



	Autumn Term	Spring Term	Summer Term
Creating with Materials	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <ul style="list-style-type: none">-Explore different materials freely, to develop their ideas about how to use them and what to make.-Draw with increasingly complexity and details.-Explore colour and colour mixing.	<p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none">- Develop their colour mixing techniques to match the colours that they see and want to represent.- Develop different techniques for joining materials such as how to use adhesive tape and different sorts of glue.- Are able to discuss what they want to make, how they might solve problems as they arise and reflect upon whether they have achieved their aims.- Notice features in their natural world. <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p><u>ELG</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

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Art and Design Progression of Skills and Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught: <ul style="list-style-type: none"> 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. 		Pupils should be taught: <ul style="list-style-type: none"> About great artists, architects and designers in history. 			
Knowledge about artists	For instance: Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage) Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces. Consider specific works such as Richard Long's 'Mud Hand Circle' (printing) Consider works from different cultures e.g. Chinese block prints.		For instance: Use the work of artists to replicate ideas or inspire own work e.g. Look at the work of David Hockney e.g. photo montages (drawing) Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour) Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian Introduce work of artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilisations (sculpture) Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc (drawing) Look at the patterns/optical illusions created by OP artist Bridget Riley (colour) Abstract paintings by Picasso (colour)		For instance: Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as Cezanne, Derain, Van Gogh (colour) Look at the style of Fauve artists Derain, Vlaminck and Braque. Consider the work of Seurat (pointillism – colour) Year 6 Consider work of Cornelia Parker (sculpture) Consider the work from other cultures e.g. Asia Consider Georgia O'Keefe flowers showing use of line or Look at cubist artists such as Picasso, Duchamp to show movement/layering Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol)	

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		<p>Use the work of artist Stacey Chapman 'car' and other images on the internet (print)</p> <p>Look at the work of Henry Moore (sculpture)</p> <p>Consider work by contemporary textile artist Patricia Greaves (textiles)</p> <p>To learn about great artists, architects and designers in history, including Cy Twombly, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paula Rego, Le Corbusier, Rembrandt, Carl Warner (drawing) Coco Chanel, Michael Brennand-Wood (textiles), Henry Moore, Giacometti (sculpture)</p> <p>Learn about great artists in history, including Paul Cezanne, Thomas Gainsborough, Salvador Dali, Caravaggio (painting)</p> <p>Consider the impact of Black British artists, including Sonia Boyce (drawing, textiles), Anish Kapoor (textiles),</p> <p>Look at the work and influence of Lucian Freud, Rembrandt (portraits), Vivien Westwood (textiles)</p> <p>Consider the work of Howard Hodgkin (painting), Anselm Kiefer, Braque, Claesz & Kalf, Julian Opie, (drawing)</p>	<p>Artists such as Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points.</p>
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Skills and Techniques	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design, techniques including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay). 	
	Drawing and Mark Making	Drawing and Mark Making	
	<p>In Year 1 and 2 throughout the year, children need to:</p> <ul style="list-style-type: none"> • Work from observation and known objects. • Use imagination to form simple images from given starting points or a description. • Begin to collect ideas in sketchbooks. • Work with different materials. • Begin to think what materials best suit the task. 	<p>In year 3 and 4 throughout the year, the children need to:</p> <ul style="list-style-type: none"> • Develop sketchbooks. • Use a variety of ways to record ideas including digital cameras and flip cameras. • Develop artistic/visual vocabulary to discuss work. • Begin to suggest improvements to own work. • Experiment with a wider range of materials. • Present work in a variety of ways. <p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Use sketchbooks to record drawings from observation.</i> • <i>Experiment with different tones using graded pencils.</i> 	<p>In year 5 and 6 throughout the year, the children need to:</p> <ul style="list-style-type: none"> • Select and develop ideas confidently, using suitable materials. • Improve quality of sketchbook with mixed media work and annotations. • Select own images and starting points for work. • Develop/artistic visual vocabulary when talking about own work and that of others. • Begin to explore possibilities, using and combining different styles and techniques. <p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Use first hand observation using different view points, developing more abstract representations.</i> • <i>Introduce perspective, fore/back and middle ground.</i>

