# Art Curriculum Progression

| Year Group | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|---|---|---|---|---|---|---|
| Nursery 2's | Dabbers fine art<br>Create a picture of me using different materials for sticking<br>Animal collage | Fireworks splash printing<br>Make a city using paper bags<br>Create a snowman Collage<br>Paper plate bear/handprint snowflakes<br>Christmas arts and crafts | Make pig/wolf mask<br>Gingerbread man art<br>3 bears bowls mosaic art | Dinosaur themed arts and crafts | Create your own supertato hero<br>Vegetable printing<br>Bean Art<br>Animal themed art | Hot air balloon art<br>Sea creature themed art |
| Nursery 3's | Colour mixing – link to emotions<br>Create their own drawings and talk about them – link to emotions/feelings<br>Make autumn portraits – join different materials | Develop own ideas – use different materials in creative area for a purpose | Draw with details – super me!<br>Develop own ideas – use different materials in construction area for a purpose<br>Develop and make based on own ideas | Drawing to represent noises<br>Making cards<br>Painting patterns on eggs – colour mixing | Develop their own ideas and decide how they will express these ideas.<br>Spring portraits using different media<br>Draw with detail – plants/people/animals (show emotions in their drawings) | Develop their own ideas and decide how they will express these ideas – summer portrait<br>Decide how they want to make an Eid card |
| Reception | Colour mixing<br>Thinking about what colours we need.<br>Drawing Skills (portraits) | Notice and express features of the natural world around them.<br>Express colours shapes and textures.<br>Range of materials and tools.<br>Christmas and winter crafts | Express ideas and feelings through:<br>Painting (consolidate colour mixing)<br>Sculpture<br>Drawing<br>Introduction of new media such chalk pastels and charcoal<br><br>Encourage children to work on joint projects | Express ideas and feelings through:<br>Painting (consolidate colour mixing)<br>Sculpture<br>Drawing<br>Introduction of new media such chalk pastels and charcoal<br><br>Encourage children to work on joint projects | Express ideas and feelings through:<br>Painting (consolidate colour mixing)<br>Sculpture<br>Drawing etc.<br>Refine skills<br><br>Encourage children to work on joint projects | Express ideas and feelings through:<br>Painting (consolidate colour mixing)<br>Sculpture<br>Drawing etc.<br>Refine skills<br><br>Encourage children to work on joint projects |

## EYFS

**EYFS Statutory Educational Programme**

**Expressive Arts and Design** 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

**End Points**

**Expressive Arts and Design**

# Art Curriculum Progression

ELG: Creating with Materials Children at the expected level of development will: - 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; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

| Year Group | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|---|---|---|---|---|---|---|
| Year 1 | | Collage<br>Lowry | | Sculpture<br>Giacometti | | Painting<br>Van Gogh |
| Year 2 | Printing<br>Jane Foster<br>Bayer | | | Digital<br>Kandinsky | Textiles<br>Anni Albers | |
| Year 3 | Drawing and painting<br>Local area<br>Monet<br>Field trip observations | | Textiles<br>Sue Stone | | | Collage<br>Kurt Schwitters |
| Year 4 | | Sculpture<br>Ancient art | | Digital Media<br>Pop Art<br>Fauvism<br>Pontillism<br>Impressionism | Drawing<br>Escher | |
| Year 5 | Painting<br>Hockney<br>Georgia O'Keeffe | | Sculpture<br>Peter Voulkos | | Printing<br>printing<br>William Morris | |
| Year 6 | Textiles<br>Joan Miro | | Drawing<br>Hokasai | | | Digital media<br>Hockney/Martin Hearne<br>Observational drawings of local area |

