

William Gilbert Endowed C of E Primary School and Nursery

Progression in our Art and Design Curriculum

	EYFS Artist	Year 1 Artist	Year 2 Artist	Year 3 Artist	Year 4 Artist	Year 5 Artist	Year 6 Artist
EYFS National Curriculum	<ul style="list-style-type: none"> Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed <i>They explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> They represent their own ideas, thoughts and feelings through art. 	Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experience 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. 		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. <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> 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 			
Generic Skills	<p>Record and explore ideas</p> <p>Develop their ideas – try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures.</p> <p>Review what they and others have done and say what they think and feel about it.</p>	<p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas – try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work</p>		<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>		<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook</p>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Drawing/Mark Making</p>	<p>Create simple representations of events, people and objects. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media Lines and marks Name, match and draw lines/marks from observations. Invent new lines.</p>	<p>Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time with more detail.</p>	<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing.</p>
	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Begin to control the types of marks made with the range of media Lines and marks</p>	<p>Draw on different surfaces with a range of media. Draw on smaller and larger scales.</p> <p>Shape Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p>	<p>Lines and Marks Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks. Explore how to create shadows.</p>	<p>Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</p> <p>Lines, Marks, Tone, Form & Texture</p>
	<p>Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p>Shape Observe and draw shapes. Draw shapes in between objects. Invent new shapes.</p> <p>Tone Investigate tone by drawing light/dark lines.</p>	<p>Tone Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p>Texture Investigate textures by describing, naming, rubbing, copying.</p>	<p>Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p> <p>Tone Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p>	<p>Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Use shading to create mood and feeling.</p> <p>Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.</p>
			<p>Texture Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	<p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. Composition</p>

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<p style="text-align: center;">Painting</p>	<p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through paint</p> <p>Colour Identify primary colours by name</p> <p>Texture Create textured paint by adding sand, plaster</p>	<p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Work on different scales</p> <p>Experiment with shades of colour and name some of these.</p> <p>Name different types of paint and their properties</p> <p>Colour Identify primary and secondary colours by name. Begin to mix primary colours to make secondary colours. Recognise warm and cold colours.</p> <p>Texture Create textured paint by adding sand, plaster</p>	<p><u>In addition to Year 1</u></p> <p>Colour Mix colours to make all the secondary colours. Explore and describe how to make brown. Create tints with paint by adding white. Create tones with paint by adding black.</p> <p>Explore the relationship between mood and colour</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc. Use a range of brush sizes fit for the task.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Colour Mix and match colours (create palettes to match images) Lighten and darken tones using black and white.</p>	<p><u>In addition to Year 3</u></p> <p>Colour Explore complementary and opposing colours in creating patterns.</p> <p>Explore how to create reflections in their art.</p>	<p>Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>Colour Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours</p>	<p><u>In addition to Year 5</u></p> <p>Colour explore using limited colour palettes.</p> <p>Texture Introduce acrylic paint. Mark make with paint (dashes, blocks of colour, strokes, points)</p> <p>Investigate working on canvas</p>
<p style="text-align: center;">Printing</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Print with parts of the body – fingers, hands and feet</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Texture Make rubbings to collect textures and patterns</p>	<p>Print with fruits and vegetables to create a repeating pattern.</p> <p>Experiment with amounts of paint applied and develop control. Recognise pattern in the environment.</p> <p>Learn how to take simple prints i.e. mono - printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Create simple printing blocks with press print Design more repetitive patterns.</p>	<p><u>In addition to Year 1</u></p> <p>Experiment with overprinting motifs and colour.</p> <p>Develop controlled printing against outline/within cut out shapes.</p>	<p>Print using a variety of materials, objects and techniques including layering.</p> <p>Explore pattern and shape creating designs for printing.</p> <p>Using roller and inks, take prints from other objects (leaves, fabric, and corrugated card) to show texture. Make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays.</p>	<p><u>In addition to Year 3</u></p> <p>Research, create and refine a print using a variety of techniques. Select the kinds of material to print with in order to get the effect they want.</p>	<p>Create printing blocks by simplifying an initial sketch book idea.</p> <p>Use relief or impressed method.</p> <p>Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints</p>	<p><u>In addition to Year 5</u></p> <p>Investigate techniques from paper printing to work on fabrics</p>

