

Art Intent - Progression of Skills - *What do you want them to learn?*

Aims

The national curriculum for art and design aims to ensure that all pupils:

- ♣ 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.

Painting - Autumn 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experiment with a wide range of applicators (brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds) Mix own colours such as pink, grey and brown, skin tones Name the primary and secondary colours. Develop a vocabulary to discuss colour (light/dark, hot/cold, happy/sad)	Add whites to make tints. Add black to make tones. Mix colours to make secondary colours. Look at the work of other artists and experiment with their approaches.	Mix colours accurately. Know where primary and secondary colours are on the colour wheel. Create a background using a wash. Use different brush types for different effects and select an appropriate brush type (size and style). Explore links between colour and feelings. Use artists' work as a starting point and create work in that style.	Work in monochrome (shades of one colour). Paint with background, foreground and middle ground and use perspective. Create moods and use shading to create feelings. Mix colours for purposes e.g. skin tone.	Use layers of paint to add detail to the background. Create mood / feelings by using colour and express own emotion in paintings. Create mixed media work and work back into paintings. Create colours by mixing them to represent images observed in the natural and man-made world	Develop and explain own style. Add texture into painting by adding PVA, sawdust, sand etc. Use brushes in different ways with thickened paint. Create mixed media work and work back into paintings. Use paintings to convey a purpose.
Primary colours Secondary colours Sweep Dab Shades	Neutral colours Tints Warm colours Cool colours Watercolour wash Bold brushstroke Acrylic paint.	Warm Blend Mix Tone	Foreground Middle ground Background Abstract Emotion	Absorb	Impressionism Impressionists

Collage - Autumn 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Cut and tear paper and card to make collages.</p> <p>Gather and sort materials.</p>	<p>Create individual and group collages.</p> <p>Use different types of materials with different textures and appearances and explain why they have been chosen.</p> <p>Use repeated pattern in collage.</p>	<p>Cut accurately and precisely.</p> <p>Begin to overlap materials to experiment with how a piece looks.</p> <p>Use coiling with paper and other materials to add interest to work.</p> <p>Experiment with using different colours or a limited colour palette for effect.</p> <p>Begin to use mosaic and montage.</p>	<p>Use ceramic mosaic to produce a piece of art.</p> <p>Combine visual and tactile qualities.</p>	<p>Use ceramic mosaic to produce a piece of art.</p> <p>Combine visual and tactile qualities.</p> <p>Experiment with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned)</p> <p>Create work that has a purpose and describe this in sketchbooks.</p>	<p>Choose the most appropriate materials for collages to fit the purpose and explain why they have been chosen.</p> <p>Combine pattern, tone and shape into collage.</p> <p>Link collage to a definite theme.</p> <p>Modify and change materials used.</p>
<p>Collage</p> <p>Cut</p> <p>Arrange</p> <p>Gaps</p>	<p>Squares</p> <p>Mosaic</p> <p>Features</p> <p>Place</p>	<p>Texture</p> <p>Pattern</p> <p>Shape</p>	<p>Form</p>	<p>Fix</p>	