Art Curriculum Progression

| | KS1 | | | |
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| *Curriculum* | **Pupils should be taught:**<br>• to use a range of materials creatively to design and make products<br>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination<br>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br>• about the work of 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 1 | | Year 2 | |
| *Units* | Collage – L.S Lowry<br>Painting – Vincent Van Gogh<br>Sculpture - Alberto Giacometti | | Digital art – Wassily Kandinsky<br>Printing – Paul Klee<br>Weaving – Anni Albers | |
| | Knowledge | Skills | Knowledge | Skills |
| *Drawing* | **K1a - Understand and use the following vocabulary;**<br><br>**Lines –** a controlled mark that is straight or curved.<br><br>**Marks-** a line, dot, zigzag or symbol made as a record of something.<br><br>**Shape –** the outline of someone or something.<br><br>**Tone –** depth of colour **(light or dark).**<br><br>**Texture –** the feel or appearance of a surface.<br><br>**(collage and painting)** | **S1a - Drawing Media**<br>**2B pencil, crayon, pens, felt-tips.**<br>**Lines and Marks -**<br>Name, match and draw lines/marks from observation<br>**Shape -**<br>Observe and draw shapes from observations<br>Draw shapes in between objects<br>Invent new shapes<br>**Tone -**<br>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes<br>**Texture -**<br>Investigate textures by describing, naming, rubbing, copying<br><br>**S1b** - Experiment with a variety of media; 2B pencils,  ballpoints, felt - tips, crayons<br><br>**S1c** - Control the types of marks made with a range of media.<br><br>**S1d** - Invent new lines of different sizes and thicknesses using the same 2B pencils/ pens/ markers.<br><br>**(collage and painting)** | **K2a - Understand , define and use the following vocabulary;**<br><br>**Lines –** a controlled mark that is straight or curved. **(digital art)**<br><br>**Marks-** a line, dot, zigzag or symbol made as a record of something. **(printing)**<br><br>**Shape –** the outline of someone or something. **(digital art)**<br><br>**Tone –** depth of colour (light or dark). **(printing)**<br><br>**Texture –** the feel or appearance of a surface. **(printing)** | **S2a1 - Drawing Media**<br>**2B pencil, crayons, pens, felt-tips, pencil crayons. (digital art)**<br>**Lines and Marks -**<br>Name, match and draw lines/marks from observation **(digital art)**<br>**Shape -**<br>Observe and draw shapes from observations<br>Draw shapes in between objects<br>Invent new shapes **(digital art)**<br>**Tone -**<br>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. **(printing)**<br>Show different tones by using coloured pencils. **(printing)**<br>**Texture -**<br>Investigate textures by describing, naming, rubbing, copying. **(printing)**<br><br>**S2b1** -Experiment with a variety of media; 2B pencils, felt tips, ballpoints, crayons, coloured pencils. **(digital art)**<br><br>**S2c1** - Show pattern and texture by adding dots and lines. **(printing)**<br><br>**S2d1** - Control the types of marks made with a range of media. Colour (own work) neatly following the lines. **(digital art)** |

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| | | | | **S2e1** - Invent new lines of different sizes and thicknesses using the same 2B pencils/ pens/ markers. **(printing)**<br><br>**S2**f1 -Use new lines to produce drawings that are beginning to look more life-like when doing observational drawings. **(printing)**<br><br>**S2g1** - Draw on different surfaces (including cardboard and textured paper) with a range of media. **(printing)** |
| *Painting* | **Colour-**<br>**K1b -** Identify primary colours by name.<br><br>**K1c -** Name different types of paint and their purposes, including acrylic, poster and watercolour paints.<br><br>**(painting)** | **S1e** - Use a variety of tools including different brush sizes. **(painting)**<br><br>**S1f** - Mix and match colours to artefacts and objects. **(painting)**<br><br>**S1g -** Work on different scales. **(painting)**<br><br>**S1h -** Experiment with tools and techniques eg. Layering, mixing media, scraping through. This can include create texture using pencils, comb, textured paper, sponges, cotton buds. **(painting and sculptures)**<br><br>**Texture-**<br>**S1i -** Create textured paint by adding sand, plaster **(painting)**<br><br>**S1j -** Mix primary shades and tones to make secondary colours. **(painting)** | **K2b** - Name different types of paint and their purposes, including acrylic, poster and watercolour paints. **(printing)** | **S2h1** - Experiment with tools and techniques eg. Layering, mixing media. Create texture rollers. **(printing)**<br><br>**S2i1** - Create colour wheels. **(printing)**<br><br>**S2j1 -** Add white to colours to make tints and black to make tones. **(printing)** |
| *Sculpture* | **K1d -** Understand the safety and basic care of materials and tools.<br><br>**K1e -** To identify and describe a 3D sculpture.<br><br>**K1f -** To identify different malleable materials from different sources, including man- made and natural. | **S1k -** Explore sculpture with malleable media.- wire, rolled paper, pipe cleaners, wicker, art straws<br><br>**S1l -** Manipulate malleable materials for a purpose into a combination of shapes, including rolling, folding, scrunching, twisting<br><br>**Form-** | | |

