

Nursery

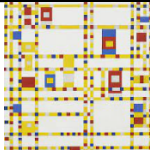
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
On Going Areas of Experience	Explore and experiment with paint brushes, glue, rollers and paints. Combine materials, mixed media and explore colour. Use a range of tools and techniques printing, painting, playdough, cutters and rolling pins.	Bonfire night fireworks with chalk pens and glitter. Harvest craft and cooking. Remembrance poppies. Diwali divas and rangoli patterns, modelling using clay, Use scissors to snip Christmas crafts such as cards and decorations.	Use a variety of joining materials such as Sellotape, glue, hole punch, treasury tags, stapler.	Mothers' Day cards. Easter crafts. Practice using a range of tools and techniques including digital media. Construct using found and natural materials.	Make snips in paper using scissors using forward snipping motion. Create simple representations of events, people and objects using different media.	Junk modelling with purpose in mind. Manipulate materials to show a planned effect. Use tools competently and appropriately. Complete art challenges, using art equipment, found and natural materials.
Specific Artist Studied	Mark Rothko – Colour blocks 	Wassily Kandinsky – Concentric Circles 	Henri Matisse – The Snail 	Kawase Hasui - Blossom 	Native Australian Art 	Claude Monet – Water Lilies  Paul Klee - Goldfish 
Techniques & Processes	Painting – using rollers	Drawing and Colour Wash	Collage – cutting, sticking and joining skills	Painting, printing and collage	Printing	Painting and Collage Wax resist.
Vocabulary	Colour, red, yellow, blue, green, orange, purple, pink, white, black, grey, brown, silver, gold, light, dark, mixing. Brush, sponge, foam brush, roller, print, up, down, left, right, paint, scratch, scrape, draw, mark, line, fat line, thin line, pattern, pencil, pen, crayon, chalk, pastel, charcoal. Scissors, cut, snip. Glue, join, stick, staple, Sellotape, masking tape, fabric, wool, materials.					

The On-Going Drawing Journey - Nursery

♣ Use lines to represent objects seen, remembered or imagined	♣ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.	Lines and Marks ♣ Name, match and draw lines/marks from observations. ♣ Create line patterns using straight lines and curved lines. ♣ Know that larger tools tend to make thicker lines.	Form and Shape ♣ Observe and draw shapes from observations. ♣ Draw shapes to make enclosures to form faces and add details.	Tone/Value ♣ Understand the difference in tone whilst pressing hard and whilst pressing lightly. ♣ Understand that marks are made by pushing down and applying pressure.	Texture ♣ Draw on different surfaces and talk about the results.
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St Francis CE Primary School – Art and Design Progression - Reception

RECEPTION

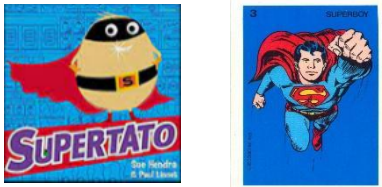
	Autumn We are Special	Spring We are Engineers	Summer We are Explorers
Artist and craftsperson	Pablo Picasso style- Self-Portraits  Techniques and Processes: Drawing with chalks and oil pastels, then repeat with paints.	Piet Mondrian – Boogie Woogie Broadway  Techniques and Processes: Initially drawing with pens and adding collage squares. Sculpture – Developing their artwork using playdough, salt dough or clay rolling out lines to make a grid on a piece of card and imprinting on the clay.	Henri Matisse – Plant Cut Outs  Techniques and Processes: Printing/Textiles/Collage – cutting skills
Knowledge	-I know which drawing and painting tools to select. -I know which colours to select. -I know how to mix primary colours to make secondary colours. -I know how to draw an image of my face, positioning the facial features correctly. -I know how to create a mood in my painting.	-I know how to roll, squash, squeeze and manipulate malleable materials to achieve a planned effect. (Long strips of clay/dough.) -I know and understand that there is a relationship between drawings on paper (2D) and making (3D) and I know how to transform my 2D drawing into a 3D grid. -I know how to use tools and objects to create prints and marks in the clay/dough. -I know how to use and apply glue using a spreader to stick my grid work onto the card.	-I know what a leaf is and how they can be different shapes and sizes, (nurturing curiosity about the world around them.) -I know how to cut out a pattern using scissors/develop dexterity. -I know I can use this pattern as a template to draw around and cut out or to print with. -I know and understand collage is the art of using elements of paper to make images and can be combined with other media. -I know how to use tools safely and appropriately. (-For children who find this hard – I can print with my hands, feet and found materials.)
Vocabulary	Colour, primary colours, secondary colours, bright, vivid, shade, tint, light, dark, mix, divide, half, symmetry.	Sculpture, 2D, 3D, roll, squeeze, squash, print, imprint, glue, fasten, stick, adapt, record, refine, develop, improve.	Pattern, print, cut out, stencil. Different names of paper types, different names of fabric types, scissors, cut, lines, curved.
Skills	-I can explore paint using my fingers, brushes and a variety of tools. -I can talk about what happens when I mix colours. -I can create a self-portrait using bright colours in the style of Pablo Picasso. -I can develop my hand/eye coordination and dexterity.	-I can talk about how malleable materials feel. -I can develop tactile skills and modelling through the use of play dough/clay. -I can use playdough, salt dough or clay to create a simple flat grid like sculpture on a piece of card. -I can use man made and natural objects to imprint into the clay to create patterns on my grid. -I can create a Mondrian style grid pattern, whilst talking about, manipulating and refining my work.	-I can cut out a leaf shape and use it as a stencil. -I can create a whole class Plant Cut Out, demonstrating a selection of different techniques and processes – cutting out my leaf shape using different types of paper, different types of material and printing with the leaf shape stencil using paint.

