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**Planning and Progression: Art**

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| **Topics** | **FS** | **Y1/2** | | **Y3/4** | | **Y5/6** | |
| My World, Seasons and Celebrations  Wonderful weather, We are heroes  Terrific tales, Watch it grow | CYCLE A  London  Transport  Me On My Map  Bridges  Water’s Edge | CYCLE B  Puppets  History of Toys  Explorers  Grimsby and India  Victorian Cleethorpes  Our Seaside | CYCLE A  Natural Disasters  Romans  Tudors  Amazon Rainforest  Ancient Egypt  Rivers | CYCLE B  Chocolate: From bean to bar  The Mayan Civilisation  Grimsby Heritage Centre  Our Local Area  Prehistoric Britain  Coastlines | CYCLE A  WW2  Shackleton  Extreme Environments  Olympic Legacies | CYCLE B  Town and Country  Guy Fawkes  Viking Raiders  Fair Trade  Keen To Be Green |
| **Developing Ideas** | * Create collaboratively * Share ideas, resources and skills. * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Use thick and thin brushes. | * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop, including technology. | | * Develop ideas from starting points throughout the curriculum. * Use sketchbooks to explore and develop ideas and collect information and resources. * Adapt and refine ideas as they progress, reviewing and revisiting as appropriate. | | * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketchbook. * Use the qualities of materials to enhance ideas experimenting with the elements of line, tone, colour, form, texture, space and shape. * Spot the potential in unexpected results as work progresses. * Comment on artworks with a fluent grasp of visual language. * Explore different techniques and effects. E.g. symmetry, rotation, distortion, stretching, melting, fragmentation, enlargement. | |
| **Mastering Techniques** | **Painting**   * Continue to explore colour. * Know the primary colours and that mixing these will create a new colour. * Explore using different tools for painting. * Hold and manipulate a paintbrush with increasing control.   **Drawing**   * Know a pencil can create different lines * Hold and move a pencil with increasing control. * Explore coloured pencils for different effects and drawing pictures of animals and plants. * Use a pencil to explore and create curved and straight lines. * Explore, the natural world around them making observations.   **Sculpture**   * Begin to manipulate materials to create a model. * Know how to mould different resources to make a sculpture e.g. clay. * Use techniques such as paper folding, rolling and cutting. | **Painting**   * Use thick and thin brushes. * Mix primary colours to make secondary. * Explore adding white to colours to make tints and black to colours to make tones. * Experiment with watercolours and poster paints.   **Drawing**   * Draw lines of different sizes and thickness, using different media and grades of pencil and with increasing complexity and detail. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils. * Select different drawing tools to create effect. * Begin to develop observational drawing skills.   **Sculpture**   * Use clay and other mouldable materials. * Manipulate malleable materials – explore rolling, pinching and kneading. * Explore using natural and man-made materials to create sculptures. * Match and sort fabrics and threads. | | **Painting and Printing**   * Explore and use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. * Begin to mix specific colours/tones effectively. * Begin to use watercolour paint to produce washes for backgrounds then add detail. * Experiment with creating mood with colour.   **Drawing**   * Draw lines of different sizes and thickness. * Show different tones by using coloured pencils. * Select media and materials to explore and create effects. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils.   **Sculpture**   * Plan, adapt and make models. * Create and combine shapes to create recognisable forms. * Explore different ways to join clay. * Add materials to provide interesting detail. * Use tools to carve and add shapes, texture and pattern. | | **Painting and Printing**   * Select different brush techniques using thick and thin brushes to create different effects. * Mix tones/colours and layering effectively. * Use watercolour paint to produce washes for backgrounds then add detail. * Create mood and movement with colour.   **Drawing**   * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement.   **Sculpture**   * Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). * Use clay to create their own 3D designs. * Explore different ways to layer and join clay including: slabs, coils, slips. * Show life-like qualities and real-life proportions or abstract interpretations. * Use tools to carve and add shapes, texture and pattern with increasing accuracy. | |
| **Learning About Artists, Craft- Makers and Designers** | * Examine and describe the work of notable artists.   **Artist Study**  Frieda Kahlo – portraits  Eric Carle – mixed media | * Describe the work of notable artists, artisans and designers. * Describe and compare the work of different artists identifying similarities and differences. * Begin to identify what they like and dislike about the work of artists and designers. * Use some of the ideas of artists studied to create their own pieces.   **Artist Study**  Stephen Wiltshire – line drawing  Modigliani - portraits | | * Replicate some of the techniques used by notable artists, artisans and designers. * Create original pieces that are influenced by studies of others. * Comment on artworks using visual language.   **Artist Study**  Lindsay Phillip Butterfield , William Morris, Orla Kiely  Claude Monet - water paintings (Water Lilies, The Water Lily Pond, Bridge Over a Pond of Lilies, Argenteuil, Morning on the Seine)  Georgia O’Keefe | | * Give details (including own sketches) about the style of some notable artists, artisans and designers. * Discuss how the work of those studied was influential in both society and to other artists. * Create their own pieces drawing on style and effects of artists, designers and craftsmen.   **Artist Study**  Sir Claude Francis Barry (Blitz skyline)  Ancient Greek art and Olympic pictograms  Andy Warhol, Roy Lichtenstein, Keith Haring (Pop Art)  Norse mythical beasts and jewellery  Pablo Picasso, George Braque – cubist portraits | |