Art Curriculum Progression

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| | **K1g -** Describe the work of 2 sculptors and compare.<br><br>**(sculptures)** | **S1m-**Experiment with construction and joining recycled, natural and manmade materials<br><br>**S1n -** Use simple 2-D shapes to create a 3-D form<br><br>**Texture-**<br>**S1o -**Change the surface of a malleable material e.g. adding fabric to wire, layers of paint to paper.<br><br>**(sculptures)** | | |
| *Digital Media* | | | **K2c -** Explore ideas using digital sources e.g. Internet, iPads, photocopier, camera,<br><br>Use an artist as a starting point for work.<br>**(digital art)** | **S2k1 -**Record visual information using digital cameras and recorders.<br><br>**S2l1 -** Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas<br><br>**S2m1 -** Use eraser, shape and fill tools<br><br>**S2n1 -** Use basic selecting and cropping tools<br>**(digital art)** |
| *Textiles* | | | **K2d -** Match and sort fabrics and threads for colour, texture, length, size and shape.<br>**(weaving)** | **S2o1 -** Use weaving to create a pattern.<br><br>**S2p1 -** Change and modify threads by weaving and fabrics, knotting, fraying, fringing, pulling threads, twisting when weaving.<br><br>**S2q1 -** Cut and shape fabric using scissors/snips<br><br>**S2r1 -** Apply decoration using beads, buttons, feathers etc…<br><br>**S2s1 -** Create cords and plaits for decoration<br><br>**S2t1 -Colour-**<br>Apply colour with printing, dipping, fabric crayons<br><br>**S2u1 - Texture-**<br>Create fabrics by weaving materials e.g. grass through twigs, carrier bags through a bike wheel |

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| | | | | **S2v1 -** Join materials using glue and/or a stitch.<br><br>**S2w1 -** Use plaiting.<br><br>**(weaving)** |
| *Printing* | | | | **S2y1 -** To explore a range of printing tools and equipment.<br><br>**S2z1 -** Create colour wheels.<br><br>**S2a2 -** Add white to colours to make tints and black to make tones.<br><br>**S2b2 -** Use repeating or overlapping shapes.<br><br>**S2c2 -** Mimic print from the environment (e.g. wallpapers).<br><br>**S2d2 -** Use objects to create prints (e.g. fruit, vegetables or sponges).<br><br>**S2e2 -**Press, roll, rub and stamp to make prints.<br><br>**S2f2 -** Use layers of two or more colours.<br><br>**S2g2 -** Replicate patterns observed in natural or built environments.<br><br>**S2h2 -**Make printing blocks (e.g. from coiled string glued to a block).<br><br>**(printing)** |
| *Collage* | **K1h -** Identify collage and techniques used.<br><br>**(collage)** | **S1p -** Use a variety of fabrics and materials to fill a space with collage materials.<br><br>**S1q -** Use a combination of materials that are cut, torn and glued.<br><br>**S1r -** Sort and arrange materials. | | |

| | | **S1s -** Mix materials to create texture.<br><br>**(collage)** | | |
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| *Artists/ Designers/ Crafts makers* | **K1i -** Introduce artists and art galleries.<br><br>**K1i -** Use the work of artists to generate ideas for their own work.<br><br>**K1j -** Describe the work of notable artists, artisans and designers. | **S1t -** Use some of the ideas of artists studied to create pieces. | **K2e -** Begin to find out about different artists and the different kinds of work they produce.<br><br>**K2e -** Describe and identify the work of notable artists, artisans and designers. | **S2i2 -** Use some of the skills of artists studied to create pieces. |
| *Vocabulary* | *By the end of year 1 children should have been explicitly taught the following vocabulary:* | | *By the end of year 2 children should have been explicitly taught the following vocabulary:* | |

**Year 1 Vocabulary**

| **Portraits** | *Portrait* | *Collage* | *Artist* | *Observational* | *Lines* |
|---|---|---|---|---|---|
| **Painting** | *Background* | *Foreground* | *Still life* | *Tone* | *Texture* |
| **sculpture** | *Observational* | *3d* | *Sculptor* | *Sculpture* | *Statue* |

