


National curriculum aims in Art	
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	
Art Intent	
<ul style="list-style-type: none"> • To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work; • To help each child achieve their creative potential in both two and three dimensional work, working on a variety of scales. • To develop the children’s knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely. • To ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas. • To explore ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures; • To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers. • To encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world. 	
Disciplinary knowledge	Key vocabulary
<ul style="list-style-type: none"> • Creativity • Originality • Experimental • Express themselves • Individual style • Appreciation of beauty, abstract • Make connections • Observant • Express emotions through art 	<p>Water colours/painting – colour mixing, colour, colour wash, ferrule (metal part of the brush)</p> <p>Paint – acrylic, water based – Colour, contrasting colour</p> <p>Drawing, hatching, cross-hatching, B pencil, H pencil, soft, hard, Line, blend, smudge, shade</p> <p>Still-life Perspective, Horizon line, Receding/recede, Parallel, Converging lines</p> <p>Pattern, regular/irregular, texture, shape, form, tone/value, tonal value</p> <p>Portraiture/portrait, Proportion, feature</p> <p>Clay, sculpture, relief, imprint</p> <p>Printing, pattern. Textiles. Collage, Colour, Spectrum, Shade</p>

Art and design progression of knowledge and skills

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art concepts and skills	Line, colour, texture, pattern, shape and form, portraits, collage, design and 3D models.	Portraits, textiles, colour, texture, drawing and collage.	Abstract, print, shape, colour, drawing, texture, portraits and still-life.	Drawing, tone, texture, line, perspective, colour, style, form, shape, pattern and sculpture.	Colour, texture, pattern, drawing, line, form, tone, textiles, landscapes and shape.	Portraiture, print, drawing, colour, texture, design and form.	Colour, design, line, tone, perspective, sculpture, carving, surrealism, abstraction and movement impressionism and observational drawings.
Key artists, craft makers and designers	Jackson Pollock Kandinsky Van Gough Andy Goldsworthy Monet	Picasso James Rizzi Andy Goldsworthy Berndnaut Smilde Hannah Hoch Henri Rousseau	Angie Lewin Paul Klee & Henri Matisse Tudor portraits Paul Cézanne Giuseppe Arcimboldo Hokusai	Maria Martinez Fibonacci sequence Sonia King Turner Monet Antony Gormley Lowry	Lindisfarne Gospels Sutton Hoo helmet El Greco Caspar David Fredrich Paul Gaugin Daisy Taugelchee Kayla Mattes Bayeux tapestry	William Morris Sybil Andrews Ashington Group Johannes Vermeer Leonardo Da Vinci Andy Warhol Roy Lichtenstein Van-Gough Starry Sky Hieroglyphics	Damien Hirst Walter Hood fitch Artists 19 th & 20 th Century – Banksy Toyin Oduola 
Evaluate and analyse creative works	Explain the process, Likes and dislikes	Likes, dislikes, changes	Idea, future, develop, likes, dislikes and changes	Compare, adapt, annotate, idea, future, develop.	Method, approach, opinion, art elements, balance, aesthetic, compare, adapt, annotate.	Genre, functionality, critique, develop, personal views, annotate.	Adapt and views.
Explore and develop ideas	Imagination, invent, adapt, idea, try-out, observe, artist, portrait	Recognise, portrait, landscape, record, gather ideas – sketchbook, imagination, explore artists, craftsperson, designer.	Ideas, experiences, choice, observe, portrait, landscape, similarity, work-out ideas – sketchbook, difference, art, artist, design, designer, gallery, investigate	Historical periods, collaborate, scale, observe, question, develop, review, experience, investigate, scale, collect and record – sketchbook annotate.	Sketchbook – draw, improve, plan and inform ideas, observe, method, approach, sketch, historical periods, investigate, collect images, and information, technique, classical, purpose, styles.	All of year 4+ Depth, distance, shadow,	All of year 5 + Starting point, marks, lines, perspective, edit, effect, filter.
Explicit Art to Study	Kandinsky – colour Pollock – paint Goldsworthy – nature art	Funny faces and fabulous features! Street view! Mix it!	Portraits and Poses! Still-life!	Prehistoric Pots Mosaic Masters People and Places	Vista landscapes Warp and Weft Statues, Statuettes and Figurines	Light, line and shadows Mixed Media Natures Art	Great artists Trailblazers and barrier breakers Inuit

