

## All Saints CE Primary School and Nursery

### Art and Design Curriculum-Progression in Knowledge and Skills

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>What is a pattern? Making marks and Patterns</b>	<b>What is a pattern? Sculptures, texture and pattern</b>	<b>How do you make a face? Collage</b>	<b>What can you make? Model Making</b>	<b>How can you use shapes? Drawing</b>	<b>What happens when you mix colours? Painting and Colour</b>
	Express ideas and feelings through marks and sometimes give a meaning to marks such as circles and lines. Use drawing to represent ideas like movement and noises through write dance. Use large-muscle movements to wave flags and streamers, paint and make marks <b>Focus Artist: Giuseppe Arcimboldo/Van Gogh</b>	Explore different materials freely, in order to develop their ideas about how to use them and what to make Join different materials and explore different textures. <b>Focus Artist: Vincent Van Gogh</b>	Develop their own ideas and decide which materials to use. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. <b>Focus Artist: Andy Goldsworthy</b>	Show emotions in their drawings and paintings. Draw with increasing complexity and detail such as a face.  <b>Focus Artist: Local artist- Anthony James</b>	Use a comfortable grip with good control when holding pens and pencils. <b>Focus Artist: Paul Klee</b>	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing. know the primary colours and which colours are created when they are mixed -mix powder paint independently -be able to name all of the primary colours <b>Focus Artist: Andy Warhol</b>
<b>Core vocabulary</b>	Colour names, pencil, shape, line, picture, hold, grip, painting - tools, brush, big, small, mark making, draw.  Arcimboldo-names of fruit and vegetables, flowers, texture, face, portrait, mirror, reflection, arrange.	Collage, texture, share, discuss, tools, scissors, snip, pattern, print.  Vincent Van Gogh- portrait, starry, night, dark, sky, canvas.	Texture, collage, line, shape, thin, thick, share, discuss, space, fill, make, natural materials, texture, fabrics.  Andy Goldsworthy- lines, loops, swirls, curved, zig-zag, wavy, loops, spiral, media, observe, natural, model, land art.	Sculpture, model, build, make, stack, join, stick, attach, textiles, texture, share, discuss, materials, on top of, next to, underneath, tools.	Shape, colour, fill, line, paint, artist, colour, lines, circles, Art, artist, Artist name, like, dislike.  Paul Klee- colour names, tint, tone, primary colours, secondary colours, shapeliness.	Share, discuss, straight, curved, long, short, colour, picture, mix, paint.  Andy Warhol- pop, colour, bright, line, shape, tone, pattern, repeat.

<b>Misconceptions</b>	I can't draw- everyone can make marks!	Painting can only be done with a brush.	Art is only painting.  A pattern is only using a colour.	Sculptures are only made of clay.	What is a pattern? Relates to the way items are repeated or how they are sequenced.	Black and white are colours
<b>Reception</b>	<b>Can you make marks and create patterns?</b>	<b>Can you make sculptures, using different textures?</b>	<b>Can you make a model?</b>	<b>Can you make a collage?</b>	<b>What can you draw?</b>	<b>What can you paint?</b>
	Express ideas and feelings through marks and sometimes give a meaning to marks such as circles and lines. Use drawing to represent ideas like movement and noises through write dance. Assigns meaning to marks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Uses simple tools and techniques competently and appropriately. <b>Artist- Andy Goldsworthy</b>	Can plan, design and make. Constructs with a purpose in mind, using a variety of resources. Create collaboratively sharing ideas, resources and skills. Share their creations, explaining the process they have used. Selects tools and techniques needed to shape, assemble and join materials they are using. <b>Artist- Anthony James</b>	Show emotions in their drawings and paintings. Draw with increasing complexity and detail such as a face. Chooses particular colours to use for a purpose. <b>Artist- Giuseppe Arcimboldo</b>	Use a comfortable grip with good control when holding pens and pencils. Create simple representations of events, people and objects. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Selects appropriate resources and adapts work where necessary. <b>Artist- Vincent Van Gogh</b>
<b>Core Vocabulary</b>	Colours, shape, line, mark, picture, hold, grip, painting - tools, cut, snip, size, pattern, print, mark making, draw, explain.	Collage, join, texture, share, discuss, tools, snip. Natural resources, colours, land art.	Sculpture, model, build, make, stack, join, stick, shape, attach, textiles, texture, share, discuss, on top of, next to, underneath, tools, construction materials.	Portrait, line, shape, thin, thick, shade, colour, texture, share, discuss, evaluate, types of fruits and vegetables.	Grip, control, representations, events, people, safety, experimenting, colour, design, texture, form, technique, function.	Share, discuss, mix, adapt, likes, dislikes, adapt, Artist, oil pastels/paintings, famous.
<b>Misconceptions</b>	A pattern is only manmade.	Art is only on paper.			I cannot draw. I am not creative.	All Art has to look the same.
By the end of EYFS children as <b>Artists</b> will:						
<b>Drawing:</b>						
<ul style="list-style-type: none"> <li>• Use a variety of tools to mark make – pencils, paint, sticks, chalk, water.</li> <li>• Use a range of media to make marks eg experiment with crayons, chalks and oil pastels.</li> <li>• Draw on different surfaces and different scales.</li> </ul>						