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	<ul style="list-style-type: none"> • <i>Include increased detail within work.</i> • <i>Draw on a range of scales.</i> • <i>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</i> • <i>Use a variety of brushes and experiment with ways of marking with them.</i> • <i>Develop shadows.</i> • <i>Use of tracing.</i> 	<ul style="list-style-type: none"> • <i>Investigate proportions.</i> • <i>Use a range of mediums on a range of backgrounds.</i> • <i>Work indoors and outdoors.</i> • <i>Show totally qualities using cross-hatching, pointillism, side strokes, and the use of rubber to draw/highlight.</i>
Working with colour	Working with colour	Working with colour
<p>In Year 1 and 2 throughout the year, children need to:</p> <ul style="list-style-type: none"> • Work from observation and known objects. • Use imagination to form simple images from given starting points or a description. • Begin to collect ideas in sketchbooks. • Work with different materials. • Begin to think what materials best suit the task. • Begin to collect ideas in Sketchbooks 	<p>In year 3 and 4 throughout the year, the children need to:</p> <ul style="list-style-type: none"> • Develop sketchbooks. • Use a variety of ways to record ideas including digital cameras and flip cameras. • Develop artistic/visual vocabulary to discuss work. • Begin to suggest improvements to own work. • Experiment with a wider range of materials. • Present work in a variety of ways. <p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Mix and match colours (create palettes to match images).</i> • <i>Lighten and darken tones using black and white.</i> • <i>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves).</i> 	<p>In year 5 and 6 throughout the year, the children need to:</p> <ul style="list-style-type: none"> • Select and develop ideas confidently, using suitable materials. • Improve quality of sketchbook with mixed media work and annotations. • Select own images and starting points for work. • Develop/artistic visual vocabulary when talking about own work and that of others. • Begin to explore possibilities, using and combing different styles and techniques. <p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Build on previous work with colour by exploring intensity.</i> • <i>Introduce acrylic paint.</i> • <i>Develop water colour techniques.</i> • <i>Explore using limited colour palettes.</i> • <i>Investigate working on canvas, experiment with colour in creating an effect.</i>

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		<ul style="list-style-type: none"> • <i>Experiment with water colour exploring intensity of colour to develop shades.</i> • <i>Explore complimentary and opposing colours in creating patterns.</i> 	<ul style="list-style-type: none"> • <i>Mark make with paint (dashes, blocks of colour, strokes and points).</i> • <i>Develop fine brush strokes.</i>
Skills and Techniques	Printing	Printing	Printing
	<p>In Year 1 and 2 throughout the year, children need to:</p> <ul style="list-style-type: none"> • Work from observation and known objects. • Use imagination to form simple images from given starting points or a description. • Begin to collect ideas in sketchbooks. • Work with different materials. <p>Begin to think what materials best suit the task.</p>	<p>In year 3 and 4 throughout the year, the children need to:</p> <ul style="list-style-type: none"> • Develop sketchbooks. • Use a variety of ways to record ideas including digital cameras and flip cameras. • Develop artistic/visual vocabulary to discuss work. • Begin to suggest improvements to own work. • Experiment with a wider range of materials. • Present work in a variety of ways. <p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Use roller and ink printing. Use simple block shapes formed by children.</i> • <i>Blend two colours when printing.</i> • <i>Using roller and inks, take prints from other objects (leaves, fabric and corrugated card) to show texture. Make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays.</i> • <i>Form string roller prints to create continuous patterns.</i> 	<p>In year 5 and 6 throughout the year, the children need to:</p> <ul style="list-style-type: none"> • Select and develop ideas confidently, using suitable materials. • Improve quality of sketchbook with mixed media work and annotations. • Select own images and starting points for work. • Develop/artistic visual vocabulary when talking about own work and that of others. • Begin to explore possibilities, using and combining different styles and techniques. <p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Create polystyrene printing blocks to use with roller and ink.</i> • <i>Explore mono printing (see above for artists)</i> • <i>Experiment with screen printing (if available, cost dependent)</i> • <i>Design and create motives to be turned into printing block images.</i> • <i>Investigate techniques from paper printing to work on fabrics.</i>
Skills and Techniques	Sculpture	Sculpture	Sculpture
	<p>In Year 1 and 2 throughout the year, children need to:</p> <ul style="list-style-type: none"> • Work from observation and known objects. 	<p>In year 3 and 4 throughout the year, the children need to:</p> <ul style="list-style-type: none"> • Develop sketchbooks. • Use a variety of ways to record ideas including digital cameras and flip cameras. • Develop artistic/visual vocabulary to discuss work. 	<p>In year 5 and 6 throughout the year, the children need to:</p> <ul style="list-style-type: none"> • Select and develop ideas confidently, using suitable materials. • Improve quality of sketchbook with mixed media work and annotations.