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mark Making Techniques	Pencil, fat pens, crayons, thick and thin brushes	Pencil, black pen, biro, crayons, thick and thin brushes, HB, B and H pencils	Pencil, black pen, biro, crayons, thick and thin brushes, HB, B, 2B and H pencils	Pencil, black pen, biro, crayons, thick and thin brushes, , HB, B, 2B and H, 2H pencils	Pencil, black pen, biro, crayons, thick and thin brushes, HB, B, 2B, 2H and H pencils	Pencil, black pen, biro, crayons, thick and thin brushes, full range of pencils	Pencil, black pen, biro, crayons, thick and thin brushes, full range of pencils.
Drawing	<p>Simple pattern, line</p> <p>Use language texture – rough, smooth and associate objects with a particular texture. E.g. teddy bear – soft and furry</p> <p>Self-portrait – position of eyes, nose, mouth.</p> <p>Mark making with pencils</p>	<p>Simple pattern, line</p> <p>Represent different textures in the environment both manmade and natural using a range of media</p> <p>Self-portrait – position of eyes, nose, mouth</p> <p>Pencil mark making and smudging</p>	<p>Simple pattern, line, hatching.</p> <p>Represent different textures in the environment both manmade and natural using a range of media</p> <p>Portrait – increasing accuracy position of eyes, nose, mouth – use of computing</p> <p>Pastel smudging and blending</p>	<p>Intricate Pattern, line, hatching, cross-hatching.</p> <p>Draw a large variety of different textures that match the object, using a range of media</p> <p>Self-portrait – accurately position of eyes, nose, mouth.</p> <p>Pencil smudging, hatching and cross hatching to create form, shadow, light.</p>	<p>Intricate Pattern, line, hatching, cross-hatching.</p> <p>Use a variety of techniques and media to interpret the texture of a surface, e.g. mark making</p> <p>Draw eyes, nose, mouth with increasing accuracy</p> <p>Oil pastel/ chalk/charcoal blending, smudging, overlaying.</p>	<p>Intricate Pattern, line, hatching, cross-hatching</p> <p>Use texture for effect.</p> <p>Still life portraits, full figures</p> <p>Contour line drawings</p> <p>Pencil smudging, hatching and cross hatching to create form, shadow, light.</p>	<p>Intricate Pattern, line, hatching, cross-hatching, perspective</p> <p>Use texture for effect.</p> <p>Movement in full-figure drawing. Portraiture depicting emotion</p> <p>Pencil smudging, hatching and cross hatching to create form, shadow, light.</p>
Painting	<p>Water based paints, use of colour</p> <p>Simple colour washes and mark making</p>	<p>Water colours, ready mix paint</p> <p>Simple colour washes, find collections of colour – different sorts of green, blue, purple etc.</p> <p>Mix secondary colours</p>	<p>Hot and cold colours, colour wheel</p> <p>Simple colour washes, begin to introduce the mixing of colours to make new ones basic tints and shades.</p> <p>Know the primary colours and mix to make the secondary colours</p>	<p>Introduce and experiment with complementary colours, colour wheel</p> <p>Water colours, ready mix paints, acrylics, exploring tones, tints and shades.</p> <p>Mix and know how to mix a variety of primary and secondary colours.</p> <p>Blocking in colour, washes, thickened paint.</p>	<p>Colour wheel – effective use of complementary colours. Make and match colours with increasing accuracy.</p> <p>Water colours, ready mix, acrylics to create shape. Exploring tones, tints and shades</p> <p>Use different paint tools to add texture.</p>	<p>Acrylic paints, watercolour paints, washes, multi-media to build texture and detail</p> <p>Water colour, ready mix, use of receding colours to create depth in form and tone</p> <p>Secure knowledge of warm and cold colours, complementary and contrasting colours.</p> <p>Build up layers of colours/textures using appropriate tools.</p>	<p>All of year 5 +</p> <p>Create shades and tints confidently using black and white.</p>
