



# Hillbourne Primary School

## Art Progression of Knowledge



### Intent

We want children leaving Hillbourne Primary School to be able to:

- Appreciate art from different areas of the world
- Appreciate art from different periods in history
- Express their own style based on a secure knowledge of the elements of art
- Be able to talk about different artists with confidence

### Implementation

The teaching of Art and Design, involves teaching skills and concepts in an inclusive, inspiring, engaging and relevant way. The process of making art is just as relevant as a finished piece of artwork. This allows scope for further opportunities for development and for children to reflect and develop methods of revisiting works, or using art pieces as a point of reference. Children see before they speak, make marks before they write, build before they walk but the children’s ability to appreciate and interpret these things is influenced by the quality of their art, craft and design education. Artists are chosen to reflect our diverse population ensuring that our curriculum is both inclusive and inspiring. Throughout their time at Hillbourne, children will draw, paint, print and sculpt using inspiration from the local area, with its fantastic landscapes for many pieces. This will vary from charcoal beach side drawings in Year 2 to sea creature sculptures in Year 3 to landscape drawings in Year 6. The art curriculum aims to ignite children’s love for expression, preparing them with essential knowledge throughout their time at Hillbourne. This begins in the EYFS where the foundation is laid through the knowledge and vocabulary where children develop a sense of mark making and colour theory, which enables them to access art content in KS1.

The art units have been carefully chosen to cover as wide-ranging content as possible without compromising depth, breadth and coherence. The curriculum content increases in range, depth and complexity as pupils move through the school. From drawing using pencil, charcoal and chalk; a deep understanding of colour theory during painting units, to experimenting with printing and sculpting techniques. Hillbourne has a dedicated and fully stocked Practical Room. Children begin sketchbooks in Year 1 and continue these throughout the school. Sketchbooks are not marked and children are taught to experiment and express themselves in their own way within their sketchbooks to give them a true sense of ownership.


















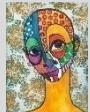

The art curriculum has been designed to be both knowledge-rich and coherently sequenced with repeated encounters in different contexts. Knowledge means not only *substantive knowledge* of the elements of art within drawing, painting, printing and sculpture, but also knowledge of *disciplinary concepts* in art such as techniques, movements, variety around the world and an appreciation and evaluation of the works of a diverse pool of artists.







### Key Threads

At Hillbourne Primary, we have key threads that run through and across year groups. These will continually be revisited and explored across the academic journey of a child at Hillbourne. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in Art and Design. The key threads are:

Research about artists and designers	Mastery of techniques	Evaluation and Analysis	Opportunities for creative work	Opportunities to plan towards a product	Exposure to and use of multi-media	Great artists and designers	Clarity of purpose
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# Curriculum Overview