**Year 2 Vocabulary**

| ***Printing*** | *Print* | *Printing blocks* | *Tone* | *Repeating pattern* | *ink* |
|---|---|---|---|---|---|
| ***Digital*** | *graphic* | *Layering* | *digital* | *brush* | *crop* |
| ***Textiles*** | *Loom* | *Plaiting* | *Twisting* | *Weaving* | *fabric* |

| *End Points* | **By the end of Y1 through the coverage of collage, sculpture and painting children will be able to:** | **By the end of Y2 through the coverage of digital art, printing and weaving children will be able to:** |
|---|---|---|
| | <ul><li>Understand and use key artistic vocabulary.</li><li>Use different media to create lines, marks, shape, tone and texture.</li><li>Use appropriate tools and techniques to create a painting.</li><li>Identify primary colours and secondary colours and be able to mix primary colours.</li><li>Identify then create a sculpture from malleable media using a range of skills.</li><li>Work safely and take care with materials and tools.</li><li>Produce a collage using a variety of techniques.</li><li>Recognise the work of different artists and use their work as inspiration.</li></ul> | <ul><li>Understand, define and use key artistic vocabulary.</li><li>Build on their knowledge of using different media to effectively create lines, marks, shape and tone and texture.</li><li>Draw with increasing purpose and precision.</li><li>Use appropriate tools and techniques to add texture and support colour choices when painting.</li><li>Identify types of paint and their purposes.</li><li>Create art digitally by identifying and using digital sources and tools.</li><li>Create patterns on fabric by weaving materials for decorative effect.</li><li>Create art by printing using a range of colour, tools and equipment.</li><li>Recognise the work of different artists and replicate these skills in their own artwork.</li></ul> |

Art Curriculum Progression

| | KS2 Y3/4 | | | |
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| *Curriculum* | Pupils should be taught 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.<br>Pupils should be taught:<br>• to create sketch books to record their observations and use them to review and revisit Ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]<br>• about great artists, architects and designers in history. | | | |
| | Year 3 | | Year 4 | |
| *Units* | Drawing – Monet<br>Textiles – Sue Stone<br>Collage – Kurt Schwitters | | Drawing - Escher<br>Sculpture – Ancient Egyptian Artists<br>Digital media – A range through different art movements | |
| | Knowledge | Skills | Knowledge | Skills |
| *Drawing* | **K3a -Understand , define and use the following vocabulary;**<br><br>**Pattern** - a repeated design, which can be decorative.<br><br>**Sketch** – a rough or unfinished drawing that helps to produce a finished picture.<br><br>**Shading** – the darkening or colouring of a picture.<br><br>**Shadow** - dark area created by the absence of light.<br><br>**Hatching** – shading with closely drawn parallel lines.<br><br>K3b-Use sketch books to collect and record visual information from different sources. These can include pictures, printouts, photos, objects, wrappers, leaflets, etc that can be used as inspiration for drawing. | **S3a-Drawing Media**<br>**charcoal, 2B pencil, crayon, pens, pencil crayons, felt-tips, rubbers.**<br><br>**Pattern -**<br>S3b-Apply a simple use of pattern and texture in drawing.<br><br>**Tone -**<br>S3c-Experiment with 2B pencil and other implements (including charcoal and rubbers) to achieve variations in tone.<br><br>S3d-Use shading and shadow to show light and shadow.<br><br>S3e-Apply tone in a drawing in a simple way by applying varying degrees of pressure with a pencil.<br><br>**Texture -**<br>S3e-Create textures with charcoal, pencil, crayon, chalk, pens, pencil crayons, felt-tips. | **K4a-Understand , define and use the following vocabulary;**<br><br>**3D -** something that has width, height and depth.<br><br>**Annotate –** add notes to give explanations.<br><br>**Sketch –** a rough or unfinished drawing that helps to produce a finished picture.<br><br>**Shading –** the darkening or colouring of a picture.<br><br>**Shadow -** dark area created by the absence of light.<br><br>K4b- Use sketch books to collect and record visual information from different sources. These can include pictures, printouts, photos, objects, wrappers, leaflets, etc that can be used as inspiration for drawing. | **S4a-Drawing Media**<br>**charcoal, 2B and 4B pencils, crayon, pens, pencil crayons, felt-tips, rubbers.**<br><br>S4b-Draw for a sustained period (at least half an hour) of time at an appropriate level on one OR a variety of small sketches.<br><br>**Tone -**<br>S4c-Begin to show an awareness of objects having a third dimension by sketching and drawing.<br><br>**Texture -**<br>S4g-Use hatching, cross hatching and stippling to show tone and texture.<br><br>**Lines and Marks -**<br>S4d-Experiment with ways in which surface detail can be added to drawings by adding different marks and lines.<br><br>S4e-Experiment with 2B and 4B of pencils to create lines and marks. |