- Draw into sand, liquids, onto the ground using liquids and tools.
- Holds and manipulates mark making tools.
- Creates lines and circles pivoting from shoulder and elbow.
- Manipulates a range of tools and equipment in one hand.
- Draw from observation, memory and imagination.
- Use pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons.

#### **Painting:**

- Use a variety of tools and techniques to paint including every day and natural objects.
- Recognise and name primary colours.
- Mix colours to try to match those in a picture or on an object- self portraits and flowers etc.

#### **Printing, Sculpture and Form:**

- Make rubbings of the natural environment – leaf rubbings.
- Print with a variety of natural and manmade objects.
- Develop simple patterns by printing with objects.
- Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, saltdough, cooking materials.
- Use sponges to make patterns or pictures.
- Print with food items.
- Finger painting.
- Use fabric, wool or thread to make models with recycled items.
- Use ribbons and string to thread and make patterns.
- Make collages using paper, tissue, crepe etc
- Use fabrics for role play

#### **Artists, Architects and Designers:**

Observe and describe line, colour and shape from our focus artists across the EYFS

- Use a variety of tools to mark make – pencils, paint, sticks, chalk, water.
- Draw into sand, liquids, onto the ground using liquids and tools.
- Experiment with painting and colour mixing using powder paints, poster paints and water colours.
- Experiment with crayons, chalks and oil pastels.
- Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, saltdough, cooking materials.
- Use sponges to make patterns or pictures.
- Print with food items.
- Finger painting.
- Use found materials man made/natural to print.
- Use fabric, wool or thread to make models with recycled items.
- Use ribbons and string to thread and make patterns.
- Make collages using paper, tissue, crepe etc
- Use fabrics for role play

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Can you sketch your portrait? Self portraits</b>		<b>What is Pop Art? Pop art</b>		<b>What colour does it make? Colour creations</b>	
	Learn to use drawing to develop and share their ideas.		Learn to develop a wide range of art and design techniques in using colour, pattern and texture. Learn about the work of an artist and making links to own work.		Learn to develop a wide range of art and design techniques in using colour, pattern and texture.	
<b>Core vocabulary</b>	Shade, sketch, draw, outline, detail, colours, Picasso, portrait, emotions, watercolours, line drawings.		Pop art, unrealistic, repeated image, oil pastels, pattern, print.		Primary, secondary, mixing, shade, light, dark, colours, Kandinsky.	
<b>Misconceptions</b>	A portrait cannot be abstract.  Children may think they are no good at art, but art can be expressed in all sorts of ways.		All artwork needs to look realistic.  Printing is not a type of art. It is only art when you draw.		Black and white are colours.  Secondary colours cannot be mixed.	
<b>Year 2</b>		<b>Why do we remember poppies? Claude Monet Art</b>		<b>How can we create natural art? Andy Goldsworthy Sculpture</b>		<b>What printing designs can you make?</b>
		To use drawing and painting to develop and share their ideas, experiences and imagination. To re-create a piece of art in the style of artist.		To use a range of materials creatively to design and make products. To use sculpture to develop and share ideas. To re-create a piece of art in the style of an artist.		To develop and use design techniques in using colour, pattern, texture, line, shape, form and space. To use materials to create and design a product.
<b>Core vocabulary</b>		Pencil, poster paint, plasticine, primary colours, chalk, crayon,		Environment, fabric, felt tips, fold, fray, impressed, print, knead,		Relief print, repeating, rollers, secondary colours, shape, tools, tone, rubbings, roll,

		colours, colouring, contrast.		light, man-made, natural.		weave, overlap, overlay, pattern.
<b>Misconceptions</b>		All paint strokes are the same and produce the same outcome. Different paints produce different styles.		All art has to be on paper. All art has to be drawing.		Printing does not mean printing on a printer. Not all paint is suitable for printing.