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	<ul style="list-style-type: none"> Use imagination to form simple images from given starting points or a description. Begin to collect ideas in sketchbooks. Work with different materials. Begin to think what materials best suit the task. 	<ul style="list-style-type: none"> Begin to suggest improvements to own work. Experiment with a wider range of materials. Present work in a variety of ways. <p><i>For instance:</i></p> <ul style="list-style-type: none"> Develop confidence working with clay adding greater detail and texture. Add colour once clay is dried. Investigate ways of joining clay – scratch and slip. Go over using Modroc. Create work on a larger scale as a group. Use pipe cleaners/wire to create sculptures of human forms. 	<ul style="list-style-type: none"> Select own images and starting points for work. Develop/artistic visual vocabulary when talking about own work and that of others. Begin to explore possibilities, using and combining different styles and techniques. <p><i>For instance:</i></p> <ul style="list-style-type: none"> Design and create sculpture, both small and large scale. Make masks from a range of cultures and traditions, building a collage element into the sculptural process. Use objects around us to form sculptures. Build upon wire to create forms which can then be padded out with newspaper and covered with Modroc. Create human forms showing movement.
Skills and Techniques	Textiles and Collaging	Textiles and Collaging	Textiles and Collaging
	<p>In Year 1 and 2 throughout the year, children need to:</p> <ul style="list-style-type: none"> Work from observation and known objects. Use imagination to form simple images from given starting points or a description. Begin to collect ideas in sketchbooks. Work with different materials. Begin to think what materials best suit the task. 	<p>In year 3 and 4 throughout the year, the children need to:</p> <ul style="list-style-type: none"> Develop sketchbooks. Use a variety of ways to record ideas including digital cameras and flip cameras. Develop artistic/visual vocabulary to discuss work. Begin to suggest improvements to own work. Experiment with a wider range of materials. Present work in a variety of ways. <p><i>For instance:</i></p> <ul style="list-style-type: none"> Research embroidery designs from around the world, and create own designs based on these. Sew simple stitches using a variety of threads and wool. Investigate tie-dying. Create a collage using fabric as a base. Make felt (cost?) Develop individual and group collages, working on a range of scales. Use a range of stimulus for collage work, trying to think of more abstract ways of showing views. 	<p>In year 5 and 6 throughout the year, the children need to:</p> <ul style="list-style-type: none"> Select and develop ideas confidently, using suitable materials. Improve quality of sketchbook with mixed media work and annotations. Select own images and starting points for work. Develop/artistic visual vocabulary when talking about own work and that of others. Begin to explore possibilities, using and combining different styles and techniques. <p><i>For instance:</i></p> <ul style="list-style-type: none"> Introduce fabric block printing. Create tie-dye pieces using two colours. Investigate ways of changing fabrics - sewing, ironing (risk assessment), cutting, tearing, creasing and knotting. Weave using paintings as a stimulus/the natural world. Introduce batik.

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