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3D and Sculpture	<p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Texture Change the surface of a malleable material e.g. build a textured tile</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p>	<p>Develop understanding of 2D and 3D in terms of artwork – paintings/sculptures</p> <p>Investigate clay – pinching, rolling, twisting, scratching and coiling and add details and textures using tools.</p> <p>Form Experiment with constructing and joining recycled, natural and manmade materials to create simple structures.</p> <p>Texture Change the surface of a malleable material e.g. build a textured tile</p>	<p>In addition to Year 1 Look at sculptures by known artists and natural objects as starting points for their own work.</p>	<p>Plan, design and make models from observation or imagination</p> <p>Investigate ways of joining clay – scratch and slip. Add colour once clay dried.</p> <p>Create surface patterns and textures in a malleable material such as Modroc or paper Mache to create a simple 3D object</p> <p>Explore the use of pipe cleaners/wire/foil to create sculptures of human forms</p>	<p>In addition to Year 3 Create work on a larger scale as a group. Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form.</p>	<p>Design and create sculpture, both small and large scale.</p> <p>Shape, form, model and construct from observation or imagination.</p> <p>Use recycled, natural and man- made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Explore the use of wires to create malleable forms. Build upon wire to create forms which can then be padded out and covered. (newspaper and Modroc)</p> <p>Create human forms showing movement.</p>	<p>In addition to Year 5 Develop skills in using clay including. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media. Create sculptures and constructions with increasing independence.</p>

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Textile and Collage	<p>Begin to match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Colour Apply colour with printing, dipping, fabric crayons</p> <p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds</p> <p>Colour Collect, sort, name match colours appropriate for an image</p> <p>Texture Create, select and use textured paper for an image</p>	<p>Cut and shape fabric using scissors/snips.</p> <p>Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc.</p> <p>Texture and Shape Collect natural materials to create a temporary collage (an autumn tree, people, faces, buildings using sticks/rocks/leaves etc.</p> <p>Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers.</p> <p>Shape Create and arrange shapes appropriately</p>	<p>In addition to Year 1</p> <p>Begin to change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Colour Create and use dyes i.e. onion skins, red cabbage, beetroot, spinach, tea, coffee</p> <p>Texture Create fabrics by weaving recycled materials. Texture Create, select and use textured paper for an image</p> <p>Create cords and plaits for decoration</p>	<p>Research embroidery designs from around the world, create own designs based on these.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material Develop skills in stitching, cutting and joining</p> <p>Experiment with paste resists.</p> <p>Create a collage using fabric as a base. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p>	<p>In addition to Year 3</p> <p>Investigate different methods of adding colour and pattern to textiles e.g. tie-dying, batik or making felt.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p> <p>Experiment with batik techniques. Creating detailed designs that are developed with batik.</p>	<p>Investigate ways of changing fabrics – sewing, ironing, cutting, tearing, creasing, knotting etc.</p> <p>Develop individual and group collages, working on a range of scales. Use a range of stimulus for collage work, trying to think of more abstract ways of showing views.</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p> <p>Use a range of media to create collages. Use different techniques, colours and textures etc. when designing and making pieces of work</p>	<p>In addition to Year 5</p> <p>Use collage as a means of extending work from initial ideas.</p> <p>Use different grades of threads and needles (experiment with circular embroidery frames.)</p>
	Knowledge about Artists	<p>Colour Patrick Heron</p> <p>Artists to Consider Van Gogh – yellow – Sunflowers Henri Matisse – colour and shape Mondrian Patrick Heron – Horizontal Stripe Painting, Yellow Painting Damien Hirst – spin paintings Andy Goldsworthy – nature art/transient art/ photography</p>	<p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> about great artists, architects and designers in history 	<p>Use the work of artists to replicate ideas or inspire own work; Drawing David Hockney photo montages. Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo Da Vinci Colour Ruth Daniels, Mark Quinn, Carol Simms. Abstract paintings by Picasso. Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian</p>	<p>Use the work of artists to replicate ideas or inspire own work; Drawing Colour Cezanne, Derain, Van Gogh, Seurat (pointillism) Georgia O’Keefe Collage George Braque, Pablo Picasso Sculpture Cornelia Parker Printing</p>	