Areas of exploration In Continuous Provision in Reception						
How can we explore the work of artists? Display the work of artists and designers and architects in the setting. E.G Images of buildings and bridges in the construction area, artists work in the painting area reflecting painting, drawing, printing etc.	How can we explore colour? Developing early knowledge of colour and colour mixing, children can approach colour in an intuitive way, enjoying and exploring the way colour makes them feel.	How can we explore materials and marks? Children transform the surfaces around them by using line, colour and shape. How can children make the objects they decorate reflect their personality?	How can we explore 3D materials? The opportunity to explore materials through free exploration, ungoverned by our expectations of “outcome”, is vital if we are to help build experience of what it is possible to create. Encourage children to return to and build on their previous learning and continually refine their ideas.	What can we see? Looking provides children with an opportunity for active exploration. Empowered by close looking, children can build confidence in their ability to make a creative response, developing dexterity skills along the way.	How can we use our imaginations? Encourage children to nurture their imaginations, building confidence in their instinct, intuition, sense of self and ability, to give an outward form to inner ideas. Encourage children to share their creations, explaining the processes and techniques they have used.	How can we build worlds? Imagination is the stimulus for making. Through enabling children to build and expand the worlds around them, children are empowered to affect their own environments for the better.
The On-Going Drawing Journey - Reception						
♣ Create fantasy drawings.	♣ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. ♣ Recognise that different artists have different styles.	Lines and Marks ♣ Name, match and draw lines /marks from observations. ♣ Is spontaneously expressive, using marks, different length lines , curved lines and wiggly lines..	Form and Shape ♣ Observe and draw shapes from observations, use a rubber to change and adapt work. ♣ Select specific tools and discover the range of marks and develop awareness of appropriateness to the task.	Tone/Value ♣ Investigate effects of pressure on pencil and when blending different colours. ♣ Understand that marks are made by pushing down and applying pressure.	Texture ♣ Draw on different surfaces. explain and discover potential and talk about the results, using descriptive vocabulary.	

St Francis CE Primary School – Art and Design Progression

YEAR 1

Year 1 - ♠ to use a range of materials creatively to design and make products ♠ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♠ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♠ 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.

	Autumn We are Superheroes	Spring We are Artists	Summer We are Ecologists
Artist, craft makers or designers	Superheroes - Comic Artists  Superheroes - Comic Artists John Romita Jr - 1960/70s – Spiderman; Steve Ditko – Spiderman; Brian Bolland - 1972 Nigerian Comic 'Powerman' and The Joker from Batman Jim Steranko - 1960s - The Hulk and Captain America Techniques and Processes: Drawing	Jackson Pollock - Splatter Pictures 1947  Techniques and Processes: Painting	Andrew Goldsworthy 1980s onwards– a British sculptor who uses natural materials.  Techniques and Processes: Sculpture
Knowledge	We are Superheroes Drawings -I know how to use drawings to express ideas and feelings and record observations and experiences. Form and Shape -I know how to observe and draw shapes from observations. -I know that we can use different media (sometimes combined in one drawing) to capture the nature of our superhero. -I know that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.	We are Artists Jackson Pollock - Splatter Pictures - I know how to control the application of paint with different types of tools and am beginning to have confidence in seeking the appropriate tool for the task. -I know how to mix and choose colours for effect.	We are Ecologists Sculpture: -I know that a sculpture is a 2D or 3D form and can be carved from wood or stone or constructed using other materials. -I know that sculptures can be made from natural or man-made materials. -I know that Sculptures can be used to represent a range of creative ideas. They can be permanent or temporary. -I know a free-standing structure needs a solid or flat base in order to be able to stand. -I know how to experiment with constructing, developing methods of joining recycled, natural and manmade materials on a large scale. -I know how to build repeating patterns and recognise patterns in the environment.

			-I know materials can be joined in a variety of ways e.g. glue, masking tape. (Andrew Goldsworthy - Sculpture, using leaves, pebbles, conkers. Mini topic based art work on butterflies: -I know how to draw a butterfly. - I know how to name, match and draw lines/marks from observations. -I know how to create line patterns in a symmetrical manner.
Vocabulary	Pencil, drawing, thickness, pattern, texture, line, shape, form. Layer, repeating, thick, thin, smudge, blend, collage, sketch, colour, tone, shade. soft, broad, narrow, fine, detail, mirror image, nature,	Layer, pattern, repeating, thick, thin, smudge, blend, collage, sketch, line, shape, colour, tone, shade. Names of paint, technique, colour match, colour mix, primary/secondary colours, warm, cold, tint.	Create, imagine, pattern, symmetry, coiled, spiral, concentric, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, manipulate, rolling, kneading, shaping, sculpture, malleable, join, natural, man-made, form, construct.
Skills	We are Superheroes -I can observe carefully when drawing. -I can experiment and exercise control with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk when drawing my superhero. -I can use the space on a page effectively and consider the shapes of the objects as part of an overall composition. -I can consider scale (comparative size of the superhero and surroundings) when drawing. -I can use drawing to convey a specific feeling. -I can make links between their own work and that of different artists, recognising similarities and differences in the way that artists have represented superheroes.	We are Artists -I can respond to ideas and starting points. -I can select the best materials and techniques to develop an idea; flick a paintbrush for small splatters, for bigger dollops use a teaspoon and fling it at the canvas! -I can analyse and evaluate their own and others' work using artistic vocabulary. -I can understand the significance of the artists and form opinions about his work. (Abstract Impressionist.)	We are Ecologists Sculpture - Woodland Sculptures: -I can use a combination of shapes. -I can include line and texture. -I can use rolled up paper, straws, paper, card and clay as materials. I can use techniques such as rolling, cutting, moulding and carving. -I can respond to ideas and starting points. -I can understand the significance of the artists and form opinions about his work and use his ideas to inspire my own art. Drawing - Butterflies • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines.