	Drawing Outcome	Painting Outcome	3D (Printing or Sculpture) Outcome
<b>Foundation</b>	<i>Knowledge and skills taught and recapped throughout the year</i>		
<b>Year 1</b>	<p>In this unit, the children will look at the work of Matisse and Kandinsky. They will focus on the shapes both artists have used and mix primary colours to make secondary colours. They will briefly look at line and how to create different brushstrokes</p> <p><i>Kandinsky: Squares with Concentric Circles</i></p>  <p><i>Matisse: The Snail</i></p> 	<p>Children use Van Gogh's 'The Starry Night' as inspiration for this unit. They explore how holding a brush impacts the line created, look at layering of paint and brushstrokes to create texture and how these elements can help create form</p>  <p><i>Van Gogh: The Starry Night</i></p>	<p>Using Warhol as a starting point, children look at the use of contrasting colours and where these can be found on a colour wheel. They look at patterns, repeating and non-repeating, and look at different types of line to create outline. They use Styrofoam to create a relief print</p>  <p><i>Warhol: Marilyn Monroe</i></p>
	<p><b>Final Piece:</b> Kandinsky Style Picture (Drawing/Painting)</p> <p><b>Colour</b>      <b>Shape</b></p>	<p><b>Final Piece:</b> 'Starry Night' inspired Landscape (Painting)</p> <p><b>Line</b>      <b>Texture</b>      <b>Form</b></p>	<p><b>Final Piece:</b> Warhol Portrait (Printing)</p> <p><b>Colour</b>      <b>Line</b>      <b>Shape</b></p>
<b>Year 2</b>	<p>Children discover the work of Picasso, especially his abstract portraits. They observe the line used to create these and make tertiary colours, commenting on the impact these have. They use other piece of art (e.g. Van Gogh's 'The Chair') to explore shape in detail</p> <p><i>Picasso: Weeping Woman</i></p>  <p><i>Van Gogh: Van Gogh's Chair</i></p> 	<p>Through exploring the artwork of Paul Klee, children will further develop their understanding of the colour wheel in terms of warm and cool colours. They will create tints and shades and look at how shape and tone can be used to create form within still life</p> <p><i>Klee: 'Senecio' and 'Sinbad the sailor'</i></p>  <p><i>Cezanne: Still Life, pitcher and fruit</i></p> 	<p>With a focus on flowers, children will look at the work of O'Keeffe and Kahlo. They will explore colours and line, replicating what they can observe in detail. They begin to look at techniques for texture within drawing and how this can create depth and form. They conclude by create a clay flower or plant</p> <p><i>O'Keeffe: Two Petunias</i></p>  <p><i>Kahlo: Self portrait</i></p> 
	<p><b>Final Piece:</b> Abstract Self-Portrait (Drawing)</p> <p><b>Colour</b>      <b>Line</b>      <b>Shape</b></p>	<p><b>Final Piece:</b> Warm or Cool Landscape (Painting)</p> <p><b>Colour</b>      <b>Shape</b>      <b>Tone</b></p>	<p><b>Final Piece:</b> Clay Flower (Sculpture)</p> <p><b>Colour</b>      <b>Line</b>      <b>Shape</b></p>
<b>Year 3</b>	<p>Children look at the geometric artwork of local artist Chowwai Cheung, comparing the use of line to Picasso. They experiment with making tones by adding grey to a hue. They explore the use of monochromatic and neutral colours and how these can express form</p> <p><i>Cheung: Upland 1</i></p>  <p><i>Mondrian: Composition with Red, Blue and Yellow</i></p> 	<p>Using artwork by Seurat and Pollock, children explore different paint application techniques and the texture these create. They study pointillism in detail, and how mixing or overlaying colours impact the viewer, discussing contrast</p> <p><i>Seurat: La Seine à la Grande-Jatte</i></p>  <p><i>Pollock: No 5</i></p> 	<p>Throughout this journey, the children will explore texture through printing. They will evaluate the texture different materials create and create tones within inks. They develop their understanding of shape and line through observing natural landscapes</p>  <p><i>Hokusai: The Great Wave of Kanagawa</i></p>
	<p><b>Final Piece:</b> Geometric Portrait (Drawing)</p> <p><b>Colour</b>      <b>Form</b>      <b>Tone</b></p>	<p><b>Final Piece:</b> Pointillism Landscape (Painting)</p> <p><b>Pattern</b>      <b>Texture</b>      <b>Tone</b></p>	<p><b>Final Piece:</b> Collagraph Print (Printing)</p> <p><b>Colour</b>      <b>Form</b>      <b>Tone</b></p>
<b>Year 4</b>	<p>Focusing on portraiture in profile, the children look at the work of Rembrandt. They use different drawing techniques for texture and how charcoal can be used. They vary the tone through technique and pencil grade, applying these techniques to create form on a face</p>  <p><i>Rembrandt: Portrait collection</i></p>	<p>Children experiment with changing textures (adding other mediums to paint, using other objects to spread paint, vary comb size, stamp using objects, blowing) and use their knowledge of colour (contrasting and analogous) and line to represent landscapes</p> <p><i>Monet: The Water-Lily Pond</i></p>  <p><i>McCarthy: After Colour</i></p> 	<p>Within this unit, children use the sculptures of Hepworth to look at abstract form. They look at how line and pattern can be created using various techniques and in different media. They use this knowledge to create and decorate a coil pot</p>  <p><i>Hepworth: Curved Reclining Form (and other sculpture)</i></p>
	<p><b>Final Piece:</b> Portrait in Profile (Drawing)</p> <p><b>Texture</b>      <b>Form</b>      <b>Tone</b></p>	<p><b>Final Piece:</b> Corfe Castle Landscape (Painting)</p> <p><b>Colour</b>      <b>Line</b>      <b>Texture</b></p>	<p><b>Final Piece:</b> Coil Pottery (Sculpture)</p> <p><b>Texture</b>      <b>Form</b>      <b>Tone</b></p>



















Year 5	<p>Using artwork by Galileo Galilei and Maria Sibylla Marian, children observe and recreate natural form in drawing. They look at how to create different tones and the contrast this creates. They use these skills of tone and texture to create hyper-realistic planet drawings</p>  <p><i>Galileo: Drawing of the Moon</i></p>	<p>Children discover the work of Romero Britto, delving into pop art. They explore his use of colour and focus on vibrant, saturated and abstract compositions. They look at how colour, tone and shape can portray different emotions and create their own pop art</p>  <p><i>Britto: Britto Garden</i></p>	<p>Looking at stencil printing, children look at the work of Banksy. They explore the impact and thinking behind his images. They create stencils, including those that will require layers, to create their own prints that portray a hidden message</p>  <p><i>Banksy: Balloon Girl with Heart</i></p>					
	<b>Final Piece: Planet (Drawing)</b>		<b>Final Piece: Pop art (Painting)</b>		<b>Final Piece: Stencil prints (Printing)</b>			
	Form	Texture	Tone	Colour	Tone	Shape	Colour	Shape
Year 6	<p>In this drawing unit, the children look at portraiture in more detail. They build on their understanding of tonal and textural techniques and look at expressive line. The children then use charcoal as a medium to create their own portraits</p>  <p><i>Auerbach: Self Portrait</i></p>	<p>Within this unit, children investigate the work of Yayoi Kusama. They focus on her use of colour and pattern within her pumpkin artwork. They recall their sculpture knowledge to create their own clay pumpkins, and then use inspiration to create their own pattern with paint</p>  <p><i>Kusama: Pumpkin</i></p>	<p>Having looked at the work of Alberto Giacometti, children explore his technique and style. They sketch models of humans showing different poses to plan their own work. They then use wire and mod roc to create their own sculptures in a pose of their choice</p>  <p><i>Giacometti: Man Pointing</i></p>					
	<b>Final Piece: Charcoal portraits (Drawing)</b>		<b>Final Piece: Dot pumpkins (Painting)</b>		<b>Final Piece: Wire sculptures (Sculpture)</b>			
	Line	Colour	Tone	Colour	Pattern	Form	Form	Texture