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|  | K3c -Sketch lightly (no need to use a rubber to correct mistakes).<br><br>**(Drawing)** | **Lines and Marks -**<br>S3f -Make marks and lines with a wide range of drawing implements with charcoal, pencil, crayon, pens, pencil crayons, felt-tips.<br><br>S3g-Use hatching and cross hatching to show tone and texture.<br><br>**(Drawing)** | K4c-Sketch lightly (no need to use a rubber to correct mistakes).<br><br>K4d-Annotate sketches to explain and elaborate ideas.<br><br>K4e-To explore the work and life of Artists, including Escher<br><br>**(Drawing and Sculpture)** | **Lines and Marks -**<br>S4f-Make marks and lines with a wide range of drawing implements with charcoal, 2B and 4B pencils, crayon, pens, pencil crayons, felt-tips.<br><br>**(Drawing)** |
| *Painting* | K3e Colour-<br><br>K3f- Use more specific colour language- shadow, tone, distinct, Opaque, Translucent<br><br>**(Drawing)** | S3h-Experiment with different effects and textures including block colour, washes and creating textural effects<br>**(Textiles)**<br><br>S3i-Work on a range of scales e.g. Thin brushes on small picture etc…<br><br>S3j -Mix and use tints and shades to create opaque and translucent effects.<br><br>S3k- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.<br><br>S3l- Mix colours confidently.<br><br> S3m- Use watercolour paint to produce washes for backgrounds then add detail.<br><br>S3n-Experiment with creating mood with colour.<br><br>**(Drawing)** |  |  |
| *Sculpture* |  |  | K4f-Plan, design and make models from observation or imagination<br><br>**(Sculpture)** | S4h-Join clay adequately and construct a simple base for extending and modelling other shapes<br><br>S4i-Create surface patterns and textures in a malleable material<br><br>S4j-Use another material to create a simple 3d object |

| | | | | S4k-Create and combine shapes to create recognisable forms ( using clay)<br><br>S4l-Include texture that conveys feelings, expression or movement.<br><br>S4m-Use clay.<br><br>S4n-Add materials to provide interesting detail.<br><br>S4o-Use a number of brush techniques using thick and thin brushes to produce shapes, textures,<br>patterns and lines.<br><br>S4p-Mix and use tints and shades to create opaque and translucent effects.<br><br>**(Sculpture)** |
|---|---|---|---|---|
| *Textiles* | K3g- Match the tool to the material e.g type of needle to type of fabric.<br><br>**(Textiles)** | S3o -Use a variety of techniques, e.g. Printing, dyeing, weaving and applique stitches to create different textural effects.<br><br>S3p -Develop skills in stitching, cutting and joining<br><br>S3q -Shape and stitch materials.<br><br>S3r - Use basic cross stitch and back stitch.<br><br>S3s- Quilt, pad and gather fabric.<br>**(Textiles)** | | |
| *Artists/ Designers/ Crafts makers* | K3h-To find out about the history and background of famous and local artists.<br><br>K3i-To identify different techniques used by local and famous, designers, artists and craftsperson.<br><br>K3j -To compare artists, designers and craftspeople from different disciplines. | S3t-Replicate some of the techniques used by notable artists, artisans and designers.<br><br>S3u -Create original pieces that are influenced by studies of others. | K4g- To plan a piece of work, taking influences from technique and style of an artist or craftsperson. | S4q- Replicate some of the techniques used by<br>notable artists, artisans and designers.<br><br>S4r- Create original pieces that are influenced by<br>studies of others. |

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| Collage | K3k -Use collage as a means of collecting ideas and information and building a visual vocabulary-mood board.<br><br>**(Collage)** | S3v -Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures<br><br>S3w -Select and arrange materials for a striking effect.<br><br>S3x -Ensure work is precise.<br><br>S3y- Use coiling, overlapping, tessellation, mosaic and montage.<br><br>**(Collage)** | | |
| Digital Media | | | K4h-Record and collect images using digital cameras and video recorders.<br><br>K4i-Present recorded visual images using software<br><br>**(Digital media)** | S4s-Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision<br><br>S4t-Changing the type of brush to an appropriate style e.g. charcoal<br><br>S4u-Create shapes by making sections to cut, duplicate and repeat<br><br>S4v-Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate images for a particular purpose<br><br>S4v-Use a wide range of tools to create different textures, lines, tones, colours and shapes.<br><br>**(Digital media)** |