The On-Going Drawing Journey – Year 1

♣ Use drawings to express ideas and feelings and record observations and experiences.	♣ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.	Lines and Marks ♣ Name, match and draw lines/marks from observations. ♣ Create line patterns.	Form and Shape ♣ Observe and draw shapes from observations.	Tone/Value ♣ Draw whilst pressing hard and pressing lightly.	Texture ♣ Draw on different surfaces and talk about the results.
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St Francis CE Primary School – Art and Design Progression - YEAR 2

Year 2 - ♠ to use a range of materials creatively to design and make products ♠ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♠ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♠ 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.

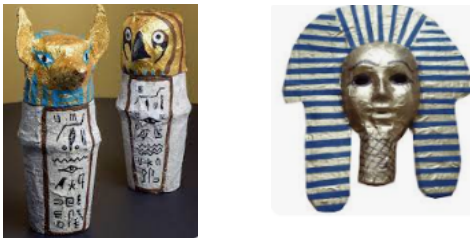
	Autumn Crazy Castles	Spring Where the land meets the sea	Summer Habitats
Artist, craft makers or designers	Paul Klee – Castle and Sun - Drawing skills of real castles, compare with Paul Klee's artwork.  Techniques and Processes: Drawing, Printing, Collage	Katsushika Hokusai - The great wave of Kanagawa – 1831  Techniques and Processes: Painting and Printing	Beatriz Milhazes - Geometric Paintings Barbara Hepworth - Sculpture   Techniques and Processes: Drawing & Painting and Sculpture
Knowledge	Crazy Castles Drawings, Printing or Collage -I know how to create a drawing of a castle, tower, turret whilst considering tone/value: Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. -I know that drawing is a physical activity and -I know how to develop and refine the marks that I make. -I know that watercolour is a media which uses water and pigment. -I know that we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. -I know that collage is the art of using elements of paper to make images. (Cutting shapes and arranging them to create castles and sunshine.) -I know that Paul Klee was influenced by Expressionism, Cubism, Futurism, Surrealism and Abstraction, but he was inventive in his methods and techniques.	Where the land meets the sea Katsushika Hokusai - The great wave of Kanagawa - 1831 Develop printing techniques through shape, pattern and colour. -I know a printed pattern is created with a wood block or shape that is repeated. -I know a painted pattern is created by hand. -I know patterns can be created using lines and shapes. -I know a pattern can be repeated, rotated or reversed. -I know how to print with a range of hard and soft materials e.g. corks, pen barrels, sponges. -I know how to make simple marks on rollers and printing palettes. -I know how to make simple prints i.e. mono – printing. -I know how to print repeating patterns using tones of secondary colours. -I know how to roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. -I know how to build repeating patterns and recognise patterns in the environment.	Habitats Drawing and Painting: Beatriz Milhazes -I can discuss and review art. -I know the difference between a photo and piece of art -I know how to use a number of brush techniques using thick and thin brushes to produce geometric shapes, patterns, textures and line. -I know how to mix colours effectively - tones, tints, shades. -I know Milhazes is a Brazilian artist - looking at plant life from the Amazon and she is known for her use of colour and geometry, natural forms, layering, swirls, patterns etc. Barbara Hepworth - Sculpture -I know how to use lines in my drawing - fluid, bold, soft, expressive. -I know how to use different sized paintbrushes to create different types of lines - brushstroke techniques. -I know what primary and secondary colours are- colour wheels. -I know how to create and discuss recognisable forms.

			-I know that Hepworth created sculptures based on shape and space - with focus on space (viewpoint looking through her sculpture.) -I know how to use mouldable materials including clay. -I can design and make a sculpture exploring space, shape and form.
Vocabulary	Light, dark, tone, patterns, shapes, form, line, colour, Pencil, drawing, thickness, pattern, texture, line, shape, form. Layer, repeating, thick, thin, smudge, blend, collage, sketch, colour, tone, shade. soft, broad, narrow, fine, detail, mirror image, nature	Tools, patterns, repeating, materials Layer, pattern, repeating, thick, thin, smudge, blend, collage, sketch, line, shape, colour, tone, shade. Names of paint, technique, colour match, colour mix, primary/secondary colours, warm, cold, tint.	Colour, primary, secondary, mix, tone, light, dark, shade. Names of paint, technique, colour match, colour mix, primary/secondary colours, warm, cold, tint, foreground, middle ground, middle ground. Sculpture, sculptor, modelling techniques, carving, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, manipulate, rolling, kneading, shaping, sculpture, malleable, join, natural, man-made, form, construct.
Skills	Crazy Castles: Drawing, Painting and Printing: -I can experiment with a variety of media, consistently selecting tools to match the task. -I can control the types of marks made with the range of media. -I can ask and answer questions about the starting points for my work. -I can develop my ideas – try things out, change my mind and adapt my drawings. -I can create a castle using 2D shapes - triangle, square, rectangle in the style of Paul Klee. -I can understand the significance of the artists and form opinions about his work.	Where the land meets the sea: Painting and Printing: -I can draw into styrene to create printing blocks and I can make a styrene wave painting. - I can print using found or made printing blocks. - I can press, roll, rub and stamp to make prints. -I can use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. -I can develop language to describe the printing process and to describe their own and others' work. -I can understand the significance of the artists and form opinions about his work. (Ukiyo-e artist, painter and woodblock print maker.)	Habitats: Drawing and Painting: - I can create a Milhazes style collage - Milhazes -uses shapes in different sizes and overlaps them to create images. (She uses coloured papers, sweet wrappers, food packaging, plastic and paints to create her images. She uses repeated circles, squares, stripes, flowers and other simple shapes throughout her work and experimented with the mono-transfer technique.) 3D Work/Sculpture: Barbara Hepworth -I can create 3D sculptures using clay, model magic or salt dough. -I can use tools effectively to join, shape and create definition.