Sculpture	Clay simple shapes, simple sculpture Imprinting, simple thumb pots.	Clay simple shapes, simple sculpture Imprinting, thumb pots.	Clay, sculpture and imprinting.	Clay sculpture, simple relief work, imprinting, tiles.	Clay sculpture, relief work, imprinting, tiles.	Clay sculpture, relief work, imprinting slabs/coil pots.	Clay sculpture, relief work, imprinting slabs/coil pots.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing/Textiles /Collage/3D form	Simple printing with natural and man-made materials, repeating patterns, some simple overlay.	Printing with a range of materials, repeating pattern, overlay, awareness of pattern.	Printing with a range of materials, repeating pattern, overlay, awareness of pattern choice simple imprinting.	Create own pattern using polystyrene tiles. Imprinting and simple relief work.	Create own pattern using polystyrene tiles. Imprinting and simple relief work. Printing with a range of materials, repeating patterns, overlay, awareness of pattern choice and effect.	Increasing more complex print work, both relief and imprinting for choice and effect.	Increasing more complex print work, both relief and imprinting for choice and effect. Mixed media work.
Hugglescote Priorities Reading Community Communication Mental Health & Well being <small>(Connect, be active, take notice, keep learning, give)</small>	Non-Fiction information about artists Settlements Diversity Cultures Equality Heritage Identity Belonging Beliefs Housing Families Toys Travel Oracy - opinions Social skills Body language Building confidence Vocabulary Collaborative working - Think, pair, share Justifying 5 Ways to well being Activity Zone of regulation Resilience Hugglescote Way	Non-Fiction information about artists Settlements Diversity Cultures Equality Heritage Identity belonging Beliefs Housing Families Society Travel Links to others Oracy – opinions Social skills Body language Building confidence Vocabulary Collaborative working - Think, pair, share Justifying 5 Ways to well being Activity Zone of regulation Hugglescote Way Health and safety - personal safety	Non-Fiction information about artists Settlements Diversity Cultures Equality Heritage Online Identity belonging Beliefs Housing Families Society Links to others Oracy - opinions Social skills Leaders Body language Building confidence Online Vocabulary Collaborative working - Think, pair, share Justifying 5 Ways to well being Healthy eating Activity Zone of regulation Resilience Hugglescote Way Health and safety - personal safety	Non-Fiction information about artists Settlements Diversity Cultures Equality Heritage Identity belonging Beliefs Housing Families Society Travel Links to others Oracy -opinions Social skills Leaders Body language Building confidence Vocabulary Collaborative working - Think, pair, share Justifying 5 Ways to well being Activity Zone of regulation Resilience Hugglescote Way Health and safety - personal safety	Non-Fiction information about artists Settlements Diversity Cultures Equality Heritage Sustainability Identity belonging Beliefs Housing Families Society Travel Links to others Oracy – opinions Social skills Leaders Body language Building confidence Vocabulary Collaborative working - Think, pair, share Justifying 5 Ways to well being Activity Zone of regulation Resilience Hugglescote Way	Non-Fiction information about artists Settlements Diversity Cultures Equality Heritage Sustainability Identity belonging Beliefs Housing Families Society Travel Links to others Oracy – opinions Social skills Leaders Body language Building confidence Vocabulary Collaborative working - Think, pair, share Justifying 5 Ways to well being Activity Zone of regulation Resilience Hugglescote Way Health and safety - personal safety	Non-Fiction information about artists Settlements Diversity Cultures Equality Heritage Online Sustainability Identity belonging Beliefs Housing families Society Travel Links to others Oracy – opinions Social skills Leaders Body language Building confidence Online Vocabulary Collaborative working - Think, pair, share Justifying 5 Ways to well being Healthy eating Activity Zone of regulation Resilience Health and safety - personal safety

