National Curriculum 2014 and EYFS Framework 2021

EYFS:

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.

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.

KS1: 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.

KS2: Pupils should be taught:

* 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

At Scargill we follow the KAPOW scheme of work which allows skills to be taught discreetly then applied through different projects. We categorise the main domains of art and design as ‘Making Skills, Generating Ideas, Knowledge, Evaluation and Language. These are further broken down into key concepts as follows:

* Making Skills (procedural) – drawing, painting, craft (design, materials and techniques), knowing and applying the formal elements (line, form, pattern, colour, shape, texture, tone).
* Generating ideas (conceptual knowledge) – use of sketchbooks to record feelings and experiences, creating original artwork.
* Knowledge (factual) learning about artists, craftspeople and designers as well as how they use the formal elements of art.
* Evaluation (metacognitive knowledge) – Identifying similarities and differences in own and others’ work then reflection on that.
* Language – vocabulary linked to art and design.

| Progression of Skills | **Drawing** | **Painting** | **Craft, design, materials and techniques** | **Generating Ideas** | **Evaluation** | **Language** |
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| **EYFS** | Making and describing lines, changing lines, collecting different lines, using different lines together, using lines to describe texture and how they feel and finding different lines in a picture. | Using a thick and thin brush, moving paint in different ways, using other tools for painting, using and describing colour (primary and some secondary), tone and shade, dilution. | Printing techniques, patterns (repeat and random), printing with different surfaces, mono-printing.  Choosing, arranging and sticking collage, cutting and tearing paper and shapes.  Exploring clay (pulling, pinching, twisting and rolling, burrowing, prodding, poking)  Sculpting using boxes and card.  Handling and describing textiles, cutting and joining, sewing, fraying, stretching, colouring textiles(food colouring), creating textiles through wrapping. | Choosing tools, experimenting with tools and techniques.  Selecting, changing and arranging joining to create a sculpture.  Choosing and arranging for collage | Discussing work with peers and teachers.  Explaining why...  Telling the teacher what their art work is about...  Talk about choices... | Drawing - thick and thin lines  Line walk  Viewfinder  Felt pens, oil pastel, paint, thick and thin brushes, shapes, charcoal, chalk, pencils, crayons, pattern. Texture: rough, smooth shiny, rubbings.  Painting – palette, print, drag, swirl, dab, stroke, dull and bright colours, thick and thin brushes, tools, primary colours, shape, pale and dark colours.  Printing - shape, pattern, random, repeating, darker and lighter, colour, printing, ink, rollers.  Collage – cut, tear, overlap, collage, fat, thin, big, little, shape, pattern, tissue paper, texture, sorting, matching, scissors, sugar paper, narrow, wide.  Sculpture – clay, pinch, pull, roll, twist, prod, poke, push, potter, sponge, smooth, cold, heavy, light, pattern, rolling pin, cardboard, construction, folding, cutting, slotting, tape, joining, arranging, changing, sculpture.  Textile – colour, pattern, texture, furry, shiny, thick etc, masking tape, textiles, scissors, shape, glue, weave, unravel, fray, stretch, sew, stitch, wrap, food colouring, fabric. |
| **Year 1** | Explore mark making, experiment with drawing lines and use 2D shapes to draw. | Develop skill and control when painting. Paint with expression. | Learn a range of materials and techniques such as clay- etching, printing and collage. | To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.  Explore and create ideas for purposes and intentions. | Recognise and describe key features of their own and other’s work.  Describe what they feel about their work and the art of others. | Formal Elements Lessons: Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.  • Sculpture & Collage Lessons: Shells (exoskeletons) salt dough, plasticine, 3 dimensional, sculpture, natural materials carnivore, herbivore, omnivore, junk, creature.  • Landscapes Lessons: Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.  • Art & Design Skills Lessons: Geometry, Tudor, Great Fire of London, printmaking. |
| **Year 2** | Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. | Further improve skill and control when painting. Paint with creativity and expression. | Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. | To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials  Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. | Compare other’s work, identifying similarities and differences.  Describe choices and preferences using the language of art. | Formal Elements Lessons: Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern.  • Art & Design Skills Lessons: Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay.  • Human Form Lessons: Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate.  • Sculpture & Mixed Media Lessons: Pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin. |
| **Year 3** | Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. | Increase skill and control when painting. Apply greater expression and creativity to own paintings. | Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products | To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.  Create personal artwork using the artwork of others to stimulate them. | Discuss own and other’s work using an increasingly sophisticated use of art language (formal elements).  Reflecting on their own work in order to make improvements. | Formal Elements Lessons: Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch.  • Art & Design Skills: Puppet, shadow- puppet, decorate, detail, observation, tint, shade, light and dark.  • Prehistoric Art: Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative.  • Craft: Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board |
| **Year 4** | Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. | Develop skill and control when painting. Paint with expression. Analyse painting by artists. | Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. | Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.  Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. | Build a more complex vocabulary when discussing your own and others’ art.  Use their own and other’s opinion of work to identify areas of improvement. | Formal Elements Lessons: Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making.  • Sculpture Lessons: Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial.  • Art and Design Skills Lessons:  Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiseries, op-art. |
| **Year 5** | Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. | Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. | Create mixed media art using found and reclaimed materials. Select materials for a purpose. | Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.  Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. | Develop a greater understanding of vocabulary when discussing their own and others’ work.  Regularly analysing and reflecting on their intentions and choices. | • Formal Elements Lessons: Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy.  • Every Picture Tells a Story Lessons*:* Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist.  • Design For A Purpose Lessons:  Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria.  • Art & Design Skills Lessons:  Annotate, visualise, scale, collage. |
| **Year 6** | Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. | Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. | Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. | Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.  Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. | Use the language of art with greater sophistication when discussing own and others art.  Give reasoned evaluations of their own and others work which takes account of context and intention. | • Still Life Lessons: Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture.  • Make My Voice Heard Lessons:  Graffiti, contrasting, commissioned, Guernica, sculpture.  • Photography Lessons: Desaturate, truism, photomontage, abstract, self-expression, crop, contrast.  • Art & Design Skills Lessons:  Impressionism, zentangle, prototype, appreciation. |