Drawing - Spring 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use viewfinders to focus on a particular area.</p> <p>Find and draw different types of lines (wavy, thick, thin, broken, zig zag)</p> <p>Draw individually or as part of a group on a large drawing.</p> <p>Use crayons to create coloured drawings.</p> <p>Draw faces adding features in the correct places.</p> <p>Communicate something about themselves through drawing.</p> <p>Create moods in drawings.</p>	<p>Draw objects from observation, memory and imagination.</p> <p>Show patterns and texture using dots and lines.</p> <p>Show changes over time.</p> <p>Draw using wax crayons using different pressures.</p> <p>Use charcoal and pastel, experimenting with blending and smudging.</p> <p>Use ballpoint pen to make fine marks.</p>	<p>Understand the different grades of pencils.</p> <p>Use pencil to scribble and shade (cross hatch, dot hatch, circle, spiral)</p> <p>Show facial expression.</p> <p>Use small sketches to produce a final piece.</p> <p>Annotate sketches in art sketchbook and explain ideas.</p> <p>Use shading to create tone.</p> <p>Use different pressures to create hard and soft lines.</p> <p>Use a viewfinder to help aid sketching.</p> <p>Sketch lightly to avoid the use of a rubber.</p>	<p>Draw demonstrating an understanding of line, tone, scale, texture and depth.</p> <p>Use mirrors, viewfinders, magnifying glasses etc. to aid observation.</p> <p>Begin to show facial expressions and body language.</p> <p>Show reflections.</p> <p>Explain why specific materials have been chose to draw with.</p>	<p>Use pen, ink, pastels and charcoal.</p> <p>Make a collection of drawings around a theme.</p> <p>Use hard and soft lines to show detail in the distance and foreground.</p> <p>Create a layer of wax with a crayon and draw by scraping the surface of black paint to reveal the wax.</p> <p>Draw simple objects with texture.</p> <p>Shade to show mood and feeling.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Explain the ideas behind images in art sketchbook.</p>	<p>Use pastel and charcoal.</p> <p>Mix pen, pencil and other drawing mediums together to create desired effect.</p> <p>Sketch to communicate emotion and a sense of self within accuracy and imagination.</p> <p>Combine different tools to create drawing and explain choices.</p> <p>Explain choice of specific drawing techniques.</p> <p>Develop own style of drawing.</p>
<p>Line</p> <p>Bold</p> <p>Size</p> <p>Shape</p> <p>Detail</p>	<p>Portrait</p> <p>Self-portrait</p> <p>Landscape</p> <p>Cityscape</p> <p>Building</p> <p>Pastels</p>	<p>Light</p> <p>Dark</p> <p>Shadow</p> <p>Tone</p> <p>Pattern</p> <p>Texture</p>	<p>Form</p> <p>Outline</p>	<p>Smudge</p> <p>Blend</p> <p>Mark</p> <p>Hard</p> <p>Soft</p> <p>Light</p> <p>Heavy</p> <p>Graffiti</p>	<p>Mural</p>

Printing - Spring 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design own blocks with card and print with sponge rollers. Use Press print. Develop mono printing by mixing colours. Print onto paper and textiles. Copy an original print.	Begin to create screen prints. Continue to develop mono printing. Create prints by pressing, rolling, rubbing and stamping. Re-create a print like a designer / artist. Look at printmaking in the environment (e.g. wallpapers, fabrics) and use it own work.	Make and print card blocks in 2 colours. Make texture blocks and print (sponge rollers). Print onto paper and textiles. Make a one coloured print. Build up layers of colours to make prints of two or more colours.	Print using four colours. Create accurate print designs. Print onto a range of different materials.	Create a print that meets a given criteria. Develop screen-printing by cutting masks. Continue to develop printing on different materials. Continue to develop use of a range of colours. Work back into prints with stitching, collage and drawing.	Overprint using different colours. Look carefully at methods used and make decisions about the effectiveness of printing methods. Print for specific purposes (e.g. Christmas cards, wrapping paper). Link printmaking to maths - rotating the block different degrees to make a design.
Colour Shape Printing Printmaking Objects	Woodcut Relief printing	Line Pattern Texture Colour Shape	Block printing ink Polystyrene printing tiles Inking rollers	Arrange	Hapa-Zome Hammering Collograph