The On-Going Drawing Journey – Year 2						
	♣ Experiment with ways in which surface detail can be added to drawings.	♣ Use journals to collect and record visual information from different sources. ♣ Create abstract designs based on their observational drawings.	Lines and Marks ♣ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. ♣ Experiment with different grades of pencil and other implements to create lines and marks	Form and Shape ♣ Draw from observation on a small and large scale. ♣ Begin to show an awareness of objects having a third dimension. ♣ Experiment with viewfinders to draw small sections/compositions.	Tone ♣ Experiment with different grades of pencil and other implements to achieve variations in tone and shading.	Texture ♣ Create textures with a wide range of drawing implements. ♣ Blend chalk and charcoal. ♣ Use lines, marks and rubbings to create texture and add detail.

St Francis CE Primary School – Art and Design Progression - YEAR 3

Year 3 - 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. Pupils should be taught: ♣ 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] ♣ about great artists, architects and designers in history.

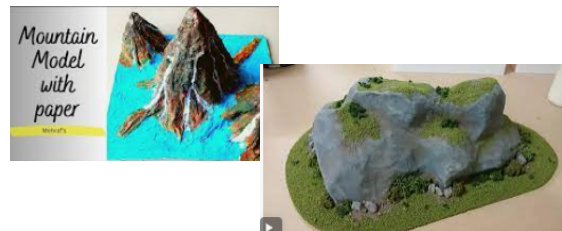
	Autumn Amazing Animals	Spring Ancient Egypt	Summer Running Rivers
Great artists, architects or designers	Henri Rousseau - Surprise! (A Tiger in a Tropical Storm.)  Techniques and Processes: Drawing, Painting, Collage, Fabric OPTIONAL mini project if time Stone age cave art  Techniques and Processes: Drawing- pencils, charcoal, chalks	Canopic Jars or Egyptian Headdress  Techniques and Processes: Sculpture/3D work	George Seurat - The River Seine at La Grande-Jatte  Techniques and Processes: Pointillism – Printing and Painting small dots.
Knowledge	Amazing Animals Collage - Surprise! by Rousseau -I know how to cut different papers and fabrics to create a collage. -I know how to apply my collage pieces effectively so that they don't fall off. OPTIONAL ADDITION: Through the Ages -Stone Age Painting - Cave Paintings -I know that charcoal and earth pigment were our first drawing tools as humans. -I know that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. -I know how to mix colours effectively.	Ancient Egypt Sculpture - Canopic Jars -I know how to develop ideas from starting points throughout the curriculum – history -i know how to use clay and other mouldable materials -I know a pinch pot is a simple form of handmade pottery produced by pinching the clay with my thumb and forefinger. -I know how to use mouldable material including clay - modelling techniques (rolling, cutting, moulding and carving) with increasing accuracy. -I know how to use tools to carve and add texture and pattern, combine visual and tactile qualities. OR Egyptian Headdresses -I know how to draw and design an Egyptian Headdress.	Running Rivers Pointillism - Paintings -I know and understand the term 'Pointillism.' -I know different artists and artistic styles can represent the same subject matter in different ways (focus on paintings of water and variance in artistic style, technique and moods). -I know different artists use different media. -I know art can be observational or created from imagination and memory. It can also use/be inspired by first-hand experiences. -I know how to create an image using small dots or strokes of colour. -I know that proportion, size and depth are significant in this style of landscape and should be considered with a

