



EDUCATION
SOUTH WEST

ESW Art Curriculum
Lesson Progression Document

Rec	Lesson	Autumn – Exploring watercolour (Painting)	Spring – Explorative Printing (Printing)	Summer – Playful Making (Sculpture)
	<p>Across the term</p>	<p>Taught content Teach, model, scaffold using paintbrushes and a range of mark making tools – using appropriate pressure to make marks. Teach accuracy when drawing – shapes and objects Teach and model simple techniques (E.G-sketching) Teach the primary colours. Teach and model how to mix primary colours</p> <p>Classroom:</p> <ul style="list-style-type: none"> •Activities to build fine motor skills incorporated into learning opportunities – e.g. phonics activities using tweezers, maths activities using scissors •Move it Move it time to target specific skills – pincer grip etc •Directed fine motor skills activities •Variety of tools available - Activities based on simple art techniques to practise and develop – •Have primary colours available with opportunities for colour mixing. •Creating plans for drawings – making things in stages. Eg, making a rocket, waiting for glue to dry, then painting it, painting a background, waiting for it to dry then painting the foreground. Sketching portraits then painting <p>Writing area:</p> <ul style="list-style-type: none"> •Images of how to hold pencil/paintbrush in tripod grip for both RH and LH. •Writing on sandpaper or aluminium foil •Tracing cards •Malleable materials for making shapes e.g playdough <p>Creative area:</p> <ul style="list-style-type: none"> •Images of how to hold different implements – paintbrush, chalk, scissors, glue stick, cutlery •Hiding objects in putty, threading, <p>Home Corner:</p>	<p>Taught content Continue to model and scaffold tri-pod grip. Further small group focus for children as needed. Teach and model cutting along lines – following lines more closely. Teach and model using glue sticks and spreaders accurately when making Continue to model appropriate pressure when drawing and mark making Continue to model and scaffold accurate shapes when drawing. Modelling of scissor skills (how to hold them correctly, cutting different lines and shapes.)</p> <p>Classroom:</p> <ul style="list-style-type: none"> •Activities to build fine motor skills incorporated into learning opportunities – eg. phonics activities using tweezers, maths activities using scissors •Duplo and Lego construction •Marble and peg board games – kerplunk or operation <p>Writing area:</p> <ul style="list-style-type: none"> •Images of how to hold pencil in tripod grip for both RH and LH. •Mazes and dot-to-dot pictures •Writing on sandpaper or aluminium foil •Stencil writing <p>Creative area:</p> <ul style="list-style-type: none"> •Images of how to hold different implements – paintbrush, chalk, scissors, glue stick, cutlery •Hiding objects in putty, threading, •Printers and stamps <p>Home Corner:</p> <ul style="list-style-type: none"> •‘posting’ objects through small holes – eg. Posting letters in a post box, posting coins in a shop till <p>Outside:</p> <ul style="list-style-type: none"> •Paintbrushes with water to ‘clean’ or ‘write’ on walls and ground •Opportunities to draw and paint on vertical surfaces such as easels 	<p>Taught content Teach children about constructing models, both large and small, for a purpose. Model the refining of sculptures.</p> <p>Classroom:</p> <ul style="list-style-type: none"> •Activities to build fine motor skills incorporated into learning opportunities – eg. phonics activities using tweezers, maths activities using scissors. •Duplo and lego construction. <p>Creative area:</p> <ul style="list-style-type: none"> •Junk modelling •Sculpture building with clay, playdough and malleables. <p>Outside:</p> <ul style="list-style-type: none"> •Building with ‘heavy’ equipment such as big wheels, blocks •Obstacle courses to navigate their way around – incorporate balancing into obstacle courses.

	<ul style="list-style-type: none"> • ‘posting’ objects through small holes – eg. Posting letters in a post box, posting coins in a shop till <p>Outside:</p> <ul style="list-style-type: none"> • Paintbrushes with water to ‘clean’ or ‘write’ on walls and ground • Opportunities to draw and paint on vertical surfaces such as easels • Chunky chalk to write and draw on surfaces outside • Exploration area – finding objects with tweezers/grabbers • Washing small objects in water, using squirt bottles • Writing/drawing in foam, icing sugar, sand 	<ul style="list-style-type: none"> • Chunky chalk to write, print and draw on surfaces outside • Exploration area – finding objects with tweezers/grabbers • Writing in foam, icing sugar, sand • Printing using water and various object <p>Additional:</p> <ul style="list-style-type: none"> • Fine motor skill group/intervention for those that need it. 	
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	Lesson	Autumn – Spirals (Drawing)	Spring - Simple Print Making (Printing)	Summer - Making Birds (Sculpture)
Year 1	1	Make spiral drawings using your body	Print with your body	Use photos and films to create close- up observational drawings
	2	Use colour, spirals and blending to make drawings	Make rubbings to explore texture	Experiment with mark making to draw feathers
	3	Use a continuous line to make an observational drawing	Explore how plasticine can be used to print	Manipulate paper from 2D to 3D
	4	Explore mark making with pen and water	Create simple observational drawings which include pattern.	Make the body and legs of your bird sculpture. Use mark making skills to create feathers
	5	Use drawing skills to create a spiral artwork	Use foam to create relief prints	Assemble your sculpture.
	6	Share, review and reflect on artwork	Share, review and reflect on artwork	Share, review and reflect on artwork