Art and design progression of vocabulary

Vocabulary/ concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Line, thick, thin, wavy, straight, Pencil, Finger, stick, chalk, pastel, felt tip.	Line: Thick, thin, soft, fine, pattern, line, shape, detail, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: soft, hard, shiny, light/dark, deep Shape: oval, long, curvy, bright.	Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright.	Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, emotion, expression	Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression	Observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, shading, hatching, blending, Perspective and Composition: perspective, horizon, composition, scale, foreground, middle ground, background	Observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background
Painting	Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination, scale, size, fine motor skills.	Brush, size and types, scale, Colour; mixing, primary colours, techniques, layering, mixing media	Brush, size and types, scale, Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media	Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, washes, brush, Texture, sand, plaster	Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster	Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination	Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination
Sculpture	Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor.	Materials, products, manipulate, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, textural effects Form: experiment, constructing, joining, natural, manmade materials Texture: surface, material, build textured tile	Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, textural effects Form: experiment, constructing, joining, natural, manmade materials Texture: surface, malleable material, build textured tile	Record, observe, review, revisit, improve, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips	Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips	Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures	Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures

Art Content Progression



Vocabulary/ concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage	Experiment, media, understand, glue, sticking, paper, fabric, natural materials, textural effects, observation, imagination	Create, variety, images, materials, fabric, crepe paper, magazines, sort, group, colour, fold, crumple, tear, overlap edges	Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, overlap edges	Experiment, collage Techniques, tearing, Overlapping, layering, create , images, represent, textures.	Experiment, collage Techniques, tearing, Overlapping, layering, create , images, represent, textures.	Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas.	Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas.
Textiles	Practise, threading skills, basic running stitches, understand, join, fabric, decorate	Thread, fabric, weave, sew, trim, running stitch, binca, decorate.	Embroidery, stitch, cross stitch, running stitch, back stitch, French knot, knot, needle, thread.	Embroidery, stitch, cross stitch, running stitch, back stitch, French knot, knot, needle, thread. Textiles, stitch, cut, join, dye, template.	Embroidery, stitch, cross stitch, running stitch, back stitch, French knot, knot, needle, thread. Textiles, stitch, cut, join, dye, template, button, repair, accurate, measure, embellish.	Embroidery, stitch, cross stitch, running stitch, back stitch, French knot, knot, needle, thread. Textiles, stitch, cut, join, dye, template, button, repair, accurate, measure, embellish, batik, wax resist, wearable, applique.	Embroidery, stitch, cross stitch, running stitch, back stitch, French knot, knot, needle, thread. Textiles, stitch, cut, join, dye, template, button, repair, accurate, measure, embellish, batik, wax resist, wearable, applique, product.
Printing	Experiment, printing, media, understand, techniques	Pattern, print, repeat, rubbings.	Relief press, carbon printing, fabric printing, complex pattern, materials, ink, scoring.	Motif, Variety, design, symmetrical, asymmetrical, reflection, symmetry.	Refine, resist, printing, block printing, canvas.	Layering, print, alter, modify.	Layering, print, alter, modify.

EYFS Skills Progression				
EYFS	Art Concept and Skills	Key Artists, Craft makers and designers	Evaluate and Analyse creative works	Explore and Develop Ideas
	Line, colour, texture, pattern, shape and form, portraits, collage, design and 3D models.	Jackson Pollock Van Gogh Monet Kandinsky Andy Goldsworthy Mondrian	Explain the process, Likes and dislikes	Imagination, invent, adapt, idea, try-out, observe, artist, portrait

Areas of Art			
Drawing	Painting	Sculpture	Printing, Textiles/Collage, 3D form
<ul style="list-style-type: none"> To use a pen, pencil, chalk, pastel to draw a self-portrait. To create patterns using shapes and colours. To know what a silhouette is and how to create one. To use my observation to draw in more detail. To know who Eric Carle is and can talk about his illustration style. To recognise the way patterns are made in different cultures. To say how I could improve my work. 	<ul style="list-style-type: none"> To know who Jackson Pollock is and can talk about his style. To name colours and use them for a purpose. To mix colours and create different shades. To know who Kandinsky is and can talk about his style. To know who Vincent Van Gogh is and can talk about his work. To know who Piet Mondrian is and can talk about his work. To know who Monet is and can talk about his style. To use watercolours to create a still life picture. 	<ul style="list-style-type: none"> To know who Andy Goldsworthy is and can talk about his style. To talk about my creation and say what I like about it. To explain my creative choices. To mix materials to create different textures. To mix techniques to create different textures. To design and make my own sculpture. 	<ul style="list-style-type: none"> To create a collage using scissors, glue and colours effectively. To create using junk modelling - say what my creation is and how it was made. To create a chair for Baby Bear/I can use different textures and materials to make houses for the three little pigs. To create prints using a variety of techniques. To create a bridge strong enough to hold the weight of the 3 Billy Goats Gruff. To use patterns to inspire my own work.

Sketchbook/Art produced examples:



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Me and My World</p> <p>Jackson Pollock</p> <p>beginning to mix colours, build models using construction equipment.</p> <p>Self-portraits, junk modelling,</p> <p>Julia Donaldson songs</p> <p>Provide opportunities to work together to develop and realise creative ideas</p>	<p>Terrific Tales</p> <p>Kandinsky</p> <p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas,</p>	<p>Amazing Animals</p> <p>Andy Goldsworthy Eric Carle</p> <p>Animal prints / Designing homes for hibernating animals.</p> <p>Animal patterns / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making,</p>	<p>Enchanted Lands and Castles</p> <p>Bridge building</p> <p>Castle models Portraits Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun Flowers Mother's Day crafts Easter crafts</p> <p>Artwork themed around The Seasons – Art</p>	<p>Out of this World</p> <p>Van Gough</p> <p>Painting in the style of Van Gough.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Superhero masks.</p>	<p>Seaside's & Journeys</p> <p>Mondrian & Monet</p> <p>Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>

EYFS END POINT

ELG: Fine Motor Skills

- Children will be able to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Children will be able to use a range of small tools, including scissors, paint brushes and cutlery.
- Children will begin to show accuracy and care when drawing.