	-I know how to explore colour theory through the medium of paint. -I know and understand the terms 'harmonious', complementary', tint, shade and tone and know how to create them.	-I know how to develop my drawing into a 3D form using clay or Modroc. -I know which colours to select and mix to paint my headdress.	focus on the foreground, background and middle section of paper. -I know a vanishing point can be used to give the impression of depth in a picture.
Vocabulary	Chalk, charcoal, colour, mood, harmonious, complementary, tint, tone. Collage, paper types, fabric types, foreground, background Grades of pencil, scale, symmetry, refine, alter, colour scheme, colour spectrum, tertiary colours, colour washing, properties of paint, transparency, hue, carving, surface,	2D, 3D, mould, build, layer, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, manipulate, rolling, kneading, shaping, sculpture, malleable, join, natural, man-made, form, construct.	Pointillism, dots, abstract, natural, bold, delicate, detailed, colour descriptors e.g. scarlet, crimson, emerald, turquoise, watery, intense, strong, opaque, translucent, wash, tint, shade, background, foreground, middle ground, vanishing point.
Skills	Amazing Animals -I can sketch my initial ideas and think about how to create texture. -I can make a collage, choosing the correct materials to create texture. -I can understand the significance of the artists and form opinions about his work. (Post Impressionist) OPTIONAL ADDITION: Through the Ages -Stone Age -I can create cave paintings using chalk and charcoal. -I can experiment with creating mood using colour. -I can comment on artworks using visual language -I can create murals on large sheets of paper representing my own life. -I can design and draw a poster of a weapon. -I can practise sketching by using a wide range of marks with varied angle, speed, pressure and sharpness to show tone, shape, pattern and texture.	Ancient Egypt -I can analyse historical evidence and replicate some of the techniques used by notable artists, artisans and designers. -I can collect information, sketches and resources and produce and develop observational drawings and drawings from imagination, informed by historical sources, using sketchbooks. -I can create an original piece and adapt and refine ideas as they progress. -I can explore and use different materials and ways of working with them as part of the progression from initial ideas to a 3D sculpture. -I can experiment more widely with clay (manipulating, rolling, cutting, shaping and measuring.) -I can develop my understanding of the differences between 2D and 3D art forms and reflect on their relevance.	Running Rivers -I can use cotton buds, small brushes, ends of biro etc to print small dots and create an image. -I can use oil colours or oil pastels. -I can use small dabs of paint and I can select the correct grouping of colours so that the layout of my image is clear. -I can develop and refine images and aspects of a piece of work through a process of ongoing review. -I can understand the significance of the artists and form opinions about his work.

The On-Going Drawing Journey – Year 3						
	♣ Experiment with ways in which surface detail can be added to drawings.	♣ Use journals to collect and record visual information from different sources. ♣ Create abstract designs based on their observational drawings.	Lines and Marks ♣ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. ♣ Experiment with different grades of pencil and other implements to create lines and marks	Form and Shape ♣ Draw from observation on a small and large scale. ♣ Begin to show an awareness of objects having a third dimension. ♣ Experiment with viewfinders to draw small sections/compositions.	Tone ♣ Experiment with different grades of pencil and other implements to achieve variations in tone and shading.	Texture ♣ Create textures with a wide range of drawing implements. ♣ Blend chalk and charcoal. ♣ Use lines, marks and rubbings to create texture and add detail.

St Francis CE Primary School – Art and Design Progression - YEAR 4

Year 4 - 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. Pupils should be taught: ♣ 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] ♣ about great artists, architects and designers in history.

	Autumn Awesome Oceans	Spring Ancient Greeks	Summer Mighty Mountains
Great artists, architects or designers	Guy Harvey  Techniques and Processes: Drawing and Painting	Using Historical Resources  Techniques and Processes: Sculpture with wire and papier mâché, Modroc or clay.	Sculpture using Geographical Resources  Techniques and Processes: Sculpture and modelling using malleable material and Photography
Knowledge	Awesome Oceans Painting - Sea Creatures -I know how to develop ideas from starting points and making curriculum links. -I know how to collect information, sketches and resources by investigating Guy Harvey. -I know how to adapt and refine ideas as they progress. -I know how to make constructive comments on artworks using visual language.	Ancient Greeks Sculpture - 3D head of chosen God or goddess, using a wire former and papier mâché, Modroc or clay. -I know how to research my starting points e.g. Easter Island carvings for scale and inspiration and Greek sculptures for authenticity and style. -I know that I can develop and refine my design over time. -I know, that before sculpting, I need to make preliminary pencil drawings or sketches to decide on features, expressions and headwear and show life-like qualities and real-life proportions. -I know that malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. -I know that calving from the clay, rather than sticking on to it, can achieve a stronger model, although slip can be used to join surfaces. -I know that thinner pieces of clay are more susceptible to damage when the clay dries.	Mighty Mountains Sculpture - Mountains -I know what a mountain is and where some are located (Geography and IT skills.) -I know a mountain is 3 dimensional. -I know that mountains are not symmetrical. -I know what the word perspective means and how it applies to creating a mountain. -I know how to create a 3D mountain whilst creating and adding surface patterns and textures into the malleable material.

Vocabulary	Foreground, back ground, middle ground, colour wash, detail, mood, shape, form abstract, natural, bold, delicate, detailed, colour descriptors e.g. scarlet, crimson, emerald, turquoise, watery, intense, strong, opaque, translucent, wash, tint, shade,	3D, shape, form, mould, viewpoint, detail, decoration, natural, form, two-dimensional, three-dimensional, tiles, brick, slate, wood, stone, metal, texture, bronze, iron, form, shape, texture, composition, profile, proportion, decoration, ornate, symbolic, perspective, clay, Modroc, papier mâché.	Mould, squish, squeeze, blend, malleable, mound, viewpoint, detail, decoration, natural, form, two-dimensional, three-dimensional, form, shape, texture, composition, profile, proportion, decoration, ornate, symbolic, perspective, bird's eye view
Skills	Awesome Oceans -I can use sketchbooks to develop composition as well as form. -I can mix colours effectively. (Develop mixing and matching colour skills using the double primary system. -I can use watercolour paint to produce washes for backgrounds then add details in foreground. -I can explore ideas in a variety of ways and use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. -I can investigate and explore mark making with paint, using a wider range of tools, consistencies and surfaces. -I can experiment freely with different approaches to using and applying paint, working from first hand experiences, memory and imagination. -I can work at different scales for different purposes and articulate ideas and feelings expressed in art. -I can experiment with creating mood with colour. -I can create my own original pieces that are influenced by the studies of Guy Harvey. (Jamaican marine wildlife artists and conservationists.)	Ancient Greeks -I can use my preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. -I can collect information, sketches and resources and produce and develop observational drawings and drawings from imagination, informed by historical sources, using sketchbooks. -I can create a 3D form using malleable materials and can adapt and refine ideas as I progress. -I can explore and use different materials and ways of working with them as part of the progression from initial ideas to a 3D sculpture. -I can refine the features of the sculpture using improved mastery of modelling with clay and techniques to create form. -I can develop and show understanding of representing symmetry in a 3D form considering the purpose and style of design. -I can review my own and others' designs in the context of a prototype considering the purpose and desired effect. -I can paint my god or goddess using metallic colours and shades of bronze.	Mighty Mountains -I can choose an interesting or unusual perspective or viewpoint for a landscape. -I can decide what shapes and forms I need to create, sketching out my ideas before making them. -I can draw from memory, imagination and firsthand experience, experimenting with different approaches in a sketchbook. -I can use drawing as a starting point and to generate ideas that may or may not be taken forward in other media. -I can refine the features of the sculpture using improved mastery of modelling and techniques to create form. -I can identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. -I can take digital photographs of their work as it progresses and as a final composition. experiment with unusual viewpoints or perspectives for their photographs.