*N.B. Curriculum links are made where there are clear overlaps within content and context. However, teachers ensure that strenuous links are not made and that where links are made, the art and design knowledge is at the forefront of what is taught. This means some of the units are taught discretely. This ensures the understanding that children gain is the knowledge and is not the outcome or context in which it is taught.*

### Artists and Artwork

Throughout our curriculum, we have ensured that children are exposed to high-quality and thought-provoking artwork that will inspire them. We have ensured that the artists chosen encompass our aims for a curriculum driven through equality and culture. Throughout each unit of work, children will learn biographical information about these individuals and reflect on the meaning and motivations behind their artwork as well as the elements of art that can be observed. Some units of work also may involve looking at work from multiple artists or many piece of artwork from the same artist to support the children with comparing and evaluating the impact of certain techniques or elements.

## Curriculum Organisation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation</b>	<i>Knowledge and skills taught and recapped throughout the year</i>					
<b>Year 1</b>	<p><u>Drawing/Painting Outcome</u>  <b>Key Artist:</b> Wassily Kandinsky  <b>Final Piece:</b> Kandinsky Style Picture</p> 		<p><u>Painting Outcome</u>  <b>Key Artist:</b> Vincent Van Gogh  <b>Final Piece:</b> 'Starry Night' inspired Landscape</p> 		<p><u>3D (Printing) Outcome</u>  <b>Key Artist:</b> Andy Warhol  <b>Final Piece:</b> Warhol Portrait</p> 	
<b>Year 2</b>	<p><u>Drawing Outcome</u>  <b>Key Artist:</b> Pablo Picasso  <b>Final Piece:</b> Abstract Self-Portrait</p> 		<p><u>Painting Outcome</u>  <b>Key Artist:</b> Paul Klee  <b>Final Piece:</b> Warm or Cool Landscape</p> 		<p><u>3D (Sculpture) Outcome</u>  <b>Key Artist:</b> Georgia O'Keeffe  <b>Final Piece:</b> Clay Flower</p> 	
<b>Year 3</b>	<p><u>Drawing Outcome</u>  <b>Key Artist:</b> Chowwai Cheung  <b>Final Piece:</b> Geometric Portrait</p> 		<p><u>Painting Outcome</u>  <b>Key Artist:</b> Georges Seurat  <b>Final Piece:</b> Pointillism Landscape</p> 		<p><u>3D (Printing) Outcome</u>  <b>Key Artist:</b> Katsushika Hokusai  <b>Final Piece:</b> Collagraph Print</p> 	
<b>Year 4</b>	<p><u>Drawing Outcome</u>  <b>Key Artist:</b> Rembrandt Harmenszoon van Rijn  <b>Final Piece:</b> Portrait in Profile</p> 		<p><u>Painting Outcome</u>  <b>Key Artist:</b> Claude Monet  <b>Final Piece:</b> Corfe Castle Landscape</p> 		<p><u>3D (Sculpture) Outcome</u>  <b>Key Artist:</b> Barbara Hepworth  <b>Final Piece:</b> Coil Pottery</p> 	
<b>Year 5</b>	<p><u>Drawing Outcome</u>  <b>Key Artist:</b> Galileo Galilei  <b>Final Piece:</b> Planet</p> 		<p><u>Painting Outcome</u>  <b>Key Artist:</b> Romero Britto  <b>Final Piece:</b> Pop art</p> 		<p><u>3D (Printing) Outcome</u>  <b>Key Artist:</b> Banksy  <b>Final Piece:</b> Stencil Prints</p> 	
<b>Year 6</b>	<p><u>Drawing Outcome</u>  <b>Key Artist:</b> Frank Auerbach  <b>Final Piece:</b> Charcoal Portrait</p> 		<p><u>Painting Outcome</u>  <b>Key Artist:</b> Yayoi Kusama  <b>Final Piece:</b> Dot Pumpkins</p> 		<p><u>3D (Sculpture) Outcome</u>  <b>Key Artist:</b> Alberto Giacometti  <b>Final Piece:</b> Wire sculpture</p> 	