ELG: Creating with Materials

- Children will be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Children will be able to share their creations, explaining the process they have used.

Year 1 Skills Progression							
Cycle B (2023/24)	Art Concept and Skills	Key Artists, Craft makers and designers	Evaluate and Analyse creative works	Explore and Develop Ideas			
	Portraits, textiles, colour, texture, drawing and collage.	Picasso James Rizzi Andy Goldsworthy Berndnaut Smilde Hannah Hoch Henri Rousseau	Likes, dislikes, changes	Recognise, portrait, landscape, record, gather ideas – sketchbook, imagination, explore artists, craftsperson, designer.			
Areas of Art							
Drawing	Painting	Sculpture	Printing, Textiles/Collage, 3D form				
<p>To use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint, chalk and other dry media to represent objects in lines. Explore mark making using a variety of tools.</p> <ul style="list-style-type: none"> Use simple pattern, line To represent different textures in the environment both manmade and natural using a range of media To create a self-portrait – position of eyes, nose, mouth To use pencil mark making and smudging 	<p>Make marks in print using found objects and basic tools and use these to create repeating patterns.</p> <ul style="list-style-type: none"> To use water colours and ready mix paints To use simple colour washes, find collections of colour – different sorts of green, blue, purple etc. To mix secondary colours 	<ul style="list-style-type: none"> To use simple shapes, simple sculpture in clay To use imprinting, thumb pots. 	<p>Make structure by joining simple objects together. Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them.</p> <ul style="list-style-type: none"> To use printing with a range of materials, repeating pattern, overlay, awareness of pattern. 				
Sketchbook/Art produced examples:							
Portraits/Collage 		Colour Mixing Comparison 		Sculpture 		3D mural – buildings 	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
ART What is a portrait? Who is Picasso? Funny faces and fabulous features! Picasso/ Hannah Hoch	DT Textiles Hand Puppet	ART How can we make new colours? Mix it! Colour Henri Rousseau	DT Mechanisms – Levers and Sliders Moving picture Art What is a Boggart? Boggart sculpture/leaf prints	ART Who is James Rizzi? Street View James Rizzi/ Berndnaut Smilde	DT Cooking and Nutrition Fruit ice lollies		

Year 2 Skills Progression				
Cycle A (2022/23)	Art Concept and Skills	Key Artists, Craft makers and designers	Evaluate and Analyse creative works	Explore and Develop Ideas
	Abstract, print, shape, colour, drawing, texture, portraits and still-life.	Angie Lewin Paul Klee & Henri Matisse Paul Cézanne Giuseppe Arcimboldo Hokusai	Idea, future, develop, likes, dislikes and changes	Ideas, experiences, choice, observe, portrait, landscape, similarity, work-out ideas – sketchbook, difference, art, artist, design, designer, gallery, investigate

Areas of Art			
Drawing	Painting	Sculpture	Printing, Textiles/Collage, 3D form
<p>Experiment with tones using pencils, chalks, pastels and charcoal.</p> <ul style="list-style-type: none"> To use simple pattern, line, hatching. To represent different textures in the environment both manmade and natural using a range of media To create a portrait – increasing accuracy position of eyes, nose, mouth – use of computing. To use pastel smudging and blending 	<p>Represent things observed, remembered or imagined using colour/tools in two and three dimension.</p> <ul style="list-style-type: none"> To use hot and cold colours, colour wheel To use simple colour washes, begin to introduce the mixing of colours to make new ones basic tints and shades. To know the primary colours and mix to make the secondary colours. 	<ul style="list-style-type: none"> To use clay, sculpture and imprinting. 	<p>Experiment with basic tools on rigid and flexible materials.</p> <p>Make textured collages from a variety of media and by folding, crumpling, and tearing materials.</p> <p>Develop techniques to join fabrics and apply decorations such as running or overstitch</p> <ul style="list-style-type: none"> To use printing with a range of materials, repeating pattern, overlay, awareness of pattern choice simple imprinting.