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	<p>Anish Kapoor - Sculpture Faith Bebbington Sculpture</p>	<p>Artists to Consider Picasso (ourselves) Cezanne (basket of apples – light and shade) Gerhard Richter (cloud – light and dark – abstract) Alfred Wallis - Naïve art Jackson Pollock – abstract impressionism Richard Long – transient art/sculpture Lowry (local links) Van Gogh (space and self portrait) Cezanne (self-portrait) William Morris – Victorian artist Cath Kidston – pattern on fabric/paper Whistler (cool colours) Gauguin (warm colours)</p>	<p>Collage George Braque, Pablo Picasso Sculpture Henry Moore, Printing William Morris, Stacey Chapman ‘car’ Textiles Contemporary textile artist Patricia Greaves Artists to Consider Turner - landscapes Constable – landscapes Picasso Gwen John Alberto Giacometti Judith Scott Escher- monochrome, abstract Bridget Riley- monochrome, abstract Monet, Manet, Degas, Mary Cassatt (impressionists) Izziyana Suhaimi (combines embroidery and mixed media) Jeff Koons</p>	<p>Artists that used mono printing – David Hockney, Tracey Emin, Picasso and Jim Dine. Textiles Contemporary textile artist Patricia Greaves Look at Pop Art to represent popular objects from current culture (Andy Warhol, Roy Lichtenstein) Claude Lorrain, Poussin, Jan Beaney, Annemeike Mein Artists to Consider Leonardo Da Vinci - the Last Supper Seurat – pointilism Frida Khalo – Mexican Colour Artist Henry Moore Clarice Cliff Zaha Hadid – architect David Hockney – landscapes Cezanne - Landscapes Picasso – periods through his life L S Lowry Dali Barbara Hepworth Calder</p>
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Vocabulary	<p>Colour Red Blue Yellow Primary colours Mix Print Shape - Square, rectangle, circle, triangle</p> <p>What do different colours make you think of? How do colours make you feel?</p>	<p>Red Blue Yellow Primary colours Secondary colours Mix Shade Create Mood/feelings Brush Stroke Hard/soft/pressure Dark/light/texture Cross hatching Print/pattern</p> <p>What do different colours make you think of? How do colours make you feel? Which colour combinations you think go together? What kind of stories can be told through colour?</p>	<p>Charcoal, pastel Viewfinder Observe Tint Tone Shade Pressing, rolling, rubbing, stamping Backwash Dab Model and craft Clay Loom Running stitch Thread</p> <p>Which colour combinations do you think go together?</p> <p>Which colours are warm and which are cool?</p> <p>How do they make you feel?</p>	<p>In addition to the previous vocabulary: Primary, secondary Tertiary colours Blend Palette Grade Wash Knotting, fraying, fringing and pulling Over stitch/back stitch Art periods: modern, abstract</p> <p>What do the different textures make you think of? How do these shapes make you feel? What kind of story is being told by this shape?</p>	<p>Previous vocabulary e.g. line, tone and shade Perspective Dimension Illustrate Impressionism Abstract Focus Hue Monochrome Figure and form Cross stitch Structure</p> <p>What does this picture make you think of? Why do you think the artist chose not to use colour? What do these shapes make you feel?</p>	<p>In addition to the previous vocabulary: Polish Glaze Pointillism Abstract statement construct project shadow composition statement</p> <p>What do you think the artist is trying to show?</p> <p>Why do you think they chose these colours and shapes?</p> <p>Why have they chosen the style they have?</p>	<p>Sculpture prototype mood board display Surrealism limited palette Layer Overprint effective</p> <p>What techniques has the artist chosen?</p> <p>How do they make you feel?</p> <p>Why do you think the artist chose to use them?</p>
KS3 Curriculum Expectations	<p>The KS3 national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design. • Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms. <p>Year 7 Autumn Term Artists</p> <p>Visual Elements Exercises and activities that explore the visual elements (line, tone, colour, pattern, textures, shape, form and space) will be covered. Opportunities to explore different drawing, painting, collage and mixed media work will be created. Simple colour theory will be explored. Students will learn about artists, craft workers and designers from different times and places which will be linked to both the visual element tasks and the following portraiture project.</p>						