## Formal Elements: Progression of Knowledge and Skills


Element	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Colour</b>	<p>Describe what is meant by colour</p> <p>Name and identify the primary colours</p> <p>Explore mixing colours, understanding that when I mix colours, it creates a new colour</p>	<p>Understand that secondary colours are made by mixing equal amounts of two primary colours</p> <p>Know that a block colour is where a section of an image is a solid colour</p> <p>Recognise complementary colours and apply these to their own work</p> <p>Begin to arrange colours on a colour wheel to help understand how to mix them</p>	<p>Explore changing the tint or shade of paint by using black or white</p> <p>Identify colours that are warm or cool and where these would be found on the colour wheel</p> <p>Describe colour selections in their own work</p> <p>Know that tertiary colours are made by mixing:</p> <ul style="list-style-type: none"> <li>• A primary colour with a secondary colour</li> <li>• 1 part of one primary colour with 3 parts of another primary colour</li> </ul> <p>Continue to arrange more colours on a colour wheel to help understand how to mix them</p>	<p>Create tones of a colour by adding grey to a hue</p> <p>Use aspects of colour, such as tints, tones and shades, for different purposes</p> <p>Understand what neutral colours are and discuss the impact these have</p> <p>Apply monochromatic colours for purpose to create form</p>	<p>Name and identify analogous and complementary colours and locate these on a colour wheel</p> <p>Recognise the impact of analogous and complementary colours within artist' work</p> <p>Apply colour to portray mood and atmosphere</p> <p>Justify use of colour for purpose</p>	<p>I know that colours have saturation: saturated colours are intense and pure, appearing vivid</p> <p>I know that complementary colours are colours which are opposite to one another on the colour wheel. They look aesthetically pleasing and create a feeling of vibrant energy</p> <p>I know that shades and tints of a colour appear more vivid than tones</p>	<p>I know that monochrome is where a composition only uses different tones of a single colour</p> <p>Know how to use the qualities of watercolour and acrylic paint to create visually interesting pieces</p> <p>Know how to combine colours, tones and tints to enhance the mood of a piece</p>
<b>Pattern</b>	<p>Make and predict repeating patterns</p>	<p>Understand and identify that the thing that is repeated in a pattern (e.g. line, image, colour, shape) is called a motif</p> <p>Use techniques around line, colour and shape to create repeating and non-repeating patterns</p>	<p>Identify and describe natural and man-made patterns, both repeating and non-repeating</p>	<p>Demonstrate how pattern can be used within colour</p> <p>Analyse and describe how artists use pattern</p>	<p>Design and create original patterns in their own work</p> <p>Develop further techniques to create pattern in a variety of media</p>	<p>Know how to use a number of brush techniques to produce patterns</p>	<p>Know how to use tools to carve and add pattern</p> <p>Know how colour can be used to create pattern</p>
<b>Texture</b>	<p>Describe how different materials feel</p>	<p>Identify and describe different textures</p> <p>Replicate different textures within their own work</p> <p>Use layering of paint to create texture</p>	<p>Use a variety of mark making techniques to create texture</p> <p>Use texture to create depth and form</p> <p>Use texture within 3D work</p>	<p>Identify, replicate and evaluate the texture of different paint application techniques</p> <p>Understand how the texture of paint can be varied</p> <p>Select and use appropriate materials to create textures</p> <p>Identify different textures within artists' work</p>	<p>Name and replicate techniques to create textures, including using a range of materials to express complex textures</p> <p>Identify and evaluate the impact of techniques used to create texture</p>	<p>I know that stippling, scumbling, hatching, cross-hatching and random-hatching use lines to create texture and tone</p> <p>Use a wide range of techniques to create tone, form and texture (including removing a media to create highlights)</p>	<p>I know that expressive lines and scumbling create the appearance of very rough textures</p> <p>I know that some 2D art will have physical texture, created by how the media is applied</p> <p>I know how in 3D art, materials can be used to create different textures</p>


<p><b>Line</b></p>	<p>Create different lines using a variety of media</p> <p>Use simple language to describe the lines they create</p>	<p>Understand that there are many different characteristics of lines</p> <p>Identify types of line in artists' work</p> <p>Replicate the lines they see within artists' work or through observation</p> <p>Explore and describe line using a paintbrush (e.g. thickness of line, holding pressure, paintbrush size, angle, holding position)</p>	<p>Know that the name used to describe the outside of the 'shape' created by a line is an outline</p> <p>Analyse the impact of outline within artist' work</p> <p>Develop detail in using line for overdrawing (drafting)</p> <p>Identify geometric and organic lines in artwork, applying organic line within a context</p>	<p>Identify geometric and organic lines in artwork, applying geometric line within a context</p> <p>Compare the use and impact of geometric and organic line within artwork</p>	<p>Demonstrate an understanding of how line can be used for expression and detail</p> <p>Use, apply and evaluate line in a variety of media</p> <p>Analysis and describe how artists use line in their work</p>	<p>I know that stippling, scumbling, hatching, cross-hatching and random-hatching use lines to create texture and tone</p>	<p>I know that artists can use a wide range of lines to create tone and form</p> <p>I know that lines can be used to create feeling and emotion in a composition (expressive line)</p> <p>I know line can be used to create complex form</p> <p>I know how different materials can be used to create organic and geometric lines</p>
<p><b>Shape</b></p>	<p>Name different shapes</p> <p>Identify shapes within the environment</p>	<p>Identify, describe and use shape for purpose</p> <p>Know that shapes can be 2D, which means they are flat</p>	<p>Recognise organic and geometric shapes within artwork</p> <p>Replicate shape through observation</p> <p>Create and form shapes from 3D materials</p>	<p>Use geometric and organic shapes in their own artwork</p> <p>Replicate natural and man-made shapes in a variety of media</p>	<p>Identify the impact of shape within their own and other' artwork</p>	<p>I know that all compositions create positive (the space containing the subject) and negative space (the space around a subject)</p> <p>Use shapes that can be positive shapes (the space within the outline of the shape) or negative shapes (the shape created by the space around the object)</p>	<p>I know that in 2D artwork, artists can tell the viewer where things are using atmospheric perspective</p> <p>I know that contrasting patterns and block colour/gradation can help to define shapes and spaces in artwork</p>
<p><b>Form</b></p>	<p>Make 3D sculptures using a variety of media</p>	<p>Understand objects can be 3D</p> <p>Recognise that objects in 2D artwork can represent 3D form</p> <p>Learn about form and space by making sculptures and developing language</p>	<p>Begin to create form through an understanding of tone, shadow and highlight</p> <p>Understand that form can be created through manipulating clay</p> <p>Replicate the form of an observed object</p> <p>Understand that space is what lies in between, around and within an object</p> <p>Know that, in flat pieces of art, artists can use a range of techniques to tell the viewer where an object is in space:</p>	<p>Identify and use colour to create form</p> <p>Recognise how artists use elements other than tone to create form</p> <p>Know that, in a flat piece of art, artists have to use a range of techniques to tell the viewer where things are in space:</p> <ul style="list-style-type: none"> <li>• Placement of objects (objects higher in the picture plane will look further away)</li> <li>• Contrast (strong contrast makes objects appear to move forwards; low contrast makes them recede)</li> </ul>	<p>Create form within abstract artforms</p> <p>Identify and use texture to create form</p> <p>Design, compose and evaluate 3D form in a variety of media</p> <p>Analyse and describe how artists use form in their work</p>	<p>Explain that in a flat piece of artwork, artists need to use a range of techniques tell the viewer where things are in space:</p> <ul style="list-style-type: none"> <li>• Linear perspective (where the composition creates space by creating imaginary lines which disappear to a point on the horizon called the vanishing point)</li> </ul> <p>I know that the tonal techniques can be used to create form in 2D artwork</p> <p>I know that a 3D form can be aesthetically pleasing on its own</p>	<p>I know that 3D forms can be created by joining other modelling materials together (e.g. wire)</p> <p>I know that the properties of the modelling material affect the way in which a 3D form can be constructed</p> <p>Use a wide range of techniques to create tone, form and texture (including contour shading, contour hatching and scumbling)</p>

