**Key Stage 1 Curriculum Progression**[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwje1pj_zIrcAhUDUhQKHUNFBgkQjRx6BAgBEAU&url=http://worldartsme.com/art-area-clipart.html&psig=AOvVaw2vV93hjeGw9TMKaSDDvD1O&ust=1530970824618696)

**Art**

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| **Key Stage 1 National Curriculum Programme of Study** | Pupils will be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |

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|  | **Year 1** | **Year 2** |
| **Artists and Pieces Studied** | 1. Janette Summerfield – The Red Tree  2.Jim Gary- Twentieth Century Dinosaurs  3. Paul Klee – Senecio | 1.Stephen Wiltshire – A range of City Scapes  2.Henri Matisse – The Snail  3.Kaffee Fassett – Smouldering Stars |
| **Generating ideas and Evaluating ideas** | GE1introduce a sketchbook, as being a place to record individual response to the world.  GE3 understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).  GE5 feel able to express and share an opinion about the artwork. | GE2 develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.  GE4 practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen and drawing to experiment.  GE5 feel able to express and share an opinion about the artwork. |
| **Knowledge and Understanding** | KU1 recognise and describe some simple characteristics of different kinds of art, craft and design  KU3 explore names of tools, techniques and formal elements  KU5 learn and use ideas of artists. | KU2 know how to recognise and describe some simple characteristics of different kinds of art, craft and design  KU4 know some of the names of tools, techniques and formal elements  KU6 explore different artists |
| **Drawing** | D1 experiment with a variety of drawing tools: pencils, rubbers, crayons, pastels and chalks  D3 draw lines and shapes from observations  D5 invent lines and shapes in drawing  D6 explore different textures | D2 develop skills through experimentation with various drawing media: pencil, chalk, soft pastel and charcoal.  D4 explore a variety of drawing starting points  D7 investigate tone by drawing light/dark lines, patterns and shapes |
| **Digital media** |  | DM1 explore ideas using digital sources i.e. internet, iPad |
| **3D design** | 3D1 explore, discover and invent ways for 2d to transform into 3d sculpture.  3D2 explore modelling materials such as plasticine and clay in an open-ended manner, to discover what they might do  3D3 use basic tools to help deconstruct (scissors) and then construct (glue sticks). |  |
| **Painting** | P1 recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours.  P3 experiment with different brushes (including brushstrokes) and other painting tools;  P6 mix and match colours to artefacts and objects | P2 revisit colour mixing and understand relationships of primary and secondary colours.  P4 add white and black to alter tints and shades;  P5 use different sized brushes and techniques  P6 mix and match colours to artefacts and objects. |
| **Printing** | PR1 explore pattern, line, shape and texture.  PR2 explore simple printmaking. For example, using plasticine, found materials or quick print foam.  PR3 design and build repeating patterns and recognise pattern in the environment |  |
| **Textiles** |  | T1 choose fabrics/threads based on colour, texture and shape  T2 cut and shape fabric using scissors/snips  T3 apply shapes with glue, stitching and weaving. |
| **Collage** | C1 use some materials that have been cut, torn and glued;  C2 sort and arrange materials by colour and shape;  C5 arrange and glue materials. | C3 create images from a variety of media e.g. coloured paper, fabric, crepe paper, tissue paper etc  C4 collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour  C5 arrange and glue materials to different backgrounds. |

**Lower Key Stage 2 Curriculum Progression**[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwje1pj_zIrcAhUDUhQKHUNFBgkQjRx6BAgBEAU&url=http://worldartsme.com/art-area-clipart.html&psig=AOvVaw2vV93hjeGw9TMKaSDDvD1O&ust=1530970824618696)

**Art**

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| **Key Stage 2 National Curriculum Programme of Study** | Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils will be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials * about great artists, architects and designers in history |