Sculpture - Summer 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Cut shapes from clay and hang to create mobiles or decorative tiles.</p> <p>Make tiles with a theme.</p> <p>Cut clay into shapes and decorate.</p> <p>Know about health and safety rules (washing hands etc.)</p> <p>Draw to create a design and transfer to a tile.</p> <p>Make sculpture by slotting car together.</p> <p>Make models from balls and tubes of paper and masking tape. Cover with tissue paper and glue.</p>	<p>Make a clay pot.</p> <p>Begin to join finger pots together.</p> <p>Begin to add line and shape.</p> <p>Discuss sculptures (what is it made of, what is it for etc.)</p> <p>Make junk models and know how to make them strong by stuffing boxes with newspaper, turn boxes inside out.</p>	<p>Look at the changes in clay as it dries and is fired.</p> <p>Add onto work to create texture.</p> <p>Work with and experiment in creating life size models.</p> <p>Use nets to make cubes and join these together to create abstract forms.</p>	<p>Make a simple slab pot.</p> <p>Begin to sculpt clay into other shapes.</p> <p>Build up from a flat surface to make masks and panels, cover with tissue paper and glue.</p> <p>Make a sculpture using a range of materials.</p>	<p>Add colours to tiles using paint and PVA mixed.</p> <p>Continue development of sculpting clay into different shapes.</p> <p>Make maquettes (small prototype sculptures)</p> <p>Use carvings to a surface to create shapes, texture and pattern.</p> <p>Work as a group to create large sculptures such as robots, animals and totem poles.</p> <p>Experiment with materials and process to design and make 3D art.</p>	<p>Research, design and make to a brief (e.g. make a fruit bowl).</p> <p>Use wood and card scraps to make panels.</p> <p>Create models on a range of scales.</p> <p>Create work which is open to interpretation by the audience.</p> <p>Include visual and tactile elements.</p>
<p>Sculpture</p> <p>3D</p> <p>Statue</p> <p>Shapes</p> <p>Materials</p>	<p>Abstract</p> <p>Geometric</p> <p>Pyramid</p> <p>Installation</p> <p>Carving</p>	<p>Shape</p> <p>Form</p> <p>Shadow</p> <p>Light</p> <p>Rectangular</p> <p>2D shape</p>	<p>Brim</p> <p>Peak</p> <p>Buckle</p> <p>Edging</p> <p>Trimmings</p> <p>Architect</p>	<p>Structure</p> <p>Texture</p> <p>Soft</p>	<p>Mark</p> <p>Join</p> <p>Cast</p>

Textiles - Summer 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Simple stitching into fabric pictures and designs.</p> <p>Weaving into netting and using weaving boards.</p> <p>Use fabric paints and crayons.</p> <p>Draw designs before making.</p>	<p>Colour fabric using natural dyes (beetroot, tea, onionskins, berries etc.)</p> <p>Join fabrics using glue.</p> <p>Begin to use a simple stitch to sew fabrics together (create part of a class patchwork).</p>	<p>Work back into prints with stitching, sequins, buttons etc.</p> <p>Use patterns from different times, places and cultures as a starting point for design.</p> <p>Make silk paintings (use gold and silver pens and silk paint).</p> <p>Decorate fabric with tie-dye.</p> <p>Make a class wall hanging by putting individual pieces together.</p> <p>Begin to use more than one type of stitch.</p> <p>Use different fabrics together to explore colour and pattern</p>	<p>Work back into prints with stitching, collage, drawing etc.</p> <p>Change fabric structures by pulling threads out of hessian and replacing with coloured threads.</p> <p>Use textile skills in a project.</p>	<p>Use Acrobatik or flour / water mix to create batik.</p> <p>Use textile and sewing skills as part of a project (including running stitch, cross-stitch, back stitch, appliqué and / or embroidery)</p> <p>Work back into work and mix media.</p>	<p>Develop range of stitches.</p> <p>Use the computer to create designs and print onto fabric using transfer paper.</p> <p>Use techniques that help to convey the purpose of work.</p> <p>Develop a preference for a preferred type of textile work.</p> <p>Develop and create a range of pieces in a particular style, for a range of purposes.</p>
<p>Textiles</p> <p>Fabric</p> <p>Weaving</p> <p>Placemat</p> <p>Loom</p> <p>Alternate</p> <p>Crayons</p>	<p>Batik dye</p> <p>Dye</p> <p>Wax</p> <p>Resist</p> <p>Ink</p> <p>Apple</p> <p>Set</p>	<p>Pattern</p> <p>Line</p> <p>Texture</p> <p>Colour</p> <p>Shape</p> <p>Stuffing</p>	<p>Thread</p> <p>Needle</p> <p>Textiles</p> <p>Decoration</p>		