The On-Going Drawing Journey – Year 4						
♣ Use journals to collect and record visual information from different sources.	♣ Draw for a sustained period of time at an appropriate level. ♣ Use observational and preliminary drawings as stimulation.	♣ Drawing leads to a range of careers and engineering, designing and architecture require the use of representations of buildings	Lines and Marks ♣ Experiment with different grades of pencil and other implements to create lines and marks. ♣ Use pencil, chalk and charcoal to create contrasting effects of line.	Form, Shape and Pattern ♣ Experiment with different grades of pencil and other implements to draw different forms and shapes. ♣ Make observational drawings of objects to show shape and pattern.	Tone ♣ Use pencil, chalk and charcoal to create contrasting effects of tone. ♣ Apply tone in a drawing in a simple way.	Texture ♣ Use pencil, chalk and charcoal to create contrasting effects of texture. ♣ Apply a simple use of pattern and texture in a drawing. ♣ Blend chalk and charcoal.

St Francis CE Primary School – Art and Design Progression - YEAR 5

Year 5 - 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. Pupils should be taught: ♣ 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] ♣ about great artists, architects and designers in history.

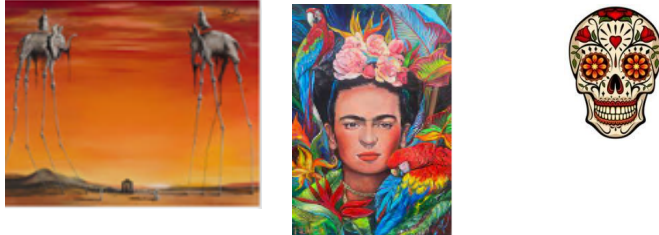
	Autumn Settlers and Invaders	Spring Off with her Head	Summer Allotments
Great artists, architects or designers	Beowulf/Grendel Monsters  Techniques and Processes: Drawing from imagination	Tudor style portraits - Hans Holbein-The Younger  Techniques and Processes: Drawing - observational	Giuseppe Arcimboldo  Techniques and Processes: Collage, Fabric, Painting, Photography
Knowledge	Settlers and Invaders Drawing Beowulf/Grendel -I know who Grendel is (Norse Myth) and can create an image of Grendel using pencils and pastels, developing sketching skills. -I know how to explore different techniques to sketch a body in motion. -I know how to use sketch books to record different athletic postures in motion. -I know how to explore different ways of sketching the form of Beowulf/Grendel monsters during movement to develop mastery of drawing techniques. -I know how to create my own Grendel monster from my imagination. -I know that charcoal can be used to sketch, as well as different types of pencil, and varying the type of paper can also change the outcome (some types of paper are more appropriate to a specific medium than others).	Off with her Head Drawing - Self Portraits Tudor Style A discussion is talking to others to share thoughts, ideas and points of view. -I know that a preliminary sketch is the best starting point and I can compose, develop and complete work that may need to be returned to over a sustained period of time. -I know how to work from a variety of sources including observation, photographs and digital images. -I know how to use knowledge of proportion and scale in the context of portraiture. -I know how to develop initial ideas through sketches and how to portray myself, using command of different materials, to express aspects of my own identity, making connections between my own explorations and the materials used. -I know how to recognise similarities and differences in the styles adopted by artists across a range of times and cultures. OPTIONAL MINI TOPIC: Golden Age of Islam -I know that Islamic art tends to be symmetrical. -I can identify and talk about Islamic tiles and create my own repeating Islamic tile pattern. -I can explain where Islamic tiles are found. -I can identify shapes in nature and the sky that influence Islamic tile patterns.	Allotments Collage, Fabric, Painting, Photography - Giuseppe Arcimboldo -I know that collages are artworks created by carefully selected smaller images. -I know that a montage is a singular image created through the combination of smaller images (including photographs.) -I know that varying the colour of the same piece of art can create a contrasting mood and alter the viewer's perception. -I know how to collect images of fruit and vegetables – pictures, catalogues, internet, photos. -I know how to select, cut and collage or fabric materials to create fruit and vegetable shapes and arrange them to create a face. -I know how to further develop my work by using oil pastels to draw the fruit/vegetables, cut them out and arrange them to create a face.