| **Knowledge of Artists, Designers and Craftspeople** |
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| **EYFS**  Paul Clee, Joan Miro, Vincent Van Gough, Frederich Hundertwasser, David Hockney (Pool Paintings), Albrecht Durer (Hare), Rembrant Van Rijn (Elephant), Pablo Picasso – **Drawing.**  Wassily Kandinsky (landscapes), Gustav Klimt (gardens and landscapes), Van Gough, Gillian Ayres, Jackson Pollack, Andre Derain, Claude Monet, Marc Chagall, Henry Rousseau, Pierre Bonnard, George Seurat – **Painting.**  Wrapping paper designs, Aboriginal patterns, border patterns, wallpaper and fabric patterns and prints used to illustrate stories – **Printing.**  George Braque, Peter Blake, African textiles, tartan patterns, Henri Matisse – **Collage.**  Henry Moore, Andy Goldsworthy, Richard Long – **Sculpture.**  Michael Brennand Wood, Kaffe Fassett, tie dye examples from Africa – **Textiles.** |
| **Year 1**  **Beatrice Milhazes (Abstract) Formal Elements: Lesson 1: Abstract Compositions**  **Bridget Riley (Drawing) Formal Elements: Lesson 2: Exploring Line**  **David Hockney and Vija Celmins (Drawing) Formal Elements: Lesson 3: Making Waves**  **Louis Wain (Movement) Art & Design Skills: Learn about Louis Wain**  **Kandinsky, Bernal, Bolotowsky (Shape and Colour) Art & Design Skills: Experimenting with Media**  **Vincent Van Gogh (Texture) Landscapes: Lesson 2: Beach Textures and Landscapes: Lesson 4: Painting Over Texture**  **Jasper Johns (Painting) Formal Elements: Lesson 5: Painting with Colour**  **Renoir, Sorolla, Kroyer (Landscape Landscapes: Lesson 1-5**  **Louise Bourgeois (Sculpture) Sculptures & Collages: Lesson 4: Giant Spider Model Part 1 and Sculptures & Collages: Lesson 5: Giant Spider Model Part 2** |
| **Year 2**  **Max Ernst (Frottage) Formal**  **Elements: Lesson 3: Frottage**  **Ed Ruscha (Shading, Tone) Formal Elements: Lesson 4: 3D Pencil Drawings**  **Clarice Cliff (Design) Art & Design Skills: Lesson 4: Design: Clarice Cliff Plates**  **Nancy McCrosky (Mural) Art & Design Skills: Lesson 2: Drawing: Shading**  **Damien Hirst (Drawing) Human Form: Lesson 2: Skulls**  **Julian Opie (Portraits) Human Form: Lesson 4: Opie Style Portraits**  **Edwina Bridgeman Human Form: Lesson 5: Clothes Peg figures** |
| **Year 3**  **Carl Giles** (Drawing) Art & Design  Skills: Learning About...Carl Giles  **• Diego Velazquez** (Tone) Art & Design Skills > Painting: Tints and Shades  **Walt Disney and Sam McBratney:** Art & Design Skills: Craft & Design: Puppets (3 Lessons)  **• Prehistoric Artists:** Prehistoric Art: Lesson 1: Exploring Prehistoric Art and Prehistoric Art: Lesson 2: Charcoal Animals |
| **Year 4**  **Luz Perez Ojeda Formal Elements: Lesson 1: Optical Illusions**  **Paul Cezanne Art & Design Skills: Painting: Paul Cezanne**  **Giorgio Morandi Art & Design Skills: Drawing: Still Life**  **David Hockney Every Picture Tells a Story: Lesson 1: My Parents, David Hockney**  **Paula Rego Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego**  **Edward Hopper Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper**  **Pieter Brueghel Every Picture Tells a Story: Lesson 4: Children’s Games, Pieter Breughel**  **Fiona Rae Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae**  **Giuseppe Archimboldo Sculpture: Lesson 3: Arcimboldo**  **Sokari Douglas Camp Sculpture: Lesson 4: Sokari Douglas Camp**  **El Anatsui Sculpture: Lesson 5: El Anatsui**  **Barbara Hepworth Art & Design Skills: Craft: Soap Sculptures** |
| **Year 5**  **Hundertwasser Formal Elements: Lesson Three: Hundertwasser House**  **Banksy Every Picture Tells a Story: Mural: Clacton Pigeon Mural-Banksy**  **Andy Warhol Every Picture Tells a Story: Lesson 2: Inspired by Rorschach**  **John Singer Sargent Every Picture Tells a Story: Painting: John Singer Sargent**  **Magdalene Odundo Every Picture Tells a Story: Lesson 5: Magdalene Odundo** |
| **Year 6**  **Claude Monet Art & Design Skills: Painting: Impressionism**  **William Morris Art & Design Skills: Craft: Zentangle Printing**  **Edward Hopper Art & Design Skills: Learning about the work of Edward Hopper**  **Kathe Kollwitz Make My Voice Heard: Lesson 2: Kathe Kollwitz, Make My Voice Heard: Lesson 5: Clay Sculptures**  **Pablo Picasso Make My Voice Heard: Lesson 3: Guernica 1 - Pablo Picasso, Make My Voice Heard: Lesson 4: Guernica 2 - Pablo Picasso**  **Mark Wallinger Make My Voice Heard: Lesson 5: Clay Sculptures**  **Hannah Hoch, Peter Kennard, Jerry Uelsmann Photography: Lesson 1: Photomontage**  **Jenny Holzer Photography: Lesson 2: Truisms**  **Edward Weston Photography: Lesson 3: Macro Photography**  **Edvard Munch Photography: Lesson 5: Expressions**  **Paul Cezanne, Jaromir Funke, Ben Nicholson Still Life: Lesson 1: Still Life Composition and Still Life: Lesson 2: Charcoal Still Life** |

