



Art & Design Curriculum and Progression of skills at Scargill CE Primary School

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Pupils should be taught: <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationto develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout 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">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: <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history.			
EYF5	By the end of Early Years <ul style="list-style-type: none">I can use pencils, charcoal to produce observational drawingI can use a correct pencil gripI can mix primary colours and know which secondary colour it makes.I can choose a particular colour to use for a purposeI can print using a variety of objectsI can paint on a variety of surfaces and using different media, and techniques, e.g. watercolour pencils, spray painting, brushoI can work individually or collaborativelyI can shape playdough and clay and use tools to manipulate it for a purposeI can use a simple running stitch technique when lacing, weaving or sewingI can talk about what I can see on famous pieces of art work, and say if I like it or not.						



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Making		<ul style="list-style-type: none"> Exploring mark making Using 2D mathematical shapes to draw Experimenting with line Mixing primary colours to create secondary colours Developing skill and control with painting Using a range of materials and printmaking techniques Creating textured pieces Clay etching • 2D Printing 	<ul style="list-style-type: none"> Exploring drawing techniques Applying tone to create form Developing skill and control with art materials including blending pastels Improving painting skills, developing skill and control when painting Mixing, refining and applying more sophisticated colours Using a range of materials to design and make products Craft Weaving Using 3D clay to create 2D printed patterns and sculptural forms 	<ul style="list-style-type: none"> Identifying and representing subject matter Using geometry and tonal shading Drawing from observation Drawing with charcoal Making own paint from natural pigments Creating tints and shades Developing ability to control the tonal quality of paint Using a range of methods and materials to create puppets Weaving using paper and other materials Tie dying Sewing 	<ul style="list-style-type: none"> Creating geometric and mathematical drawings Still life drawing with tone Developing technical mastery of painting skills Use a range of different strokes and shades Making art from recycled materials Printing using different materials Learning how to present and display works of art Showing creativity in their choice of materials and composition Creating sculptures 	<ul style="list-style-type: none"> Drawing from observation Drawing using the continuous line method Using 2D drawings to develop ideas for 3D work Drawing from different perspectives Creating detailed drawings Drawing using mathematical processes Using recycled materials within mixed media art Selecting materials for a given purpose Further improving skill and control when painting 	<ul style="list-style-type: none"> Creating detailed portraits chiaroscuro techniques Developing the continuous line technique Drawing for expression Sketching methods Still life using charcoal Drawing using a negative medium, identifying areas of light and dark Developing colour mixing and tonal shading with colour Painting in an impressionist style Further improving skill and control when painting Creating tonal paintings Creating photomontages, focussing on composition Using polyprint tiles to create repeating printed patterns Creating digital art using photography to create abstract and self portrait pieces Expressing an idea or emotion through 3D clay sculpture Creating 3D sculptural forms from a purpose
		<ul style="list-style-type: none"> Teacher led idea modelling through discussion Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials Generating original ideas by looking at other artists' work Exploring ideas through practical activities Creating original patterns and designs 	<ul style="list-style-type: none"> Working instinctively with clay to create unique designs Representing themselves through art Creating art on themes of personal interest Teacher led idea modelling through discussion and sketching Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials Developing original artwork from other sources Studying natural forms in the world around them and relating it to their own artwork 	<ul style="list-style-type: none"> Representing themselves and their family through their art Controlling materials to achieve a desired effect Using sketchbooks to generate ideas and observations Expressing thoughts and observations in sketchbooks Making records of experiments with various materials Expressing original thoughts and ideas about the art of others 	<ul style="list-style-type: none"> Expressing thoughts and feelings through tactile creation of own work Manipulating composition and materials to achieve a desired effect Representing ideas from multiple viewpoints and perspectives Using sketchbooks for planning and refining ideas Recording ideas for materials and composition Developing skill and technique using various media in sketchbooks Using literary sources to convey ideas through art 	<ul style="list-style-type: none"> Designing new architectural forms to satisfy their own ideas and intentions Designing and inventing new products Linking artwork to literary sources Creating ideas for inventions for a purpose Working collaboratively to explore ideas for meeting a design brief Developing and discuss ideas through sketches Enhancing knowledge of skill and technique using various media in sketchbooks Using the work of artists' to explore own ideas Expressing ideas and feelings about familiar products 	<ul style="list-style-type: none"> Expressing ideas about art through messages, graphics, text and images Producing personal interpretations of cherished objects Expressing their own ideas and feelings through pattern Creating imaginative and expressive 3D forms to convey meaning Developing and discuss ideas through sketches Make personal investigations of interests and record observations in sketchbooks Record experiments with various media and try out techniques and processes in sketchbooks before applying them Learning ways that artists represent their ideas through painting Developing personal, imaginative responses to a theme