Sketchbook/Art produced examples:

Marbling and bubble, prints, collage



Portraits – line drawing, sketching, digital art work







Still-life – pastel art observational drawing, colour contrasts. Print



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>ART</p> <p>Who is Henri Matisse?</p> <p>Colour mixing, marbling, bubble art, printing, collage, clay properties</p> <p>Henri Matisse</p>	<p>DT</p> <p>Mechanisms</p> <p>Moving vehicle</p>	<p>ART</p> <p>What is a digital portrait?</p> <p>Portraits, line drawing, digital art.</p> <p>Clay King or Queen</p> <p>Tudor portraits</p>	<p>DT</p> <p>Structures</p> <p>Beach huts</p>	<p>ART</p> <p>What is a still life painting? Who is Paul Cezanne?</p> <p>Still-life, pastels and colour contrasts.</p> <p>Paul Cézanne</p>	<p>DT</p> <p>Summer 2</p> <p>Textiles</p> <p>Flower keyring</p> <hr/> <p>ART</p> <p>What is natural printing? Printing with Natural materials calico (leaves/flowers)</p>

KS1 END POINT

- Children will be able to use a range of materials creatively to design and make products
- Children will be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Children will know about a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Year 3 Skills Progression						
Year 3	Art Concept and Skills	Key Artists, Craft makers and designers	Evaluate and Analyse creative works	Explore and Develop Ideas		
	Drawing, tone, texture, line, perspective, colour, style, form, shape, pattern and sculpture.	Maria Martinez Fibonacci sequence Sonia King Turner/ Monet Antony Gormley/ Lowry	Compare, adapt, annotate, idea, future, develop.	Historical periods, collaborate, scale, observe, question, develop, review, experience, investigate, scale, collect and record – sketchbook annotate.		
Areas of Art						
Drawing	Painting	Sculpture	Printing, Textiles/Collage, 3D form			
Explore shading using different media. <ul style="list-style-type: none"> To use intricate Pattern, line, hatching, cross-hatching. To draw a large variety of different textures that match the object, using a range of media To use self-portrait – accurately position of eyes, nose, mouth. To use pencil smudging, hatching and cross hatching to create form, shadow, light. 	Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. <ul style="list-style-type: none"> To introduce and experiment with complementary colours, colour wheel To use water colours, ready mix paints, acrylics, exploring tones, tints and shades. To mix and know how to mix a variety of primary and secondary colours. To use blocking in colour, washes, thickened paint. 	Compare and re-create form of natural and man-made objects. <ul style="list-style-type: none"> To record, observe, review, revisit, improve, design techniques, painting, materials, To create, surface patterns, textures, join, construct, modelling, shape, To develop, clay, slabs, coils, slips 	Create collage using overlapping and layering. Create printing blocks using relief or impressed techniques. Add detail to work using different types of stitch, including cross-stitch. <ul style="list-style-type: none"> To create own pattern using polystyrene tiles. To use imprinting and simple relief work. 			
Sketchbook/Art produced examples:						
Ammonite sketch and print 		Mosaic Masters/Roman clay pot 		Embossed metal/Lowry inspired art 		Watercolour 
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
ART What is hatching, smudging and cross hatching? Ammonite	DT Electrical Systems Night Light	ART What is a mosaic? Who is Sonia King? Mosaic Masters	DT Summer 1 Structures Packaging for a plant	ART What is embossing? Jewellery – embossed pattern and pictures	DT Cooking and nutrition Healthy sandwich ART	

Art Content Progression



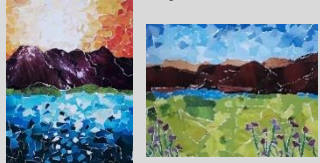
Sketching and Printing Fibonacci sequence Sewing	USE OF ICT	Clay pot Sonia King		Who is LS Lowry? Figure drawing; Urban landscapes; Significant artist – LS Lowry	Water colours How can blocking colour be used? Water patterns – colour mixing tints and shades Abstract patterns
--	------------	----------------------------	--	---	--

Year 4 Skills Progression				
Year 4	Art Concept and Skills	Key Artists, Craft makers and designers	Evaluate and Analyse creative works	Explore and Develop Ideas
	Colour, texture, pattern, drawing, line, form, tone, textiles, landscapes and shape.	Lindisfarne Gospels Anthony Gormley Sutton Hoo helmet El Greco Caspar David Fredrich Paul Gaugin Daisy Taugelchee Kayla Mattes Bayeux tapestry	Method, approach, opinion, art elements, balance, aesthetic, compare, adapt, annotate.	Sketchbook – draw, improve, plan and inform ideas, observe, method, approach, sketch, historical periods, investigate, collect images, and information, technique, classical, purpose, styles.