| Vocabulary | By the end of year 3 children should have been explicitly taught the following vocabulary: | By the end of year 4 children should have been explicitly taught the following vocabulary: |
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| **Painting/ drawing** | Layering | lines | Shadow | Opaque |
|---|---|---|---|---|
| **Textiles** | Textile | Cross stitch | Back stitch | Applique |
| **Collage** | Collage | tearing | Schwitters | Overlapping |

| **Sculpture** | Clay | 3D | Detail | tint | shades |
|---|---|---|---|---|---|
| **Digital** | Media | edit | Tone | texture | import |
| **Drawing** | Stippling | Hatching | Cross hatching | Back and forth stroke | scumbling |

| End points | By the end of Y3 through the coverage of collage, drawing and textiles children will be able to: | By the end of Y4 through the coverage of drawing, sculpture and digital media children will be able to: |
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| | • Understand, define and use key artistic vocabulary.<br>• Build on their knowledge of using different media to effectively create pattern, tone, texture and lines and marks.<br>• Confidently mix and experiment with colours to create moods, effects and textures.<br>• Produce watercolour washes for backgrounds<br>• Use brush techniques and sizes appropriately for the art work.<br>• Create a cushion through using basic stitching skills.<br>• To research a range of artists and make simple comparisons relating to their background and techniques.<br>• Use artists' techniques as inspiration.<br>• Create a collage using a range of relevant techniques and materials based on a mood board. | • Understand, define and use key artistic vocabulary.<br>• Build on their knowledge of using different media to effectively create pattern, tone, texture and lines and marks.<br>• Plan, design and create a sculpture from clay using a range of skills.<br>• Consider the aesthetics of their final piece.<br>• Plan and produce an original piece of work, taking influences from relevant artists.<br>• Use digital software to record, manipulate and present images for a particular purpose. |

| | KS2 Y5/6 | | | |
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| | Exploring and Developing Ideas | | Evaluating and developing work | |
| Curriculum | Pupils should be taught 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.<br>Pupils should be taught:<br>• to create sketch books to record their observations and use them to review and revisit Ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]<br>• about great artists, architects and designers in history. | | | |
| Units | **Y5**<br>Painting - Monet & David Hockney<br>Printing - William Morris<br>Sculpture – Peter Voulkos | | **Y6**<br>Digital Art – Martin Hearne<br>Textiles – Joan Miro<br>Drawing – Hokusai | |
| | Knowledge | Skills | Knowledge | Skills |
| Drawing | **K5a- Understand , define and use the following vocabulary;**<br><br>**Perspective -** representing 3D objects on flat surface, giving the correct impression of height, depth and width. **(All)**<br><br>**Hatching –** shading with closely drawn parallel lines **(Sculpture and Printing)** | **S5a-Drawing Media**<br>**charcoal, pencils with varying levels of hardness, crayon, pens, pencil crayons, felt-tips, rubbers, chalk. (All)**<br><br>S5b-Work in a sustained and independent way to create detailed drawings. **(All)**<br><br>**S5c-Pattern/ Texture -**<br>Develop close observation skills. **(Painting and printing)** | **K6a-Understand , define and use the following vocabulary;**<br><br>**Perspective -** representing 3D objects on flat surface, giving the correct impression of height, depth and width. **(Digital art)**<br><br>**Hatching –** shading with closely drawn parallel lines.<br><br>**Proportion –** the relationship of one thing to another in terms of size. **(Digital art)** | **S6a-Drawing Media**<br>**charcoal, pencils with varying degrees of hardness, graphite pencils, crayon, pens, pencil crayons, felt-tips, rubbers, chalk.**<br><br>S6b-Use a choice of techniques to depict movement, perspective, shadows and reflection.<br><br>**Pattern/ Texture –**<br>S6c-Develop close observation skills.<br><br>S6d-Use view finders. |