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|  | **Year 3** | **Year 4** |
| **Artists and Pieces Studied** | 1. Banksy – The flower Thrower  2. Lucie Rie – Footed Bowl 1980  3. George Seurat/ Hokusai -The Hokusai Wave | 1.Alison Lambert - Penelope  2.David Hageman – Ben Nevis  3. Andy Warhol – Marilyn Monroe |
| **Generating ideas and Evaluating ideas** | GE1 continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.  GE2 practice and develop sketchbook use e.g. drawing to discover, drawing to show you have seen.  GE3 feel able to express and share an opinion about their artwork and others. | **GE1** continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.  GE2 practice and develop sketchbook use e.g., exploring colour, exploring paint and testing ideas  GE3 feel able to express and share an opinion about the artwork. |
| **Knowledge and Understanding** | KU1 know that different forms of creative works are made by artists from all cultures and times, for different purposes.  KU3 be able to talk about the materials, techniques and processes they have used, using learnt vocabulary  KU4 learn about different artists processes | KU2 know about and describe some of the key ideas and techniques of a variety of artists from different cultures and times.  KU5 be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary  KU6 explore different pieces of artwork |
| **Drawing** | D1 experiment with the potential of various pencils  D3 draw from observation e.g. perspective, landscapes.  D5 continue to implement marks and lines with different of implements e.g. pencil, crayon, oil pastels etc.  D7 create texture and pattern in drawing. | D2 experiment with different grades of pencil to achieve varied tone.  D4 close observation for scale and proportion  D6 accurate drawings of people particularly faces  D8 implement marks and lines with a range of implements e.g. chalk, charcoal, oil pastels etc. |
| **Digital media** | DM1 explore ideas using digital sources i.e. internet, iPad | DM1 explore ideas using digital sources i.e. internet, iPad |
| **3D design** | 3D1 plan, design and make models from observation or imagination.  3D2 make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture, e.g. Greek vase. | 3D1 plan, design and make models from observation or imagination.  3D3 experiment by modelling clay into malleable 3D shapes to give basis to explore.  3D4 develop skills in joining, extending and modelling clay. |
| **Painting** | P1 explore painting on new surfaces using colour as decoration e.g. paint Greek vase  P3 Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour/combinations affect the outcome.  P5 Experiment with different techniques-apply colour using dotting, scratching, splashing | P2 explore different effects and textures including washes, thickened paint creating textural effects.  P4 Experiment colour mixing and matching; tint, tone, shade. To show accuracy from real life observation, artwork  P6 Experiment with a range of painting implements to create texture and effect. |
| **Printing** | PR1 experiment with repeating patterns | PR2 create printing blocks using relief or impressed method  PR3 explore repeating patterns  PR4 print with two colour overlays. |
| **Collage** | C1 experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. |  |

****[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwje1pj_zIrcAhUDUhQKHUNFBgkQjRx6BAgBEAU&url=http://worldartsme.com/art-area-clipart.html&psig=AOvVaw2vV93hjeGw9TMKaSDDvD1O&ust=1530970824618696)**Upper Key Stage 2 Curriculum Progression**

**Art**

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| **Key Stage 2 National Curriculum Programme of Study** | Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils will be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials * about great artists, architects and designers in history |

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|  | **Year 5** | **Year 6** |
| **Artists and Pieces Studied** | 1. Norse Art – A range of artwork  2. Charles Macintosh – The Rose  3. Frieda Kahlo – The Frame | 1.Julia Dumbarton – Icelandic Glow  2. L.S Lowry – Street Scene  3. Henry Moore – The Underground |
| **Generating ideas and Evaluating ideas** | GE1 Increasingly see the sketchbook as a place which raises questions, so that the link between sketchbook, journey and outcome becomes understood.  GE2 Practice and develop sketchbook use, incorporating the following activities: testing ideas, collecting, sticking, writing notes,  GE3 Share how other artists/artwork inspired your artwork | GE1 Increasingly see the sketchbook as a place which raises questions, so that the link between sketchbook, journey and outcome becomes understood.  GE2 Practice and develop sketchbook use, incorporating the following activities, looking back, thinking forwards, reflecting, making links.  GE3 Share how other artists/artwork inspired you and how your work fits into larger context. |
| **Knowledge and Understanding** | KU1 be able to know and describe the work of artists  KU2 describe the materials, techniques and processes they’ve used, using appropriate vocabulary  KU3 Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey | KU1 be able to know and describe the work of artists  KU2 describe the materials, techniques and processes they have used, using appropriate vocabulary. And how they hope to achieve high quality outcomes  KU3 Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey |
| **Drawing** | D1 experiment with marks and lines with a range of implements e.g. charcoal, chalk, pencil, crayon, pens etc  D3 experiment with different grades of pencil to achieve varied tone  D5 create texture and pattern in drawing with a range of implements. | D2 produce accurate drawings of whole people, landscape and perspective drawings including proportion and placement  D4 experiment with marks and lines with a range of implements e.g. charcoal, chalk, pencil, crayon, oil pastals.  D5 create texture and pattern in drawing with a range of implements. |
| **Digital media** | DM1 explore ideas using digital sources i.e. internet, iPad  DM2 take photos of work made so that a record can be kept, to capture progression. | DM1 explore ideas using digital sources i.e. internet, iPad.  DM2 take photos of work made so that a record can be kept, to capture progression. |
| **3D design** |  | 3D1 plan, design and make models from observation or imagination.  3D2 explore modelling with clay to make a sculpture, e.g. people, thinking about joining and assembling to create the desired outcome. |
| **Painting** | P1 using previous knowledge to identify and use different painting techniques (from skills or artists) to create different outcomes  P2 to control and experiment with particular qualities of tone, shade, hue and mood  P4 to select appropriate tools specifically to the outcome i.e. brush sizes. | P1 using previous knowledge to identify and use different painting techniques (from skills or artists) to create different outcomes  P3 to use colour mixing to explore moods and feelings, thinking about the outcome they want to achieve  P5 to consider artists use of colour and the application they used to achieve a high outcome.  P6 to select appropriate tools specifically to the outcome i.e. brush sizes. |
| **Printing** | PR1 create printing blocks using relief or impressed method  PR2 develop print techniques relief or impressed method |  |
| **Textiles** | T1 use different techniques e.g. printing, weaving and stitching to create different textural effects.  T2 develop skills in stitching, cutting and joining |  |