Areas of Art			
Drawing	Painting	Sculpture	Printing, Textiles/Collage, 3D form
Draw familiar objects with correct proportions <ul style="list-style-type: none"> To use intricate Pattern, line, hatching, cross-hatching. To use a variety of techniques and media to interpret the texture of a surface, e.g. mark making To draw eyes, nose, mouth with increasing accuracy To use oil pastel/ chalk/charcoal blending, smudging, overlaying. 	Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. <ul style="list-style-type: none"> To use the colour wheel – effective use of complementary colours. Make and match colours with increasing accuracy. To use water colours, ready mix, acrylics to create shape. Exploring tones, tints and shades To use different paint tools to add texture. 	Plan a sculpture through drawing and other preparatory work. <ul style="list-style-type: none"> To use clay sculpture, relief work, imprinting, tiles. 	Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. Use a variety of techniques e.g. Marbling, silkscreen and cold water paste. Print fabrics using tie-dyes or batik <ul style="list-style-type: none"> To create own pattern using polystyrene tiles. Imprinting and simple relief work. To print with a range of materials, repeating patterns, overlay, awareness of pattern choice and effect.

Sketchbook/Art produced examples:

Vista Landscapes

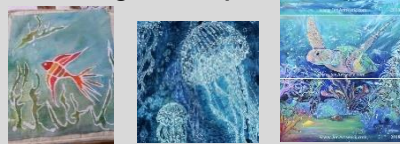


Autumn 1



Autumn 2

Batik Painting/seascapes

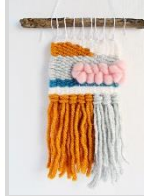


Spring 1

Weaving



Spring 2



Summer 1

Statues, statuettes & Figurines



Summer 2



Art Content Progression



<p>ART</p> <p>What is perspective?</p> <p>Vista Landscapes Atmospheric perspective, warm and cold colours, sketching.</p> <p>Collage</p>	<p>DT</p> <p>Textiles</p> <p>Wallet / Purse (Under 'Bendy Bags' in units)</p>	<p>ART</p> <p>What is weaving?</p> <p>Warp and Weft Weaving</p> <p>Weaving wall hangings</p>	<p>DT</p> <p>Mechanical Systems</p> <p>Pneumatics – moving sea creature</p>	<p>ART</p> <p>Who is Anthony Gormley?</p> <p>Statues, Statuettes and Figurines</p> <p>Figure drawing and clay work figurines.</p> <p>Anthony Gormley</p>	<p>DT</p> <p>Burps, bottoms and bile</p>
		<p>ART</p> <p>Painting/Batik Observational drawing, Batik; Printing; Seascapes.</p>			

Year 5 Skills Progression

Year 5	Art Concept and Skills	Key Artists, Craft makers and designers	Evaluate and Analyse creative works	Explore and Develop Ideas	
	Portraiture, print, drawing, colour, texture, design and form.	William Morris Sybil Andrews Johannes Vermeer Andy Warhol Van-Gough Starry Sky Egyptian pottery	Edvard Munch Ashington Group Leonardo Da Vinci Roy Lichtenstein Hieroglyphics Alexja Jawklensky	Genre, functionality, critique, develop, personal views, annotate.	Sketchbook – draw, improve, plan and inform ideas, observe, method, approach, sketch, historical periods, investigate, collect images, and information, technique, classical, purpose, styles. Depth, distance, shadow

Areas of Art

Drawing	Painting	Sculpture	Printing, Textiles/Collage, 3D form
<p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</p> <ul style="list-style-type: none"> To use intricate Pattern, line, hatching, cross-hatching To use texture for effect. To use still life portraits, full figures To use contour line drawings To use pencil smudging, hatching and cross hatching to create form, shadow, light. 	<p>Mix colours to express mood, divide foreground from background or demonstrate tones.</p> <ul style="list-style-type: none"> To use acrylic paints, watercolour paints, washes, multi-media to build texture and detail To use water colour, ready mix, use of receding colours to create depth in form and tone To secure knowledge of warm and cold colours, complementary and contrasting colours. To build up layers of colours/textures using appropriate tools. 	<p>Develop skills in using clay including slabs, coils and slips.</p> <ul style="list-style-type: none"> To use clay sculpture, relief work, imprinting slabs/coil pots. 	<p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</p> <p>Experiment with layers and overlays to create new colours and textures.</p> <p>Return to work over longer periods of time and use a wider range of materials.</p> <ul style="list-style-type: none"> To use an increasing more complex print work, both relief and imprinting for choice and effect.