Making

Generating Ideas



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Formal Elements		<ul style="list-style-type: none"> • Learning the names of the primary colours and that they can be mixed to make secondary colours • Creating and describing different shades of one colour using paint • Choosing and justifying appropriate colours to reflect a theme and purpose • Learning about form and space through 3D sculptures inspired by nature and animals • Developing language and understanding of form and space through whole class sculpture • Using and expressing line to represent a landscape and water • Learning the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy • Experimenting with line • Understanding patterns in nature from observation • Making patterns in a range of materials to develop their understanding • Designing and creating own patterns • Creating abstract compositions using various shapes • Identifying, making and describing their use of shape for print • Selecting, describing and using appropriate materials to create different textures • Learning that tone refers to the lightness or darkness of something • Developing understanding of use of different tints and shades to create simple tone in their work 	<ul style="list-style-type: none"> • Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels) • Describing their use of colour to achieve a specified intention • Extending their ability to articulate 3D form and space through practical activities. • Creating 3D drawings • Creating portraits by controlling and defining their use of line for expression. • Drawing lines with increased skill, awareness and control • Creating a pattern of their choosing • Identifying and relating man-made and natural repeating patterns • Learning a range of techniques to express their knowledge of repeating and non- repeating pattern • Creating abstract compositions using various shapes • Identifying, making and describing their use of shape for print • Composing geometric designs by adapting and synthesising the work of others • Identifying and describing different textures • Selecting and using appropriate materials to create textures • Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created • Using tone to create 3D form when drawing • 	<ul style="list-style-type: none"> • Experimenting with and discussing the pigments in natural products to make different coloured paints • Increasing awareness of manipulating paint to achieve more accurate colours and shades • Articulating their understanding of application of colour to paint sculptural forms • Developing ability to describe and model form in 3D using a range of materials. • Expressing line in different ways to express geometric and organic forms • Constructing patterns through craft methods to further their knowledge and understanding • Identifying 2D shapes within images and objects • Identifying, drawing and labelling simple shapes found in everyday objects • Creating and forming shapes from 3D materials • Analysing and describing the use of texture within artists' work • Applying and blending charcoal to create more sophisticated areas of tone • Learning and applying four simple rules of shading • Developing skill and control when using tone. • 	<ul style="list-style-type: none"> • Analysing and describing the use of colour within artists' work • Manipulating colour and pattern to create prints • Describing how great artists mixed and applied paint • Analysing and describing the use of form within artists' work • Further extending their ability to describe and model form and space in 3D using a range of materials. • Analysing and describing the use of line within artists' work • Using knowledge of lines of symmetry to help draw accurate shapes • Analysing and describing the use of pattern within artists' work • Creating original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns • Analysing and describing the use of shape within artists' work • Expressing geometric compositions using mathematical shapes • Using a range of materials to express more complex textures • Analysing and describing the use of tone within artists' work • Using a variety of tones to achieve different effects • Understanding of tone to create a 3D effect 	<ul style="list-style-type: none"> • Defining and using more complex colours • selecting and mixing colours to depict own thoughts, feelings and intentions • Make progress in their ability to describe and model form and space in 3D using a range of materials. • Extending and expressing drawings using a developing understanding of line • Constructing images through various methods to further their knowledge and understanding • Composing original designs by adapting and synthesising the work of others • Analysing and evaluating an artists' use of shape • Developing knowledge and understanding of texture through practical making activities • Developing an increasing sophistication in the use of tone to describe objects when drawing from observation • Analysing and evaluating an artists' use of tone • 	<ul style="list-style-type: none"> • Selecting colours to accurately reflect objects in a still life composition • Expressing feelings, emotions and events through colour mixing • Recreating colours used by impressionist painters • Conveying, expressing and articulating a message or emotion through 3D sculpture • Analysing and evaluating an artists' use of form • Articulating their deepening knowledge of line to create portraits • Developing continuous line drawing, developing control, expression, shape, form and detail • Adapting the techniques of other artists to create abstract drawings • Using knowledge and understanding of patterns to represent feelings and emotions • Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork • Sketching the key shapes objects from different angles when drawing still life • Imitating the techniques of other artists, they use simplified shapes and lines to create more abstract drawings • Understand how artists manipulate materials to create texture in a range of artwork. • Deliberately manipulating tone to portray emotions - using 'halo' and 'chiaroscuro' techniques • Increasing awareness of how to use tone to describe light and shade, contrast and shadow