			<ul style="list-style-type: none"> <li>overlapping (over the top look closer)</li> <li>relative size (objects which are smaller look further away)</li> </ul>			<p>I know that the weight of a 3D form needs to be balanced for the sculpture to stand</p> <p>I know that 3D forms can be designed to interact with the environment</p>	
<b>Tone</b>	Identify things that are light and dark	Describe the use of light and dark in artists' work  Show an awareness of where and why light and dark is used within their own and others artwork	<p>Know that the letters on a pencil tell me if the lead is hard or soft and explore the different in tones these create</p> <p>Use tone to create form in still life</p> <p>Identify where shadow and highlight are on 3D form in relation to a light source</p>	<p>Use tone to create form in portraits</p> <p>Know that the pencil grade describes how hard or soft the lead is, extending knowledge and application to 3B</p> <p>Create tones in a variety of media</p> <p>Apply understanding of shadow and highlight on 3D form</p> <p>Understand that contrast describes the difference in tone</p>	<p>Learn and use simple shading techniques</p> <p>Further apply an understanding of pencil grades, extending knowledge to 4B</p> <p>Use different media (charcoal) and analyse how to use it to create tone</p> <p>Know how a value scale depicts shading contrast, and can create value scales by manipulating a pencil in different ways</p> <p>Use a variety of tones to create different effects within their artwork</p>	<p>Apply pencil grades of a pencil describes how hard or soft the lead is, extending my knowledge to 5B</p> <p>I know that tone can be created with lines (stippling, scumbling, hatching, cross-hatching and random hatching) as well as shading</p> <p>I know that marks placed close together create dark tones</p> <p>I know that marks placed further apart create light tones</p> <p>I know that removing a media can create a highlight</p> <p>I know that contrast describes the different between tones</p>	<p>Apply pencil grades of a pencil describes how hard or soft the lead is, extending my knowledge to 6B</p> <p>I know that some techniques are particularly good at creating tone for curved forms</p> <p>I know that the way that paint is applied (e.g. layering, daubing, using a palette knife) can create different effects</p>



