

Curriculum Progression - Art

		Year group						
EYFS/NC objectives/Drivers		EYFS All year	Year 1 All year	Year 2 Spring	Year 3 Summer	Year 4 Summer	Year 5 Spring	Year 6 Autumn& Christmas
<p>Mastery of Art techniques and materials</p> <p>(EYFS ELGs -Fine Motor Control; Creating with materials;</p> <p>KS1 – To use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design technique in using colour, pattern, texture, line, shape, form and space</p> <p>KS2 - To improve their mastery of art and design techniques, including drawing, painting and sculpture)</p>	<p>Skills</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Exploring cultural patterns and animal print patterns.</p> <p>Explore different colour-mixing techniques and techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Use primary and other coloured paint and a range of methods of application.</p> <p>Select appropriate tools and media to draw with. Represent different parts of the human body from observation, imagination or</p>	<p>Experiment with a variety of media.</p> <p>Create a repeating pattern in print using collagraphs.</p> <p>Use basic shapes and different lines to represent observed, imagined and remembered things.</p> <p>Name primary and secondary colours.</p> <p>Mix secondary colours and begin to predict results.</p> <p>Create lines of different thickness.</p> <p>Cut, roll and coil materials.</p> <p>Use a range of tools and materials to create sculptures.</p>	<p>Draw shapes and lines to represent observations and ideas.</p> <p>Use charcoal, pencil and pastel to create art.</p> <p>Create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>Explore printing a relief print.</p> <p>Mix paint to create secondary and tertiary colours and predict the results.</p> <p>Create brown with paint.</p> <p>Create tints with paint by adding white.</p> <p>Create tones with</p>	<p>Draw 2D and 3D Shapes. <i>Fossils</i></p> <p>Use different techniques to create implied texture. <i>Cave drawings</i></p> <p>Use different grades of pencil to shade and to show different textures and tones.</p> <p>Create a background using a wash.</p> <p>Use different water colour techniques.</p> <p>Use a range of brushes to create different effects in painting.</p>	<p>Show facial expressions and body language in sketches and paintings.</p> <p>Use different types of line in drawing.</p> <p>Use proportion in drawings.</p> <p>Understand how tone creates a 3D effect.</p> <p>Use line, tone, shape and colour to represent figure and forms in movement.</p> <p>Create a monoprint.</p> <p>Print onto different</p>	<p>Use tone to create depth.</p> <p>Organise line, tone, shape and colour to create 3D forms.</p> <p>Draw objects and confidently use marks and lines to produce texture.</p> <p>Successfully use shading to create mood and feeling.</p> <p>Use light and dark within paintings</p> <p>Show understanding of complementary colours.</p>	<p>Show perspective and depth in drawing.</p> <p>Use tone to show light and shade, contrast and shadow.</p> <p>Work in a sustained and independent way to develop their own style of drawing.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Confidently use a range of sculpting materials and techniques.</p> <p>Use e-resources to create Art.</p>

		memory with attention to some detail.		<p>paint by adding black.</p> <p>Shape and model materials for a purpose e.g. diva lamp.</p> <p>Use natural resources to create sculptures.</p>	<p>Recognise the difference between warm and cool colours.</p> <p>Create an optical illusion sculpture.</p> <p>Join two parts of a sculpture successfully.</p>	<p>materials using different colours.</p> <p>Explore carving as a part of 3D art.</p>	<p>Can use optical mixing in my work.</p> <p>Use pointillism to create effects such as shading.</p> <p>Use a range of techniques when sculpting.</p> <p>Understand different ways of finishing e.g. glaze, paint, polish.</p> <p>Sculpt using Clay</p>	
	Assessment Pieces	<p>Painting and collage of themselves (Aut)</p> <p>Painting fireworks (brushes, sponges, hands, tooth brushes, blowing paint with straws, cotton buds, bubble wrap, cut up toilet rolls) (Aut)</p> <p>Feeling painting (listening to music, mixing primary colours and painting how</p>	<p>Children create own collograph using own chosen everyday materials.</p> <p>Exploring cold/hot colours. Autumn</p> <p>Creating Kandinsky concentric circles using colour mixing (secondary colours) knowledge</p>	<p>Relief print for Christmas card – star design Easter symbol - Stamp design</p> <p>You've got dragons mini art project – dragon sketch and watercolour</p> <p>Coastal and Lighthouses study and</p>	<p>1Science stages of a fossil. 2Cave painting & prep work in sketchbook. 3Background for silhouette piece.</p>		<p>Peter Thorpe artwork</p> <p>Greek pottery – sketchbook, sculpting and painting</p> <p>Greek Temple design and drawing</p> <p>Wonder artwork</p>	<p>Children's own style of artwork using Henry Moore as a stimulus.</p>