Vocabulary	Sketch, draw, shadow, hatch, cross hatch, portrait viewpoint, distance, direction, angle, perspective, bird's eye view, alter, modify, natural form, panorama, image, subject.	Foreground, middle ground, back ground, scale, format, positioning, hatching, cross hatching, shading. Islam, Islamic, pattern, geometric, repeating.	Collage, montage, arrange, present, align, layer, overlap, create, image, abstract, paper names and types, fabrics names and types, Photographic image.
Skills	Settlers and Invaders Lines, Marks, Tone, Form and Texture: -I can use dry media to make different marks, lines, patterns and shapes within a drawing whilst using techniques such as hatching and cross hatching. -I can experiment with wet media to make different marks, lines, patterns, textures and shapes. -I can develop increased control of drawing tools and a greater understanding of their potential to achieve specific effects. -I can investigate and develop practical skills and work on different scales. -I can explore and increase understanding of the different functions of drawing. -I can draw from memory, imagination and firsthand experience, experimenting with different approaches in a sketchbook, leading to the final product.	Off with her Head -I can use a wide variety of drawing tools and media, selecting and combining them to explore visual elements, including line, texture, tone, texture and pattern. -I am becoming independent in selecting techniques and materials to use in my work, adapting, refining and applying previous knowledge to develop work and solve problems. -I can draw a portrait using dry media to make different marks, lines, patterns and shapes within a drawing whilst using techniques such as hatching and cross hatching. -I am able to develop an awareness of composition, scale and proportion in their paintings and drawings e.g., foreground, middle ground and background. -I can attend to and build on the contributions of others in discussions and debates. -I can comment on similarities and differences in the styles adopted by known artists from different cultures and which span different eras. Optional Topic - Golden Age of Islam -I can make an abstract design. -I can make a positive and negative monoprint based on a painting or my own idea. -I can create prints with three overlays. -I can work on to prints with a range of media e.g. pens, colour pens and paints. -I can compose, develop and complete a picture using a variety of self-chosen printmaking techniques	Allotments -I can evaluate the properties of various papers, fabrics and threads, with a view to matching them to specific tasks. -I can collect visual information (including with a camera), record ideas in a sketchbook and experiment with combinations of materials. -I can review and revisit ideas and sketches to improve and develop ideas. -I can describe and discuss how different artists and cultures have used a range of visual elements in their work.

The On-Going Drawing Journey – Year 5			
	♣ Work from a variety of sources including observation, photographs and digital images. ♣ Use a pencil to create line, tone, texture and pattern. ♣ Use journals to collect, record and develop visual information from different sources. ♣ Compose, develop and complete work that may need to be returned to over a sustained period. ♣ Develop practical skills, including working on different scales.	Lines, Marks, Tone, Form and Texture ♣ Use dry media to make different marks, lines, patterns and shapes within a drawing whilst using techniques such as hatching and cross hatching. ♣ Experiment with wet media to make different marks, lines, patterns, textures and shapes. ♣ Create still life in the form/style of a well-known artist. ♣ Observe line and pattern in nature and man-made objects e.g. shells, spider webs, lines on bark, veins in leaves, telephone wires, wire netting...	Perspective and Composition ♣ Begin to use simple perspective in their work using a single focal point and horizon. ♣ Begin to develop an awareness of composition, scale and proportion in their paintings and drawings e.g., foreground, middle ground and background. ♣ Draw from different angles, different perspectives, from memory or observation whilst using the techniques of shading and considering perspective.

St Francis CE Primary School – Art and Design Progression - YEAR 6

Year 6 - 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. Pupils should be taught: ♣ 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] ♣ about great artists, architects and designers in history.

	Autumn Evolution (Darwin)	Spring Beating Heart	Summer Discovery of Modern Art
Great artists, architects or designers	Andy Warhol – Pop Art Animals  Techniques and Processes: Drawing and Painting	Jim Dine – Heart Sculpture  Techniques and Processes: Sculpture	Salvador Dali Frida Kahlo Day of the Dead Mask  Techniques and Processes: Drawing, Painting, Printing.
Knowledge	Evolution (Darwin) Pop Art – Animals – Drawing and Painting -I know what 'Pop Art' is and influential artists in this movement. -I know that Pop Art uses bright bold colours. -I know how to create a multicoloured image of an animal using the style of Pop Art. -I know that colour theory is practical guidance to colour mixing and the effects of a specific colour combination and that this can be applied to creating artwork to create a specific effect. -I have an increased awareness and understanding of painting methods and styles to refine my own ideas. -I know how to explore different tools and surfaces and selecting appropriately, experimenting with paint application, colour and scale. -I know what complementary colour ranges are and how they impact art when used by artists in their work. -I understand the difference between a spectrum colour wheel and complementary colour wheel. OPTIONAL MINI TOPIC - The Victorians - Printing -I know how to make a lino print. -I know how to create a repeating pattern 	Beating Heart 3D Form - Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. -I know that Jim Dine likes to create the same image again and again using different techniques and processes. This is very meaningful for Jim Dine. -I know Jim Dine's work reminds me that materials, tools and techniques can create completely different feelings in art – Dine often stamps, prints, paints and then sculpts his designs into 3D pieces. -I know how to use malleable materials to create a traditional 3D heart shape in the form of Jim Dine's Heart Sculpture. -I know how to create my own hearts in the style of Jim Dine while I learn about and experiment with value and shading. These art techniques are important ways of creating dimension, light, shadow and colour as well as feelings. -I know how to add my chosen collage materials to create texture and pattern.	Discovery of Modern Art Drawing, Painting, Printing - Salvador Dali or Frida Kahlo – I know and can describe and discuss how different artists and cultures have used a range of visual elements in their work. -I know how to research my favourite artists or designers. -I know when considering perspective, smaller images in a painting can give the illusion of distance and larger objects can appear closer. -I know the use and portrayal of shade and colour can impact on the mood and expression conveyed by a piece of art. -I know that art can be autobiographical and be influenced by an artist's own experiences (relate, compare and comment on drawings from different contexts and cultures, for example, the influence of Kahlo's heritage on her work). -I know artists use different methods and approaches to convey their ideas and sense of self (e.g. Kahlo and Dali) -I know specific art pencils are more suitable to achieve a chosen effect. -I am aware of and able to compare and comment on drawings from different contexts and cultures. E.g. Kahlo's Mexican heritage influenced the use of flowers and clothing in her self-portrait sketches. Optional Topic: Hola Mexico – Day of the Dead Masks -I know that in conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.