## Mastering Techniques: Progression of Knowledge and Skills


	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Curriculum Objectives</b>	<p><u>Creating with Materials (ELG)</u></p> <ul style="list-style-type: none"> <li>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function</li> <li>share their creations, explaining the process they have used</li> </ul> <p><u>Fine Motor Skills (ELG)</u></p> <ul style="list-style-type: none"> <li>Begin to show accuracy and care when drawing</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>learn 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</li> </ul>		<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>learn about great artists, architects and designers in history</li> </ul>			
<p><b>Drawing</b></p> 	<p>Children should have experience of and experiment with a range of drawing materials, including the use of ICT</p> <p>Materials should include: drawing in sand, cornflour, shaving foam, water on walls, stick in earth etc. A variety of pencils, pens, crayon, and chalk</p> <p>Children should be able to manipulate materials with appropriate grip and have increasing control of line and shape</p>	<p>Use view finders to focus on a particular area</p> <p>Draw what is seen not what one thinks is there</p> <p>Find and draw different types of lines (long, short, thick, thin, wavy, zigzag, broken, different orientations)</p> <p>Use simple 2d geometric shapes when drawing</p> <p>Draw faces putting features in the correct places</p> <p>Use colouring pencil to create colour drawings</p> <p>Explore the concept of light and dark</p> <p>Control the pressure of their drawing materials</p> <p>Practise shading tones neatly and accurately</p>	<p>Focus on accurately representing outlines when drawing</p> <p>Draw primary and secondary source material from observation memory and imagination</p> <p>Use simple lines and geometric shapes to create forms</p> <p>Draw buildings using geometric shapes to create accurate representations</p> <p>Use chalk and charcoal when blending and smudging</p> <p>Control pressure when using drawing implements to create lighter or darker tones</p> <p>Begin to show pattern and texture in their drawings</p>	<p>Make larger scale drawings from observation and imagination</p> <p>Use small sketches to produce a final piece</p> <p>Use a variety of line and organic shape to draw more abstract everyday form</p> <p>Understand hard and soft lines and use pressure on drawing tools to create these</p> <p>Use a variety of grades of pencil to create texture through a variety of hatching and scribbling techniques</p> <p>Use shading to create tone</p> <p>Begin to use shading to give objects form</p>	<p>Draw still life from observation</p> <p>Begin to draw landscapes shapes when drawing from observation</p> <p>Accurately identify 2d and 3D geometric and organic</p> <p>When drawing, combine their understanding of line, tone, form, colour, scale, texture and depth</p> <p>Apply the effect of light on objects from different directions</p> <p>Use view finders and magnifying glasses to aid observations, particularly of textures, form and space</p> <p>Know how to apply oil pastels to the paper when drawing different forms and shapes</p>	<p>Know how to use a variety of techniques to add interesting effects. (e.g. Reflections, shadows, direction of sunlight)</p> <p>Know how to use a choice of techniques to depict movement and perspective</p> <p>Become aware of proportion, scale and order</p> <p>Practise drawing quick and light lines</p> <p>Use charcoal to create portraits</p> <p>Use a wide range of techniques to create tone, form and texture (including removing a media to create highlights)</p> <p>Use colouring pencils to replicate the work of famous artists</p>	<p>Know that drawing media can be used together and overlapped to create different effects. This is called mixed media</p> <p>Use lines to create feeling and emotion in a composition (including expressive line).</p> <p>Know some 2D artwork will have 3D texture created by the use of backgrounds or the way the media is applied.</p> <p>Apply positive space to describe the part of a form or image where the subject is; negative space describes the part of a form or image where the subject is not</p> <p>Introduce atmospheric perspective so that artists can tell the viewer where things are in space</p> <p>Apply pencil grades of a pencil describes how hard or soft the lead is, extending my knowledge to 6B</p>
<p><b>Painting</b></p> 	<p>Children should experiment and explore – through play – with a variety of painting and printing materials</p>	<p>Name primary colours and be able to mix secondary colour</p>	<p>Name and mix secondary and tertiary colours</p> <p>Mix finer variations of primary and secondary</p>	<p>Name and mix complementary and analogous colours</p>	<p>Know how to mix colours using water colours</p> <p>Know how to apply colours using water colours</p>	<p>Know that colours have saturation: saturated colours are intense and pure, appearing vivid.</p>	<p>Know that the choice of colour palette influences how artwork is interpreted</p>

	<p>To include the different application of paint such as splattering, smearing, painting, dotting etc; the creation of simple patterns and effects such as texture</p> <p>To include painting and printing with found objects such as forks, sticks, vegetables, etc.</p> <p>Naming colours</p>	<p>Know what warm and cool colours are</p> <p>Set up their paint stations with some independence</p> <p>Create thick and thin lines using brushes</p> <p>Experiment with a wide range of applicators</p> <p>Know that brushes come in different sizes represented by numbers</p> <p>Know the different ways of holding a paint brush</p> <p>Communicate something about themselves and moods in their paintings</p> <p>Develop the vocabulary of colour- light/dark/hot/warm/cold/happy/sad</p> <p>I know that we can arrange our colours on a colour wheel</p>	<p>colours by adding white and black (shades and tints)</p> <p>Paint more sophisticated shapes.</p> <p>Set up paint stations independently</p> <p>Choose the right paintbrush to create a specific effect</p> <p>Further improve skill and control when applying paint to shapes and spaces</p> <p>Express their own creativity in their paintings</p> <p>Experiment with simple techniques to create texture</p>	<p>Use colours imaginatively to express ideas</p> <p>Know that depth is created through varying the tones such as in skies and landscapes</p> <p>Create pattern and texture using colour, line and shape.</p> <p>Know how to use different tints and shades to represent the colour combinations in animals and plants</p> <p>Know how to use tints and shades to create a gradient of colour in skies and landscapes</p> <p>Know what is needed to maintain and preserve painting materials</p> <p>Explore links between colours and feelings</p> <p>Explore a style of work and create work in that style</p>	<p>Know how to maintain a set of water colours</p> <p>I can use a harmonious colour palette to create a feeling of naturalness</p> <p>Look at and make paintings with background, foreground and middle ground and use perspective.</p> <p>Mix different thicknesses of paint</p> <p>Compare water colours to oil pastel paintings looking at tints tones and shades</p> <p>Analyse paintings by different artists</p> <p>I know that a paint brush can be used in different ways to create different effects</p> <p>Create moods in their paintings</p>	<p>Know that complementary colours are colours which are opposite to one another on the colour wheel.</p> <p>Use complementary colour pairings and vivid, saturated colours to create bold, bright designs</p>	<p>Know that some 2D artwork will have 3D texture created by the use of backgrounds or how the media is applied</p> <p>Know that the way that paint is applied (including layering, daubing and using a palette knife) can be used to create different effects</p> <p>Purposefully select my colour palette (e.g. harmonious or complementary; warm or cool)</p> <p>Use a palette knife to apply paint to a canvas</p> <p>Create physical texture and other effects by applying paint in different ways (including daubing, layering)</p> <p>Make deliberate and informed choices about the painting equipment and techniques I use</p>
<p><b>3D (Sculpture)</b></p> 	<p>Children should have experience of and experiment with a range of materials, to create 3D forms</p> <p>Materials could include: Playdough, construction, junk modelling, salt dough, found objects (including natural objects)</p> <p>Children should be able to manipulate materials to create a planned effect; evaluate their 3D form; change and modify it</p>		<p>Use of a range of natural and manmade materials (malleable and rigid) to design and make sculpture</p> <p>To be able to roll, pinch, and clay</p> <p>Look at changes in clay as it dries</p> <p>To understand and use different adhesives and methods of joining to construct form from 2D objects</p> <p>Discuss and evaluate their own work and work of other sculptors</p>		<p>Children should be able to create 3D forms through experiencing and developing appropriate skills</p> <p>Children should be able to plan a piece of work and then manipulate materials effectively to create desired outcomes</p> <p>Sculpt clay effectively to create other shapes – pots</p> <p>To explore a range of techniques when using clay, pinching, coiling and slab techniques</p>		<p>Learn techniques to combine wire and Modroc materials to construct sculptures</p> <p>Learn how to display and present work</p> <p>Experiment and combine materials and process to design and make a 3d form</p> <p>I know that sometimes a structure can be aesthetically pleasing on its own</p> <p>I know that metal/wire can be combined with other materials (e.g. beads,</p>