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|  | **Horizon –** the line at which the earth's surface and sky appear to meet. **(Painting)**<br><br>**Proportion –** the relationship of one thing to another in terms of size**. (All)**<br><br>K5b-Use sketch books to collect and work from visual information from different sources. These can include pictures, printouts, photos, objects, wrappers, leaflets, etc that can be used as inspiration for drawing. **(All)**<br><br>K5c-Show an awareness of how drawing contributes to the creation of different artwork. **(Sculpture)**<br><br>Explore and discuss the work of artists and craftspeople, including O Keefe, Hockney, and Seurat, Stanley Chow **(Sculpture and Printing)** | S5d-Use view finders. **(Painting and printing)**<br><br>S5e-Use hatching, cross hatching, stippling, and other sketching techniques, to show tone and texture. **(All)**<br><br>**Tone -**<br>S5iExplore colour mixing and blending techniques with coloured pencils by using a wet brush. **(All)**<br><br>**S5f-Lines and Marks -**<br>Use dry media to make different marks, lines, patterns and shapes within drawing. **(All)**<br><br>S5g-Begin to use simple perspective in their work using a single focal point and horizon. **(Sculpture and painting)**<br><br>S5h-Begin to develop an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground and background. **(Sculpture and painting)** | **Composition –** the arrangement of subject matter on paper.**(Digital art)**<br><br>**Reflection –** a mirror image.<br><br>K6b-Identify artists who have worked in similar ways to their own work.<br>Lines, marks, tone, form and texture<br><br>K6c-Start to develop their own style using tonal contrast<br><br>Artists - Hokasai<br><br>**(Drawing all)** | S6e-Use different techniques for different purposes e.g. shading, hatching within own work.<br><br>**Tone -**<br>Sgi-Experiment with wet media (including inks, dyes, wet brushes used alongside pencil crayons and felt-tips) to make different marks, lines, patterns, textures and shapes.<br><br>**Lines and Marks -**<br>S6f-Use hatching, cross hatching, stippling, and other sketching techniques, to show tone and texture.<br><br>S6g-Use a variety of techniques to add interesting effects (eg, reflections, shadows, direction of sunlight).<br><br>S6h-Use lines to represent movement.<br><br><br>**(Drawing)** |
| *Painting* | K5d-Be able to identify primary, secondary, complimentary and contrasting colours. **(All)** | S5j-Work with complimentary colours. **(All)**<br><br>S5k-Develop a painting from drawing **(Sculpture and painting)**<br><br>S5k- Mix and match colours to create atmosphere and light effects. **(Sculpture and painting)**<br><br>S5l-Sketch (lightly) before painting to combine line and colour. **(Sculpture)**<br><br>S5m-Create a colour palette based upon colours observed in the natural or built world. **(Sculpture and printing)**<br><br>S5n-Use the qualities of watercolour paints to create visually interesting pieces. **(Painting)**<br><br>S5o-Use brush techniques and the qualities of paint to create texture. |  |  |

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| | | e.g. stippling, dabbing, wet on dry, blending etc **(Sculpture)** <br><br> S5p-Develop a personal style of painting, drawing upon ideas from other artists. **(Sculpture and printing)** | | |
| *Sculpture* | K5e-Plan a sculpture through drawing and other preparatory work, including observing, imagination, collecting and research. <br><br> K5f-Look at a different types of pottery and look at one in detail. Describe their work e.g  Peter Voulkos <br><br> **(Sculpture)** | S5q-Develop skills in using clay including slabs, coils, slips etc <br><br> S5r-Produce intricate textures in malleable media, using sculpting tools. <br><br> S5s-Shape, model and construct from observation or imagination. <br><br> S5t-Use recycled, natural and man-made materials to create sculptures <br><br> S5u-Show life-like qualities and real-life proportions or, if more abstract, provoke **different** interpretations <br><br> S5v-Use tools to carve and add shapes, texture and pattern. <br><br> S5w-Combine visual and tactile qualities. S5x-Use frameworks (such as wire or moulds) to provide stability and form. <br><br> **(Sculpture)** | | |
| *Textiles* | | | K6c-Use different grades of threads and needles- <br> K6d-Develop a range of stitches for a decorative piece. <br><br> **(Textiles)** | S6i-Use fabric to create 3-d structures <br><br> S6j-Experiment with batik technique <br><br> S6k-Experiment with dip dying. <br><br> S6l-Experiment with a range of media to overlap and layer to create interesting colours, textures and effect <br><br> S6m-Choose from a range of stitching techniques- running, back, zig zag, stitch, |