By the end of Key Stage 1 children as **Artists** will:

- Explain what they and others have done.
- Use a sketchbook to collect ideas.
- Ask and answer questions about starting points, artists etc.
- Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils - on the playground, fabrics, pastel paper and wood (look at texture and pattern)
- Draw lines from observations.
- Construct a base for extending and modelling other shapes and use for a purpose.
- Describe colours.
- Make as many tints as possible using white poster paint.
- Darken colours using black poster paint to create shades.
- Collect, sort and match colours to create an image.
- Use colour on a large scale for backgrounds.
- Explore sculpture of malleable materials and manipulate malleable materials for a purpose.
- Print with a wide range of objects, manmade and natural.
- Discuss regular and irregular shapes.
- Experiment with over printing and colour.
- Show awareness of contrasts in textures and colours

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>Can I Take You On a Journey? Journeys</b>			<b>What will your art look like? Plant Art</b>	<b>What can I make from clay? Ceramics – Clay Pots Egyptian Link</b>	
	Create sketch books to record their observations and use them to review and revisit their ideas Improve their sketching skills Learn about an historical art period –			Create sketch books to record their observations and use them to review and revisit their ideas Improve their sketching skills	Create sketch books to record their observations and use them to review and revisit their ideas Improve their use of sculpting materials Learn about significant artists	

	Indigenous Australian Art Learn about significant artists – Paul Klee			Learn about an historical art period - Modernist Learn about significant artists – Georgia O’Keefe		
<b>Core vocabulary</b>	Indigenous art, Dreamtime journey, symbol, style, colour, represent, abstract, unique, grades (of pencils), charcoal, shading, sketching,			Opinion, justify, botanical illustrations, observational drawing, tone, tint, colour, effects, shade, mix, printing block, pattern, repeating, Georgia O’Keefe, depth, inspiration.	Joining, slabbing, slip, ceramics, techniques, pinching, coiling, impressing, experimenting, tools, sculpt, inspire, artist, free modelling, carving, vessel, plinth, evaluate.	
<b>Misconceptions</b>	Children may think they are not artists			Children may think that there is only one type of pencil Children may not believe they can learn how to draw	Children may think that sculptures are only made of clay	
<b>Year 4</b>		<b>Why did Hans Holbein paint Henry VIII? Portraits</b>		<b>What can Roman mosaics tell us about the past? Roman Mosaics</b>		<b>Why did the Mayas wear a death mask? Papier Mache</b>
		Create sketch books to record their observations and use them to review and revisit their ideas Improve their manipulation of a range of media		Create sketch books to record their observations and use them to review and revisit their ideas Improve their sketching skills Learn about an historical art period – Create impressed prints of a mosaic design taken from Roman Art.		Create sketch books to record their observations and use them to review and revisit their ideas Improve their manipulation of a range of media Mayan Masks & collage linked to ‘The Rain Player’
<b>Core vocabulary</b>		Portrait, pattern, colour, texture, tone, shape, space, form, line, crosshatch, smudging,		Impressed, man-made, mono print, mark making, scratch.		Pape- mache, collage, overlapping, shape, texture.

		stippling, tertiary, blend.				
<b>Misconceptions</b>		Artists are born not made. Photographs and portraits are the same.		Primary and secondary colours.		

By the end of Lower Key Stage 2 children as **Artists** will:

- Create sketch books to record their observation and use them to review and revisit ideas.
- Compare their work to others (methods, techniques, colours).
- Use a sketchbook to collect ideas, develop ideas and annotate.
- Compare ideas, methods and approaches used by themselves and others.
- Discuss how they feel about their own and others work. What might they change? Adapt work accordingly.
- Record from observations and their own imagination.
- Experiment with different grades of pencil, cross hatching, blending.
- Use different grades of pencil to apply tone to drawings.
- Make marks using different drawing implements – oil pastels, charcoal.
- Create textures with different drawing implements, pencil, oil pastels, charcoal.
- Use pencil, charcoal, and oil pastels to draw different form and shape.
- Apply and use simple pattern and texture to a drawing.
- Show an awareness of objects have a third dimension.
- Use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added), tints (white added). Experiment with paint and pastels. Mix colours and know which are primary, secondary, and tertiary colours.
- Colour mix to match tints, tones and shades in existing works.
- Mix and use, tints, tones, and shades and apply to work.
- Make colour wheels.
- Experiment with effects and textures – dotting, scratching, splashing.
- Shape, form and construct malleable and rigid materials.
- Construct a base for extending and modelling other shapes – paper mâché – and use for a purpose.
- Experiment with mono printing.
- Colour mix by overlapping colour prints.
- Create repeating patterns using relief i.e., leaves, string prints.
- Create repeating patterns using impressed print – press print tiles Interpret manmade and environmental patterns.
- Stitch (running stitch and over stitch), cut and join fabric Use collage to represent objects as well as imaginative work.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<b>Can War be beautiful? War Related Art – Singer Sargent</b>		<b>Why did the Victorians like patterns? Printing – William Morris</b>		<b>What does it take to build a hero? Wire Sculpture – Heroes and Heroines</b>	