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Knowledge of Artists	Beatriz Milhazes Understanding that abstract art uses shapes and colours and experimenting with composition	Inspired by the work of Max Ernst , pupils learn the technique 'frottage' (taking a rubbings from uneven surfaces)	Discussing and analysing <i>Mother's Day</i> by Carl Giles , before using the piece as inspiration for their own cartoon style drawings to represent their family	Luz Perez Ojeda's lenticular prints as inspirations for creating optical illusion portraits	Using architect Friedensreich Hundertwasser's work as inspiration for their own house designs	Researching and adopting the style of the impressionist painters, inspired by the work of Claude Monet
	Bridget Riley Experimenting with line drawing	Exploring and replicating Ed Ruscha's use of shading and tone to create a 3D look	Diego Velázquez's painting <i>Old Woman Cooking Eggs</i> to illustrate tints and shades of colour	Using Barbara Hepworth's work as inspiration for soap sculptures	Analysing the messages within Banksy's <i>Clacton Pigeon Mural</i>	Creating a repeated pattern through printing, inspired by William Morris
	Exploring David Hockney and Vija Celminss' use of materials to represent water	Recreating Clarice Cliff's <i>Circle Tree</i> plate designs		Learning about the life and work of Paul Cézanne and how he influenced the shift to modern art, pupils learn to replicate his painting style	Creating symmetrical, abstract prints in the style of Andy Warhol's <i>Rorschach</i>	Analysing and evaluating <i>Nighthawks</i> by Edward Hopper , looking at what the scene depicts and the formal elements of the piece
	Exploring Jasper Johns' use of colour	Using Nancy McCroskey's mural, <i>Suite in Black, White and Grey</i> to explore and develop the skill of shading		Exploring composition for still life drawing through the work of Giorgio Morandi	Developing the ability to read a picture with empathy through the analysis of John Singer Sargent's picture <i>Gassed</i>	Learning how to represent emotion through art using the work of artist Kathe Kollwitz as an example
	Comparing Wassily Kandinsky, Renata Bernal and Ilya Bolotowsky's use of shapes within their works	Using Damien Hirst's <i>Cornucopia</i> as inspiration for drawing		Analysing the formal elements of David Hockney's painting <i>My Parents</i> before reenacting the scene depicted	Developing ideas for 3D work through 2D drawings, following methods used by Magdalene Odundo	Exploring symbolism and tone in Pablo Picasso's , <i>Guernica</i>
	Exploring the stories behind seaside inspired pieces by Pierre Auguste Renoir, Joaquín Sorolla and Peder Severin Krøyer	Analysing the work of Julian Opie and creating portraits in his style		Exploring the formal elements of Paula Rego's <i>The Dance</i>		Analysing Mark Wallinger's <i>Ecce Homo</i> sculpture
	Vincent Van Gogh > creating a textured collage for his painting <i>Fishing Boats on the Beach at Les Saintes-Maries-de- la-Mer</i>	Using the work of Edwina Bridgeman as inspiration for creating clothes peg figures and evaluating her work				Learning about photomontage through the work of Hannah Hoch, Peter Kennard and Jerry Uelsmann
	Recreating Louise Bourgeois's giant spider sculpture, <i>Maman</i>	Creating a giant piece of mixed media work in a pop art style inspired by Roy Lichtenstein				Using art to communicate meaning in the style of Jenny Holzer's truisms
						Analysing the work of Edward Weston , children observe the abstract-looking images created through macro photography before creating their own in a similar style
						Examining Edvard Munch's <i>The Scream</i> , looking specifically at mood and expression
						Using Paul Cezanne's <i>Still Life with Apples</i> , Jaromir Funke's <i>Composition - glass and ball</i> and Ben Nicholson's 1946 (still life) as inspiration for still life composition
						Using Paul Cezanne's <i>Still Life with Apples</i> , to develop ability to add colour effectively to still life



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Evaluation		<ul style="list-style-type: none">• Recognising and describing key features of their own and the work of others• Describing what they think about the work of others	<ul style="list-style-type: none">• When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements)	<ul style="list-style-type: none">• Reflecting on preferences about their work in order to improve it• Discussing art using an increasingly sophisticated use of language (formal elements)	<ul style="list-style-type: none">• Using their own and other's opinions of their work to identify how to improve• Building a more complex vocabulary when discussing art (formal elements)	<ul style="list-style-type: none">• Regularly analysing and reflecting on their progress taking account of intentions and opinions• Developing a greater understanding of vocabulary when discussing their own and the work of others	<ul style="list-style-type: none">• Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work• Using the language of art with greater sophistication to discuss art
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