and shape collage materials, e.g. cutting, tearing. -Make choices about which materials and techniques to use to create an effect. -Develop observational skills and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Overlap • Detail • Surface <p>Linked learning:  Year 1 Painting and Mixed Media Units.</p>	<p>Unit 3 – Craft and Design  What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> -Choose materials to represent texture, pattern or colour. -Create 3D effects by layering materials. -Overlap materials to create new colours. -Draw a design onto a printing polystyrene tile without pushing the pencil right through. -Apply paint or ink using a printing roller. -Evenly transfer an image. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Layer <p>Linked learning:  Links to Year 1 Craft and Design Units.</p>	<p>Unit 4 – Sculpture and 3D  What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> -Smooth and flatten clay -Roll clay into cylinder or ball -Make different surface marks in Clay -Make clay pinch pot -Mix clay slip using clay and water -Join two clay pieces using slip. -Make a relief clay sculpture. -Use hands different ways as a tool to manipulate clay. -Use clay tools to score clay. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Score • Flatten • Slip <p>Linked learning:  Links to Year 1 Sculpture and 3D Units.</p>
<p>Year 3</p> 	<p>Unit 1 - Drawing  What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> - To represent texture, tone, pattern and describe their qualities e.g. thick and thin. - Attempt to draw 3D forms using line and shape. -Know how to sketch an idea or composition using short, fast, light strokes and 2D shapes. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Blend, form, even, geometric, rubbing, shading, surface, smooth, 3-dimensional. 	<p>Unit 2 – Painting and Mixed Media  What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Use simple shapes to scale up a drawing to make it bigger. -Use positive and negative space in artwork. -Create texture using charcoal and chalk, different parts of a paintbrush. -Develop direct observation, by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Negative Image • Pigment • Positive Image • Proportion • Smudging • Tone 	<p>Unit 3 – Craft and Design  What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> -Select imagery and use inspiration for a design project. -Know how to make a mood board. -Recognise themes and develop colour palettes. -Develop observational drawings into shapes and patterns for design. -Transfer design using tracing method. -Make repeating pattern tile using cut and torn paper shapes. -Use batik fabric decoration technique. -Paint on fabric <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Mood Board • Theme • Craft • Batik • Colour Palette 	<p>Unit 4 – Sculpture and 3D  What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> -Join 2D shapes to make 3D form. -Join larger pieces of materials, exploring what gives 3D shapes stability. -Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. -Identify and draw negative spaces. -Plan a sculpture by drawing. -Choose materials to scale up an idea. -Create different joins in card eg. slot, tabs, wrapping. -Add surface detail to a sculpture using colour or texture -Display sculpture. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Structure • Found Objects • Sculptor • Abstract • Negative & Positive Space

		<ul style="list-style-type: none"> Scaled Up 	...	<ul style="list-style-type: none"> Tone
	 Linked learning: Links to Year 1 and Year 2 Drawing Units	 Linked learning: Year 2, and Year 1 Painting and Mixed Media Units.	 Linked learning: Links to Year 2 and Year 1 Craft and Design Units.	 Linked learning: Links to Year 2, Year 1 Sculpture and 3D Units.
Year 4 	Unit 1 - Drawing  What do we want pupils to know and what do we want pupils to know how to do? Represent geometric 3D shapes more accurately and begin to include organic forms. -Combine lines and marks to create light and dark areas of a drawing. -Create a graduation effect, smoothly transitioning from light tones to dark tones. -Draw more accurately in relative size and proportion while recognising whether something is in the foreground or background and how size can show distance.	Unit 2 – Painting and Mixed Media  What do we want pupils to know and what do we want pupils to know how to do? -Mix a tint and shade by adding black or white. -Use tints and shades of a colour to create a 3D effect. -Apply paint in different techniques e.g. stippling, dabbing, washing. -Demonstrate greater skill and control when painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.	Unit 3 – Craft and Design  What do we want pupils to know and what do we want pupils to know how to do? -Use a sketchbook to research a subject using different techniques and materials to present ideas. -Layer materials in opposite directions to strengthen. -Construct a new paper material using, paper, glue and water. -Use symbols to reflect both literal and figurative ideas. -Make a scroll. -Confidently use a range of materials and tools, selecting and using these appropriately with more independence. -Use hands and tools confidently to cut, shape and join materials for a purpose.	Unit 4 – Sculpture and 3D  What do we want pupils to know and what do we want pupils to know how to do? CLAY: Develop slab building techniques to build pots.