	Lesson	Autumn – Explore and Draw (Drawing)	Spring - Expressive Painting (Painting)	Summer - Exploring the World Through Monoprints (Printing)
Year 2	1	Explore and create patterns with nature	Explore how expressive paintings can be created	Drawing landscapes
	2	Collect found patterns around the school	Name and explore primary and secondary colours	Drawing small objects with detail
	3	Create a ‘feely’ drawing	Explore mark making tools and textures of paint	What is monoprinting? Creating a carbon paper print in the style of Xgao'c'o X'are
	4	Create pictures using wax resist.	Explore different ways to apply paint	Plan and begin to create artwork of animals using monoprint

	5	Create artwork using patterns and wax resist.	Create an abstract artwork	Continue and finish monoprint animal artwork
	6	Share, review and reflect on artwork	Share, review and reflect on artwork	Share, review and reflect on artwork

	Lesson	Autumn – Gestural Drawing with Charcoal (Drawing)	Spring - Working with Shape and Colour (Collage/Stencil)	Summer - Telling Stories Through Making (Sculpture)
Year 3	1	Understand how charcoal can be used by comparing the work of Laura McKendry and Edgar Degas	Understand how Henri Matisse uses collage to create artwork	Create a sketchbook response to a known story
	2	Use Charcoal to create large pictures of shells, rocks and fossils	Compare and contrast Romare Bearden’s collage to Matisse	Explore how Quentin Blake uses illustrations to enhance his stories
	3	Explore further how charcoal can be used to make marks	Create a collage drawing inspiration from Matisse and Bearden	Design a minpin and create its body using clay and wire
	4	Explore the effect of light and shade using charcoal	Understand how stencils are made and what they are used for	Create the minpins wings and tail using paper collage techniques
	5	Explore how charcoal and chalk can be used to represent movement and music	Combine stencilling and collage to create a final piece	Create final piece combining sculpture and paper crafting
	6	Share, review and reflect on artwork	Share, review and reflect on artwork	Share, review and reflect on artwork

	Lesson	Autumn – Story Telling Through Drawing (Drawing)	Spring - Exploring Pattern (Collage)	Summer - Festival Feast (Sculpture)
Year 4	1	Explore how Laura Carlin and Shaun Tan tell stories through imagery	Understand how artwork can be made sensory	Explore who Claes Oldenburg, Lucia Hierro and Rowen Briggs Smith represent food through sculpture
	2	Create a piece of artwork to represent a small World scene	Understand that certain types of artwork are created with clear rules	Use drawing skills to create pictures of food
	3	Expressing the elements through drawing and use of monochrome media (Introduce the Jabberwocky)	Create artwork using repeated patterns (Stencils)	Use modroc to create sculptures of food
	4	Use monochrome to create a zig zag book depicting the Jabberwocky	Understand and explore tessellation	Complete modroc sculpture
	5	Continue to work in monochrome	Use tessellation to create a piece of artwork	Create a collaborative observational drawing on fabric
	6	Use colour pop to emphasise elements of black and white drawing Share, review and reflect on artwork	Share, review and reflect on artwork	Share, review and reflect on artwork

	Lesson	Autumn – Exploring Still Life (Drawing/Painting)	Spring - Making Monotypes (Printing)	Summer - Mixed Media Land and City Scapes (Mixed Media/Architecture)
Year 5	1	Explore the impact of composition, colour, line and shape through the work of Paul Cezanne	Understand how monotype is used by Kervork Mourad	Understand how Vanessa Gardiner captures the spirit of a place in their artwork. Use linear approach to represent a landscape
	2	Compare and contrast still life art created by modern artists and 16 th century Dutch and Flemish artists	Create a lexicon of marks by varying the tool, hold, pressure, speed and intention of the way the mark is made	Understand how The Shoreditch Sketcher captures the spirit of a place in their artwork. Use watercolour and pen to create a landscape
	3	Create a still life scene and photograph it. Start to sketch out the scene	Use colour mixing and paint to create and effect (Introduce poem. Create backgrounds and papers for collage)	Explore how Kittie Jones combines paint, pastel and pen to create seascapes.
	4	Finish sketching and then start to paint the scene	Create foreground images using collage	Drawing upon the techniques of artists, create mixed media waterscapes or cityscape
	5	Complete the final painting considering the use of texture and tone in creating depth and interest.	Use monoprint to add detail and text to a collage	Complete waterscape or cityscapes
	6	Share, review and reflect on artwork	Complete artwork. Share, review and reflect on artwork	Frame or back final piece. Share, review and reflect on artwork

	Lesson	Autumn – Exploring Identity – Portraits (Drawing)	Spring - Activism (Typography/Design)	Summer - Shadow Puppets (3D)
Year 6	1	Explore how different artists represent identity through their artwork	Explore how Luba LukovaCreate use their skills to make art which speaks about things which matter Identify issues to be explored through artwork	Explore shadow puppets through the work of Lotte Reiniger and Malaysian Shadow puppets.
	2	Use a range of media to create portraits (Groups drawing each other)	Explore the work of Shepard Fairey Design poster	Explore joints and movement of puppets. (split pins, card, cut outs, effect of light)
	3	Use pen and ink to create a portrait	Use collage to create a textured background	Design a shadow puppet based on a narrative.
	4	Use mixed media to create a background	Use masking tape, mesh and ink to create typography	Make puppet using card, split pins
	5	Use ink, paint and a range of media to add finishing touches to a self portrait	Use masking tape, mesh and ink to create overlaid images	Make puppet – add materials to create texture.
	6	Share, review and reflect on artwork	Share, review and reflect on artwork	Share, review and reflect on artwork