	like William Morris. -I know how to layer and overlap patterns.		-I know that a 3D form is a sculpture made by carving, modelling, casting or constructing. -I know how to design and decorate a Day of the Dead Mask.
Vocabulary	Print, lino, inks, roller, pattern, repeat, overlap, rotate, Pop Art, bright, bold, vivid, colour theory, still life, traditional, modern, abstract, imaginary, natural, made, inanimate, composition, arrangement, complimentary, tonal, shading, traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, layered, opaque, translucent, intense.	Sculpt, sculpture, free standing, plinth, mould, pinch, wrap, envelope, 2D, 3D, Pop Art, bright, vivid, lines – thin, thick, wavy, horizontal. He also stated that his art work came “from that part of the body that is one's 'studio' of the soul. “That “studio” is the human heart, and Dine's is a compassionate one – discussing vocabulary linked to heart, soul, love, expressiveness, feeling.	Kahlo-Image, line, colour, texture, vibrant colours in a style that was influenced by indigenous cultures of Mexico, and European influences including Realism, Symbolism, and Surrealism, Tehuana, Indigenous, Culture, Self-Portrait, Naïve Folk Art, The Two Fridas Oil-on-canvas, Polio. Dali - dreamlike, bizarre, surrealist, symbolism e.g. melting watches (time), juxtaposition (placing unrelated objects in unexpected contexts) oil, gouache, watercolour, printing techniques, colour, shape, pattern,
Skills	Evolution (Darwin) -I can select warm, vivid, bright coloured felt tip pens to create preliminary drawings. -I can use my drawing and colour selection to help me prepare to start my painting. -I can create a painting of an animal of my choice in Pop Art style. Optional Topic: The Victorians: Printing - William Morris -I can replicate patterns observed in natural or built environments. -I can make lino printing blocks -I can make precise repeating patterns. -I can use layers of two or more colours. -I can create an accurate pattern, showing fine detail. -I can work into lino to create printing with multiple layers of colour.	Beating Heart -I can make a model of a heart from clay or plasticine, using photographs taken during the dissection to help them sculpt. - I can use their sculpture to explain how the heart works. -I can create my own 3D heart shape based on Jim Dine's heart sculptures. -I can add different collage materials to achieve my planned effect. -I can develop my ideas as the project progresses. -I can review the effectiveness of my own work, adapting it and articulating their reasons with appropriate vocabulary. -I can make connections between the materials and processes used by artists and those explored by themselves, expressing personal preferences. -I can discuss whether Jim Dine was a Pop artist or not?	Discovery of Modern Art Kahlo: -I can create exploratory work, trying out different approaches and developing an extended repertoire of ideas from different starting points. -I can explore different tools and surfaces and select appropriately, experimenting with paint application, colour and scale. -I can consolidate and develop further skills in colour mixing; reproducing colours in natural and made objects to express moods and emotions, emphasising certain colours and replacing others in a reproduction of an image to convey a specific mood/feeling/emotion. -I can develop artistic techniques and combine forms, such as collage and painting to express and refine my own ideas and responses to a piece of art/a given or chosen subject. Dali: -I can create a dreamlike Dali masterpiece - Long-legged animal drawings and paintings, combining watercolour color washes and overlays of animals such as elephants. - I can make a surreal tree collage - create a painting of a tree then add collages of strange surreal items that can grow from the tree e.g clocks, keys, fish etc rather than leaves. - Surrealist Object Juxtaposition - I can combine two unrelated objects to create a new illogical object similar to Dali's ' Lobster Telephone.'

The On-Going Drawing Journey – Year 6			
♣ Develop quick sketch techniques using lines. ♣ Develop increased control of drawing tools and a greater understanding of their potential to achieve specific effects. ♣ Work in a sustained and independent way to examine objects and then create a detailed drawing. ♣ Develop close observation skills using a variety of viewfinders. ♣ Identify artists who have worked in a similar way to their own work.	Lines, Marks, Tone, Form and Texture ♣ Observe and record line, shape, form and texture of objects- Use a journal to collect and develop ideas. ♣ Explore colour mixing and blending techniques with coloured pencils. ♣ Use different techniques for different purposes i.e., shading, cross hatching within their own work. ♣ Start to develop their own style using tonal contrast and mixed media. ♣ Use a wide variety of drawing tools and media, selecting and combining them to explore the visual elements (line, tone, texture, pattern and so on).	Perspective and Composition ♣ Produce distorted self-portraits or images. ♣ Show an awareness of how paintings are created i.e., composition – look carefully at faces for details such as wrinkles, lines, freckles or spots. ♣ Explore space, composition and balance by working freely and creatively.	