	 Key Vocabulary: Combine, contrast, composition, cross-hatching, gradient, highlight, proportion, shadow, symmetry.	 Key Vocabulary: <ul style="list-style-type: none"> Portrait Landscape Tint Shade Detailed Muted 	 Key Vocabulary: <ul style="list-style-type: none"> Papyrus Process Technique Material Layout Audience 	 Key Vocabulary: <ul style="list-style-type: none"> Coil Roll Carve
	 Linked learning: Links to Year 3, Year 2 and Year 1 Drawing Units.	 Linked learning: Year 3, Year 2, and Year 1 Painting and Mixed Media Units.	 Linked learning: Links to Year 3, Year 2 and Year 1 Craft and Design Units.	 Linked learning: Links to Year 3, Year 2, Year 1 Sculpture and 3D Units.
Year 5 	Unit 1 - Drawing  What do we want pupils to know and what do we want pupils to know how to do? -Use lines and marks in a creative way to show the essence of movement or emotion through lines and marks rather than precise form. -Blend to smooth transitions in tone. -Use shading techniques such as cross-hatching to create texture as well as depth. -Start using size to develop a foreground, midground and background in compositions.	Unit 2 -Painting and Mixed Media  What do we want pupils to know and what do we want pupils to know how to do? -Choose colours to represent an idea or atmosphere. -Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. -Combine a wider range of media e.g. photography and digital art effects. -Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Unit 3 – Craft and Design  What do we want pupils to know and what do we want pupils to know how to do? -Make an observational drawing of a house. -Use shapes and measuring as methods to draw accurate proportions. -Select a small section of a drawing to use as a print design. -Develop drawings further to use as a design for print. -Draw an idea in the style of an architect that is annotated to explain key features. -Draw from different views, such as side or front elevation. -Use sketchbooks to research and present information about an artist. -Interpret an idea into a design for a structure.	Unit 4 – Sculpture and 3D  What do we want pupils to know and what do we want pupils to know how to do? CLAY: Combine slab and coil building techniques to create sculptures.
	 Key Vocabulary: Develop, technique	 Key Vocabulary: <ul style="list-style-type: none"> Background Continuous Line Drawing Transfer Atmosphere 	 Key Vocabulary: <ul style="list-style-type: none"> Architecture Perspective Birds-Eye View Elevation External/ Internal Symbolism 	 Key Vocabulary: <ul style="list-style-type: none"> Installation Art Features
	 Linked learning: Links to Year 4, Year 3, Year 2 and Year 1 Drawing Units.	 Linked learning: Year 4, Year 3, Year 2, and Year 1 Painting and Mixed Media Units.	 Linked learning: Links to Year 4, Year 3, Year 2 and Year 1 Craft and Design Units.	 Linked learning: Links to Year 4, Year 3, Year 2, Year 1 Sculpture and 3D Units.
Year 6 	Unit 1 - Drawing  What do we want pupils to know and what do we want pupils to know how to do? -Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect. -Find a point in the distance to draw from, while aiming to keep proportion.	Unit 2- Painting and Mixed Media  What do we want pupils to know and what do we want pupils to know how to do? -Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. -Combine materials and techniques appropriately to fit with ideas. -Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.		Unit 4 – Sculpture and 3D  What do we want pupils to know and what do we want pupils to know how to do? CLAY: Model with clay. Use clay to express thoughts, feelings and ideas.
	 Key Vocabulary: Audience, expressive, interpretation, representative, symbolic, tonal.	 Key Vocabulary: <ul style="list-style-type: none"> Translate Interpret 		 Key Vocabulary: <ul style="list-style-type: none"> Manipulate Assemblage Embedded Representation
	 Linked learning: Year 5, Year 4, Year 3, Year 2, and Year 1 Drawing Units.	 Linked learning: Year 5, Year 4, Year 3, Year 2, and Year 1 Painting and Mixed Media Units.		 Linked learning: Links to Year 5, Year 4, Year 3, Year 2, Year 1 Sculpture and 3D Units.