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| | | | | S6n-Combine previously learned techniques to create pieces.<br><br>S6o-Experiment with paste resist<br><br>S6p-Colour fabric.<br><br>**(Textiles)** |
| *Artists/ Designers/ Crafts makers* | K5g-To research 'The Greats'.<br><br>**(Printing)** | S5x-To generate a piece of artwork based on the 'Greats'.<br><br>S5y-Give details (including own sketches) about the style of some notable artists, artisans and designers.<br><br>S5z-Show how the work of those studied was influential in both society and to other artists.<br><br>S5a2- Create original pieces that show a range of influences and styles.<br><br>**(Printing)** | K6e-Develop their knowledge of craftspeople to research, plan, design and create a piece of artwork that reflects their developing understanding.<br><br>**(Drawing)** | S6q-Give details (including own sketches) about the style of some notable artists, artisans and designers.<br><br>**(Drawing)**<br><br>S6r-Show how the work of those studied was influential in both society and to other artists.<br><br>**(Drawing and digital art)**<br><br>S6s-Create original pieces that show a range of influences and styles.<br><br>(**Drawing and digital art)** |
| *Printing* | | S6t-Create printing blocks by simplifying a sketch book idea<br><br>S6u-Use relief or impressed method<br><br>S6v-Create prints with three overlays<br><br>S6w- Work into prints with a range of media e.g. Pens or paints<br><br>S6x-Make printing blocks (e.g. from coiled string glued to a block).<br><br>S6y- Make precise repeating patterns.<br><br>S6z-Build up layers of colours.<br><br>S6a2-Create an accurate pattern, showing fine detail.<br><br>**(Printing)** | | |

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| *Digital Media* | | | K6f-Understand that a digital image is created by layering<br><br>**(Digital media)** | S6b2-Present visual images using software.<br><br>S6c2-Use a graphics package to create and manipulate their images<br><br>S6d2-Record, collect and store images using digital cameras and video recorders<br><br>S6e2-Be able to import an image (scanned, retrieved, taken) into a graphics package<br><br>S6f2-Create layered images from original ideas (sketch books etc…)<br><br>**(Digital media)** |

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| *Vocabulary* | *By the end of year 5 children should have been explicitly taught the following vocabulary:* | *By the end of year 6 children should have been explicitly taught the following vocabulary:* |

*By the end of year 5 children should have been explicitly taught the following vocabulary:*

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| ***Painting*** | *Background* | *foreground* | *influence* |
| ***Sculpture*** | *Slab* | *Coil* | *slip* |
| ***Printing*** | *Printing* | *monoprinting* | *lino* |

*Sculpture Symmetrical  Asymmetrical*
*Lino        Motif      Geometry Collograph    printing  Mono printing*

*By the end of year 6 children should have been explicitly taught the following vocabulary:*

*Batik Grades Dip-dye  Textile*
*Proportion  Perspective  Composition    Tonal contrast   Wet Media*
*Layering  Manipulate  Opacity*

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| ***Textile*** | *Batik* | *Dip dye* | *textile* | |
| ***Drawing*** | *Proportion* | *Perspective* | *Tonal contrast* | *Wet media* |
| ***Digital*** | *layering* | *Manipulate* | *Composition* | *Opacity* |

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| *End Points* | **By the end of Y5 through the coverage of printing, sculpture and painting children will be able to:**<br>• Understand, define and use key artistic vocabulary.<br>• Build on their knowledge of using different media to effectively create tone, texture and lines and marks.<br>• Develop their knowledge of composition, perspective and proportion.<br>• Identify all colour types.<br>• Work with colours to represent observations and choose colours for effect.<br>• Develop a watercolour painting from a sketch which reflects their personal style and demonstrates their knowledge of brush techniques and texture.<br>• Create an original piece that reflects the style of 'The Greats' whilst understanding about their influence in society.<br>• Plan, design and create a sculpture from clay using real life proportions and a range of skills. | **By the end of Y6 through the coverage of textiles, drawing and digital art children will be able to:**<br>• Secure their understanding of all artistic vocabulary taught.<br>• Demonstrate fully their knowledge of different media.<br>• Consolidate their knowledge of composition, perspective and proportion.<br>• Consider techniques to create interesting effects<br>• Create a decorative 3D piece of art using a range of media and techniques including stitching<br>• Develop their knowledge of craftspeople and their influence to research, plan, design and create a piece of artwork that reflects their developing understanding.<br>• Create a digital art piece using a wide range of tools and techniques |

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| • Create printing blocks to make prints that build up layers and accurate patterns showing fine detail. | |