					Discuss and evaluate their work comparing it with the work of other sculptors		tissue paper) to create a finished product
<p><b>3D (Printing)</b></p> 	<p>Print using a range of materials such as corks, string, leaves, fruit and vegetables, experimenting with the creation of repeating patterns</p> <p>Children to create relief rubbings with a variety of tools and surfaces evaluating the effects and discovering patterns</p> <p>Print onto paper</p>	<p>Print using Styrofoam and ink rollers</p> <p>Create prints using rolling, pressing and rubbing</p> <p>Learn how to set up and maintain ink stations</p> <p>Create patterns using print</p> <p>Study famous print and evaluate the work of an artist</p>		<p>Print using a number of colours</p> <p>Create a print that meets a given criteria</p> <p>Use print resources appropriately knowing how to maintain and look after them</p> <p>Combining prints and making connections discussing and evaluating their own work and that of others</p>		<p>Know the more complex printmaking techniques (e.g. stencilling)</p> <p>Use and create stencils to support printmaking</p> <p>Know how to create prints using multiple layers, colours and stencils</p> <p>Choose the printing method and media appropriate to task</p> <p>Build up layers and colours/textures in prints</p> <p>Print onto different materials</p> <p>Choose inks and overlay colours</p> <p>Create an accurate print design that reflects a theme or ideas</p>	

## Generating Ideas: Progression of Knowledge and Skills

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Biographical Knowledge of artists, craftspeople, architects and designers</b></p> 	<p>Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them</p>	<p>Study famous works of art, learning how and when they were made</p> <p>Describe the content and the feelings and emotions conveyed by the work</p> <p>Begin to discuss the style and techniques used by different artists</p>	<p>Study significant works of art, craft and design, learning how and when they were made</p> <p>Describe the content, feelings and emotions conveyed by the work to a more competent level</p> <p>Begin to discuss the style and techniques used by different artists</p>	<p>Study significant works of art, craft, design or architecture and give personal oral opinions about it:</p> <ul style="list-style-type: none"> <li>How has the artist produced this work?</li> <li>What was the background to the art?</li> <li>Who made, where were they from?</li> <li>Why was it made?</li> </ul> <p>Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc.</p> <p>Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements)</p> <p>Describe the style and techniques used by different artists and begin to reflect on the impact these have on the viewer</p>	<p>Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc.</p> <p>Study how other artists' make art, including the work of other peoples and cultures, past and present.</p> <p>Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements)</p> <p>Study significant works of art using the following method:</p> <ul style="list-style-type: none"> <li>Content – Describe the art. Social, historical factors affect the work.</li> <li>Process – When &amp; how made? What materials &amp; techniques are used?</li> <li>Formal elements – line, tone, colour, shape, form, comp, pattern, texture.</li> <li>Mood – what emotions does the work convey?</li> </ul> <p>Make studies of artist's work to learn the techniques &amp; processes used</p> <p>Use some of what they have learned from artist's studies to produce original work</p> <p>Describe the style and techniques used by different artists and reflect on the impact these have on the viewer</p>	<p>Study significant works of art using the following method:</p> <ul style="list-style-type: none"> <li>Content – Describe the art. Social, historical factors affect the work.</li> <li>Process – When &amp; how made? What materials &amp; techniques are used?</li> <li>Formal elements – line, tone, colour, shape, form, comp, pattern, texture.</li> <li>Mood – what emotions does the work convey?</li> </ul> <p>Make studies of artist's work to learn the techniques &amp; processes used</p> <p>Use some of what they have learned from artist's studies to produce original work</p>	<p>Study significant works of art using the following method:</p> <ul style="list-style-type: none"> <li>Content – Describe the art. Social, historical factors affect the work.</li> <li>Process – When &amp; how made? What materials &amp; techniques are used?</li> <li>Formal elements – line, tone, colour, shape, form, comp, pattern, texture.</li> <li>Mood – what emotions does the work convey?</li> </ul> <p>Make studies of artist's work to learn the techniques &amp; processes used</p> <p>Use some of what they have learned from artist's studies to produce original work</p>
<p><b>Developing Ideas (Looking, talking and experimenting)</b></p> 	<p>Discuss what the children can see. Enjoy looking at artwork made by the artist, designer</p>	<p>Discuss the use of the formal elements within the artwork</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects</p>	<p>Identify and discuss the use of formal elements within the artwork</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects</p>	<p>Identify and discuss the use of formal elements within the artwork</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects</p>	<p>Reflect on the use of the formal elements within the artwork</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers</p>	<p>Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making</p>	<p>Make art from nature, their environment, still life or from photos they have taken</p> <p>Make art from their aspirations for their future and the future of others,</p>