Critical Studies - to appear throughout all topics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe what they can see and like in artists work.</p> <p>Ask sensible questions about a piece of art.</p> <p>Describe similarities/ difference between drawings, paintings and sculptures by well-known artists and designers.</p>	<p>Say how artists have used shape, colour and pattern (evidence in sketchbook).</p> <p>Create a piece of work in response to another artists work.</p> <p>Describe who their work is similar and different to the work of a well-known artist or designer.</p> <p>Recreate in the same style of an artist, designer or sculptor.</p>	<p>Compare different artists of the same style.</p> <p>Understand others' points of view by looking at work and trying to understand what the artist might have been thinking and feeling.</p> <p>Look at a movement of art, or a selection of images by the same artist, designer, sculptor.</p> <p>Create work that has been inspired by an artist, designer or sculptor using some of the same techniques.</p> <p>Start to use a sketchbook to record findings.</p>	<p>Discuss and describe well-known artists work.</p> <p>Explain how their work is similar or different to an artist's work.</p> <p>Explain art from periods of history.</p>	<p>Use research and knowledge on different artist styles to experiment in their own work.</p> <p>Learn about the work of others by looking at books, the internet and galleries.</p> <p>Use observational skills to replicate artists work.</p> <p>Explore the impact of well-known artists' work on the society at the time.</p> <p>Use ICT to research and find out more about particular artists, designers or sculptors.</p> <p>Use a sketchbook to build up a study of an artist using illustrations and annotations.</p> <p>Devise own work based upon my findings of artists.</p>	<p>Say who and what their work has been influenced by.</p> <p>Use features of researched artists in their own work.</p> <p>Explore the impact of the artist's work on society at the time.</p> <p>Write about their work making reference to how it was created, which techniques were used and what effect it has on the viewer.</p> <p>Devise a piece of work based upon an original piece of work and change it to be their own whilst still retaining the original feel.</p> <p>Comment on others work and suggest ways in which it could be improved.</p>

Use of sketchbook - to appear throughout all topics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a year group sketchbook to show the progression of their work.</p> <p>Use their sketch book to show initial ideas, thoughts and feelings about a piece of art work</p>	<p>Use a year group sketchbook to demonstrate their ideas through photos in their books.</p> <p>Use annotation in their books to show how their ideas have progressed.</p> <p>Keep notes in their sketchbook about what changes they have or would make to their work.</p> <p>Use their sketchbook to show knowledge (e.g. art history) that they have learnt.</p>	<p>Use their sketchbook to express likes and dislikes about a subject.</p> <p>Use annotations to write an explanation of their sketch.</p> <p>Use sketchbooks to record initial ideas and observations.</p> <p>Suggest improvements to their work that is in the sketchbook.</p> <p>Use their sketchbook to show knowledge (e.g. art history) that they have learnt.</p>	<p>Use their sketchbook to express personal feelings about various subjects.</p> <p>Outline likes and dislikes of a piece of artwork.</p> <p>Use sketchbooks to adapt and improve their original ideas.</p> <p>The sketchbook should have notes about the purpose of the work.</p> <p>Use their sketchbook to show knowledge (e.g. art history) that they have learnt.</p>	<p>Use their sketchbook to show how ideas have developed and improved.</p> <p>Use annotations in the sketchbook to show what further changes they would make.</p> <p>Use their sketchbook to show how children have compared and discussed ideas with others.</p> <p>Use their sketchbook to show knowledge (e.g. art history) that they have learnt.</p>	<p>The sketchbook should have detailed notes about items and pieces of work.</p> <p>Children should make explicit reference to methods and skills used in art work they have created or artwork of Others.</p> <p>Sketchbooks should contain research on artists and links to how this has influenced the work created.</p> <p>Children can use their sketchbook to reflect on their work (and other children's work) and its meaning and purpose.</p> <p>Use their sketchbook to show knowledge (e.g. art history) that they have learnt.</p>