		<p>they felt) (Spring)</p> <p>Junk modelling (Aut-Sum)</p> <p>Making rocket ships (Spring)</p> <p>Indian painting and collage designs (Summer)</p> <p>Glue, tape, double sided tape, split pins to hold things together (Spring/Summer)</p>	<p>(Christmas project)</p> <p>Whole class Matisse final piece (Who is the greatest?)</p> <p>Arctic animal sculpture (Who is the greatest?) Painting favourite animal mixing secondary colours</p>	<p>art final piece</p> <p>Titanic cabin room furniture.</p>				
	Project taught	<p>What makes me special?</p> <p>How do we remember?</p> <p>What's up there?</p> <p>What's down here?</p>	<p>Easter/Christmas project Who should look after our world? Who is the Greatest? How do we move?</p>	<p>Christmas project</p> <p>What makes us strong?</p> <p>How has the sea changed over time?</p>	<p>Christmas project – Why is light an important sign at Christmas?’ Stone Age What does it mean to be human?</p>		<p>Is there anybody out there? (Peter Thorpe)</p> <p>What does it mean to be great?</p> <p>Where will my journey take me? (Wonder)</p>	<p>What does it mean to belong?</p>
<p>Recording observations and creating pieces of art</p> <p>(EYFS ELGs – Fine Motor Control; Creating with materials; Speaking</p>	Skills	<p>Create art in different ways on a theme, to express their ideas and feelings.</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p>	<p>Express mood and feeling through artwork.</p>	<p>Use different effects within an IT paint package.</p>	<p>Use different types of lines to show emotion.</p> <p>Link colours to emotions.</p> <p>Create optical illusions in art.</p>	<p>Review your own and others work.</p> <p>Integrate digital images into my art.</p>	<p>Review your own and others work expressing thoughts and feelings</p> <p>Identify modifications</p>	<p>Explain why they have used different tools to create art.</p> <p>Explain why they</p>

<p>KS1 – To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>KS2 - To create sketch books to record their observations and use them to revisit ideas)</p>		Share their creations with others, explaining their intentions and the techniques and tools they used.					and changes making links to different artists and their techniques.	have chosen specific techniques to create their art.
	Assessment Pieces	<p>Constant in provision</p> <p>Painting and collage of themselves (Aut)</p> <p>Feeling painting (listening to music, mixing colours and painting how they felt)</p> <p>Always asking them to talk about their creations and learning (ongoing)</p> <p>Going back to revisit skills, enhancing techniques (Spring/Summer)</p>	Exploring colours and how they make us feel – linked to Easter story emotions. (watercolours using cross template)		1Sketchbook 2Silhouette picture 3Optical illusion drawing using warm/cool tones.		Peter Thorpe Greek pottery Wonder artwork	Children’s own style of artwork using Henry Moore as a stimulus.
	Project taught	<p>What makes me special?</p> <p>How do we remember?</p> <p>What’s up there?</p>	Easter project		Christmas project – Why is light important sign at Christmas?		Is there anybody out there? What does it mean to be Great?	What does it mean to belong?

		What's down here?					Where will my journey take me?	
<p>Knowledge and Understanding of Art Movements and Artists</p> <p>(EYFS ELGs – Listening, Attention and understanding; Speaking; Creating with materials;</p> <p>KS1 – To learn 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</p> <p>KS2 - To learn about great artists, architects and designers in history)</p>	<p>Skills</p>	<p>Explore artwork by famous artists and talk about their likes and dislikes.</p> <p>Communicate their ideas as they are creating artwork.</p>	<p>Describe what you can see and give an opinion about the work of an artist.</p> <p>Ask questions about a piece of art.</p>	<p>Create a piece of art in response to the work of another artist.</p> <p>Make links between an artist's work and their own.</p> <p>Suggest how artists have used colour, pattern and shape.</p>	<p>Compare the work of different artists.</p> <p>Recognise that Art is from different movements and time periods.</p>	<p>Recognise that art is from different historical periods.</p> <p>Experiment with styles used by other artists.</p> <p>Explain some of the features of art from historical periods.</p> <p>Explain how different artists have depicted the human form through time.</p>	<p>Recognise how artists have been influenced by other artists and art movements.</p>	<p>Recognise the role art plays in commercialism, propaganda and mass-produced cultural objects.</p> <p>Explain the style of their work and how it has been influenced by a famous artist or art movement.</p>
	<p>Artists studied/ experienced</p>	<p>Vincent Van Gogh – Stary Night</p> <p>Andy Goldsworthy – natural art</p> <p>Monet – watercolours</p>	<p>Kandinsky Inuit sculptor</p> <p>George Arluk</p> <p>Matisse</p>	<p>Coastal and Lighthouse study</p>			<p>Peter Thorpe American graphic artist</p>	<p>Children's own style of artwork using Henry Moore as a stimulus.</p>

	Project taught	What's up there? What's down here?	Why do we give presents at Christmas? Who is the greatest?	How has the sea changed over time?		Spring Should we stop eating chocolate? Who is King Charles III?	Is there anybody out there?	What does it mean to belong?
--	-----------------------	---------------------------------------	---	------------------------------------	--	--	-----------------------------	------------------------------