Sketchbook/Art produced examples:

Mixed Media Collage



Portraits



3d Modelling/Sculpture



Natures Art relief Printing



Art Content Progression



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>ART</p> <p>How can we create texture with paper?</p> <p>Mixed media</p> <p>Paper crafts; Papermaking; Paper, fabric, mixed media and surreal photo collage; Mixed media artwork</p>	<p>DT</p> <p>Mechanical Systems</p> <p>Controllable Moon Vehicle – Gears and Pulleys</p>	<p>ART</p> <p>What is the expressionist art movement?</p> <p>Portraits</p> <p>Expressionist art movement; Significant artist – Edvard Munch; Portrait photography; Expression; Self-portraits</p> <p>Art appreciation – Pitmen Painters; Sketching</p>	<p>DT</p> <p>Textiles with CAD</p> <p>A bag (to store artefacts)</p> <p>'Designer bags' in units</p>	<p>ART</p> <p>Who is William Morris?</p> <p>Natures Art</p> <p>Land art; Natural materials; Relief sculpture; Installations</p> <p>William Morris</p>	<p>DT</p> <p>Cooking and nutrition</p> <p>Bread – different types</p>
			<p>ART</p> <p>How was art created in Egyptian times?</p> <p>Hieroglyphics/3d canopic jars model/sculpture – coil pots</p>		

Year 6 Skills Progression

Year 6	Art Concept and Skills	Key Artists, Craft makers and designers	Evaluate and Analyse creative works	Explore and Develop Ideas
	Colour, design, line, tone, perspective, sculpture, carving, surrealism, abstraction and movement impressionism and observational drawings.	<p>Freda Carlo</p> <p>Damien Hirst</p> <p>Walter Hood fitch</p> <p>Variety of Artists 19th & 20th Century – Banksy Toyin Odutola</p>	<p>Adapt and views.</p>	<p>Sketchbook – draw, improve, plan and inform ideas, observe, method, approach, sketch, historical periods, investigate, collect images, and information, technique, classical, purpose, styles. Depth, distance, shadow. Starting point, marks, lines, perspective, edit, effect, filter.</p>

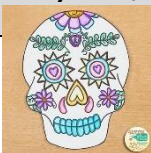


Areas of Art

Drawing	Painting	Sculpture	Printing, Textiles/Collage, 3D form
<p>Explain and justify preferences towards different styles and artists.</p> <p>Begin to develop an awareness of composition, scale and proportion in their work.</p> <p>Use simple perspective in their work using simple focal point and horizon.</p> <ul style="list-style-type: none"> To use intricate Pattern, line, hatching, cross-hatching, perspective To use texture for effect. To use movement in full-figure drawing. To use portraiture depicting emotion To use pencil smudging, hatching and cross hatching to create form, shadow, light. 	<p>Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p> <ul style="list-style-type: none"> To use acrylic paints, watercolour paints, washes, multi-media to build texture and detail To use water colour, ready mix, use of receding colours to create depth in form and tone To secure knowledge of warm and cold colours, complementary and contrasting colours. To build up layers of colours/textures using appropriate tools. To create shades and tints confidently using black and white. 	<p>Produce intricate patterns and texture in a malleable media.</p> <ul style="list-style-type: none"> To clay sculpture, relief work, imprinting slabs/coil pots. 	<p>Use different techniques, colours and textures when designing and making pieces of work and explain their choices.</p> <p>Create intricate printing patterns by simplifying and modifying sketchbook designs.</p> <ul style="list-style-type: none"> To use an increasing more complex print work, both relief and imprinting for choice and effect. Mixed media work.

Sketchbook/Art produced examples:

Maya Art/clay/Trailblazers portraits

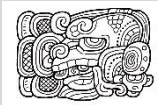




Frozen Kingdom
Print/carving/drawing



Full-Figure drawings/Impressionism/expressionism/surrealism/cut up



Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
 <p>ART What is Maya sculpture? Sculpture; Maya art; Carving 3D form – day of the dead skull</p> <p>Who is Freda Carlo? & Trailblazers and barrier breakers Significant black artists; Analysing artwork; Creating artwork with meaning</p>		 <p>DT link with Science Electrical Systems</p> <p>Alarm or light</p> <p>USE OF ICT</p>		 <p>ART How can you create an Inuit carving?</p> <p>Inuit</p> <p>Print Making/soap carving</p>		<p>DT Structures Playground shelter</p>		<p>ART What is Impressionism and surrealism?</p> <p>Gallery Rebels Great artists of the 19th and 20th centuries Painting and Drawing</p>		<p>DT Mechanical Systems Moving toy</p>	

KS2 END POINT

- Children will be able to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Children have used sketch books to record their observations and use them to review and revisit ideas.
- Children have improved their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Children will know about great artists, architects and designers in history.