Formal Elements

|  | **Line** | **Form** | **Pattern** | **Colour** | **Shape** | **Tone** | **Texture** |
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| **EYFS** | Experiment with lines and use thick and thin lines. | Create shapes using clay and cardboard through making sculptures. | Look at and make simple random and repeating patterns. | Know the primary colours and the secondary colours that they create. Explore tones and shade. | Know simple shapes and use them to create art. | Explore diluting colours and use the language of pale and darker. | Use basic language to describe textures. Explore the textures of different materials. |
| **Year 1** | Use, express and experiment with line for purpose, then use appropriate language to describe lines. | Learn about form and space through making sculptures and developing language. | Understand patterns in nature, design and make patterns in a range of materials. | Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. | Identify, describe and use shape for purpose. | Understand what tone is and how to apply this to their own work. | Use materials to create textures. |
| **Year 2** | Draw lines with increased skill and confidence. Use line for expression when drawing portraits. | Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. | Learn a range of techniques to make repeating and non- repeating patterns. Identify natural and man-made patterns. Create patterns of their own. | Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. | Compose geometric designs by adapting the work of other artists to suit their own ideas. | Experiment with pencils to create tone. Use tone to create form when drawing. | Identify and describe different textures. Select and use appropriate materials to create textures. |
| **Year 3** | Express and describe organic and geometric forms through different types of line. | Further develop their ability to describe 3D form in a range of materials, including drawing. | Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern | Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. | Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. | Develop skill and control when using tone. Learn and use simple shading rules. | Analyse and describe texture within artists’ work. |
| **Year 4** | Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. | Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. | Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. | Analyse and describe colour and painting techniques in artists work. Manipulate colour for print. | Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist’s work. | Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists’ work. | Use a range of materials to express complex textures. |
| **Year 5** | Extend and develop a greater understanding of applying expression when using line. | Further extend their ability to describe and model form in 3D using a range of materials. | Construct patterns through various methods to develop their understanding. | Select and mix more complex colours to depict thoughts and feelings. | Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists’ use of shape. | Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists’ use of tone. | Develop understanding of texture through practical making activities. |
| **Year 6** | Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. | Express and articulate a personal message through sculpture. Analyse and study artists’ use of form. | Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. | Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. | Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists’ work. | Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. | Understand how artists manipulate materials to create texture. |