	Create sketch books to record their observations and use them to review and revisit their ideas. Improve their sketching skills. Learn about an historical art period.		Create sketch books to record their observations and use them to review and revisit their ideas. Improve their manipulation of a range of media. Learn about significant artists.		Create sketch books to record their observations and use them to review and revisit their ideas. Improve their use of sculpting materials.	
<b>Core vocabulary</b>	Theme, event, nature, landscape, atmosphere, horizon, perspective, sketch, blend, shade.		Observation, stained glass, tapestries, stamp, imprint, block print stencil, screen print, fabric, textiles, sketch, plan, overlays, overlap, contrasting, prototype.		Collage, hue, grade (pencils), complementary, composition, construct, scale, refine, form, model, armature, sculpture, bend, wrap, shape, sculpture, tools.	
<b>Misconceptions</b>	Not varying pressure on the pencil Sketching is a light process Additive		Difference between negative and positive in art printing Process of stamping and printing being inverse		Wire being a brand new material Wire is a forgiving material Needs slow and step by step instructions.	
<b>Year 6</b>	<b>How fearsome is your beast?</b> <b>Mythical monsters' sketching and shading skills</b>				<b>How can we use colour?</b> <b>Screen-printing with stencils using two or more colours inspired by Trinidadian artist Althea McNish</b>	<b>What would your dream city be like?</b> <b>Multi-media cityscape</b>
	Create sketch books to record their observations and use them to review and revisit their ideas. Improve their sketching and sculpting skills. Learn about an historical art period.				Create sketch books to record their observations and use them to review and revisit their ideas. Improve their manipulation of a range of media and printing.	Create sketch books to record their observations and use them to review and revisit their ideas. Improve their use of colour and collage skills. Learn about significant artists



					Learn about significant artists.	
<b>Core vocabulary</b>	Style, motif, intertwined, knot, borders, gripping patterns, interwoven, sketch, shade, hatching, stippling, proportions, H/B grade pencils, composition, scale, shape.				Observation, sketch, pattern, motif, tone, contrasting, complementary, bold colours, primary colours, secondary colours, solid lines, shape, repeat, screen print, stencils, screen, cut, draw, hold, print, spread, overlay, overlap, fabric, embroidery, evaluate.	Pop Art, layering, bold colours, primary colours, secondary colours, solid lines, details, fine lines, patterns, abstract, shape, perspective, horizon, scale, refine.
<b>Misconceptions</b>	Purpose of sketching- desire for the sketch to be the final stage not part of the process Concerned about making errors When to use different types of shading techniques				Use of complementary colours Creating stencils Repeat, stagger or one-off pattern	Horizontal and vertical lines Appropriate scale- deliberate use/ misuse of scale for purpose

By the end of Upper Key Stage 2 children as **Artists** will:

- Create sketch books to record their observation, annotate their ideas and use them to review and revisit ideas.
- Compare ideas, methods and approaches used by themselves and others.
- Discuss how they feel about their own and others work. What might they change? Describe how they may change their work and why. Adapt work accordingly. Then discuss how they could change it further.
- Question, discuss and make observations about starting points/artists and artworks.
- Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels.
- Explore colour mixing and blending with coloured pencils.
- Apply the effect of light on objects from different directions.
- Begin to use perspective in work using a single focus point and horizon.
- Experiment with wet media to make marks, lines, patterns, textures, and shapes – ink, paint, watercolour pencils.
- Produce accurate drawings from observation and use tonal contrast in drawings.
- Use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture.
- Develop an awareness of composition, scale and proportion, foreground, middle ground, and background.
- Mix and match colours to create atmosphere.
- Use a variety of tools to create texture.
- Use different media to create tints, tones, shade and mood – ink, paint, pastels oil and chalk.

- Identify how colour can portray emotion and use this in their own artwork.
- Shape, form, model and construct from observation and imagination e.g. wire work.
- Identify how artists use textiles.
- Create work using textiles, and various stitching techniques and embroidery stitches. Recreate designs from other times and cultures using a variety of materials.
- Use fabrics to create a 3D structure.
- Use a range of mixed media to create collages, textiles, fabric, sew onto canvas, card.
- Add collage to a printed or painted background.