Exploring, developing and evaluation - <i>to appear throughout all topics</i>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Respond positively to ideas and starting points.</p> <p>Explore ideas and collect information.</p> <p>Describe differences and similarities and make links to their own work.</p> <p>Explore ideas from imagination or from real starting points.</p> <p>Try different materials and methods to improve</p> <p>Comment on differences in others' work and suggest ways of improving own work.</p> <p>.</p>		<p>Explore ideas from first-hand observations.</p> <p>Question and make observations about starting points and respond positively to suggestions.</p> <p>Adapt and refine ideas.</p> <p>Comment on similarities and differences between their own and others' work.</p> <p>Adapt and improve own work.</p>		<p>Review and revisit ideas in sketchbooks.</p> <p>Annotate work in sketchbook.</p> <p>Offer feedback using technical vocabulary.</p> <p>Use digital technology as sources for developing ideas.</p> <p>Explore ideas and collect visual and other information to help develop own work.</p> <p>Make comments on the ideas, methods and approaches used in own and others' work, relating these to the context in which their work was made.</p> <p>Adapt and refine work to reflect the purpose and meaning of the work.</p> <p>Analyse and comment on ideas, methods and approaches used in own and others' work, relating these to its context.</p> <p>Adapt and refine work to reflect my own view of its purpose and meaning.</p>	
<p>Work of art</p> <p>Idea</p> <p>Observe</p>	<p>Improve</p> <p>Focus</p> <p>Design</p> <p>Starting point</p>	<p>Line</p> <p>Pattern</p> <p>Texture</p> <p>Form</p> <p>Detail</p>	<p>Record</p> <p>Question</p> <p>Refine</p>	<p>Sketchbook</p> <p>Develop</p> <p>Shape</p> <p>Structure</p>	

Communication ICT <i>can this fit within computing or be weaved throughout topics?</i>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a digital camera and manipulate the pictures using a simple programme such as 2photo. Use the frame tool.</p> <p>Use a paint programme such as Fresco to create pictures and patterns. Explore the symmetry effect. Know how to save and reopen work and change their picture. Print work out.</p> <p>Use a digital art pad.</p>	<p>Know about animation by using flick books and a zoetrope. Make own strips and books.</p> <p>Make a simple drawn animation using 2animate.</p> <p>Create their own picture and edit their own work using cut, copy, paste and erase.</p> <p>Take photos displaying different moods.</p>	<p>Use the printed picture and work back into the piece to produce art.</p> <p>Use ICT programs to create art that includes their own work and the work of others.</p> <p>Use a digital camera and video camera. Edit and manipulate photos using a simple programme. Print results and use to create collage and other art.</p>	<p>Use a scanner to get art on to the screen, manipulate and print out.</p> <p>Use a paint programme to create specific effects. Add text to create illustrated poems etc. Use the tile and drop tool to create wrapping paper or wallpaper.</p> <p>Use the cut and paste tools.</p> <p>Experiment with flipping and turning motifs.</p> <p>Present their work on a slide show.</p> <p>Combine graphics and text based on their research.</p>	<p>Make animations using PowerPoint and 2animate.</p> <p>Make drawn and stop motion animations with a webcam.</p> <p>Use ICT to create work that includes the integration of digital images.</p> <p>Combine graphics and text based on their research.</p> <p>Use software to develop, alter and adapt them into work with meaning.</p> <p>Create digital images with animation and sometimes incorporate sound to communicate their ideas.</p> <p>Take digital photographs and enhance them using computer software.</p> <p>Keep notes in sketchbook about how to develop work further.</p>	<p>Use software packages to create pieces of digital art.</p> <p>Create a piece of art that can be used as part of a wider presentation and project.</p> <p>Type up descriptions or evaluations of art for display by the finished work.</p> <p>Create digital images with some animation, video or sound to communicate ideas.</p> <p>Look at the work produced by themselves, and that of others', discussing whether it meets the purpose.</p> <p>Keep notes in sketchbook about how to develop work further.</p>