		<p>and designers, and finding elements which inspire</p> <p>Engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing)</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe what you can see</li> <li>• Describe what you like. Why?</li> <li>• How does it make you feel?</li> <li>• What would you like to ask the artist?</li> </ul>	<p>and designers, and finding elements which inspire</p> <p>Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums</p> <p>Engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects</p> <p>Develop questions to ask when looking at artworks and /or stimulus</p> <ul style="list-style-type: none"> <li>• Describe what you like. Why?</li> <li>• How does it make you feel?</li> <li>• What would you like to ask the artist?</li> </ul>	<p>and designers, and finding elements which inspire</p> <p>Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums</p> <p>Engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe what you see</li> <li>• What do you like/dislike? Why</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How does it make you feel?</li> <li>• How might it inspire you in making your own art?</li> </ul>	<p>Look at artforms beyond the visual arts: literature, drama, music, film etc. and explore how they relate to your visual art form</p> <p>Look at a variety of types of source material and understand the differences</p> <p>Engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe what you see</li> <li>• What do you like/dislike? Why</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How does it make you feel?</li> <li>• How might it inspire you in making your own art?</li> </ul>	<p>Understand the history of different artistic movements, commenting on how this changed the future of art</p> <p>Discuss artist's intention and reflect upon your response</p>	<p>their fears, hopes and dreams for themselves and the world they live in</p> <p>Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making</p>
<p><b>Experiences and Imagination</b></p> 	<p>Create art from personal experiences and imagination</p>	<p>Replicate events and things that have happened to them, things they know and love or imagining far away, imagined places</p>	<p>Study the work of artists and cultures and use elements of it to influence their own work</p> <p>Have opportunities to work from imagination, such as inventing or creating imaginary things and places</p>	<p>Make art from things they can see from observation; their environment, photographs etc. then translate them into new materials</p>	<p>Make art from things they can see from observation; their environment, photographs etc. then translate them into new materials</p>	<p>Take risks when trying out materials, investigate and explore the properties of materials</p>	<p>Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media</p>

Evaluating: Progression of Knowledge and Skills

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Use of Elements</b> 	Pupils should orally describe their work and learn the meaning of the words colour, line, tone, shape, texture and pattern	Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art  Recognise when they are using formal elements and describe how they are using them	Learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form  Recognise when they are using these qualities and describe their intentions	Discuss the effect of each of the formal elements used within existing and their own artwork	Discuss with reasoning the effect of each of the formal elements used within existing and their own artwork	Discuss with reasoning the effect of each of the formal elements used within existing and their own artwork	Discuss with reasoning the effect of each of the formal elements used within existing and their own artwork
<b>Identify similarities and differences and understanding purpose and intention</b> 	Have opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes  Develop skills in orally describing their thoughts, ideas and intentions about their work	Have opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes  Develop skills in orally describing their thoughts, ideas and intentions about their work  Form opinions about the process of their work saying what went well and how they might improve it	Develop skills in verbally describing their thoughts, ideas and intentions about their work  Talk about how they could improve their work  Offer critical advice to others understanding that all artists do this and give confidence and praise	Verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns  Develop skills in orally describing their thoughts, ideas and intentions	Orally describe their work and the work of others, describing the formal elements  Develop skills in orally describing their thoughts, ideas and intentions	Fairly appraise their own work and understand how to improve it, accepting criticism of other pupils  Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty	Develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy
<b>Reflecting (Making and awareness of choices and decisions)</b> 	Compare their art to significant works of art, recognising what is the same and what is different	Compare their art to appropriate works of art, recognising what is the same and what is different	Describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns	Uses evaluation to understand what they need to do to improve and that all artists do this  Talk about how they could improve their work  Offer advice, confidence and praise to others	Uses evaluation to understand what they need to do to improve and that all artists do this  Talk about how they could improve their work  Offer advice, confidence and praise to others	Make careful and considerate judgments about own and others work without comparing their own work to that of others  Uses evaluation to understand what they need to do to improve and that all artists do this	Understand that the making process is very difficult and so should know that they should not be too self-critical or compare their work to others at their own expense  Try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils  Know that most artists struggle with this and that it is a vital part of the art process