



Art and Design at Longparish C.E. Primary School

**Progression of skills
and
National Curriculum coverage**

National Curriculum Guidance: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and the wealth of our nation.			
Art Knowledge and Skills	Year 1/2	Year 3/4	Year 5/6
Curriculum Objectives	Pupils should be taught: <ul style="list-style-type: none"> - 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 	Pupils should 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 should be taught: <ul style="list-style-type: none"> - 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 [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history. 	
Vocabulary	Tone, light, dark, shading, tint, landscape, colour wash, line, shape, form, secondary colours, malleable, portrait, self-portrait, craft maker, designer, silhouette	Third dimension, perspective, observations, texture, complimentary colours, shades, colour blocking, sculpture, armature, marquette, mood, architect, culture	Contrast, composition, scale, proportion, focal point, horizon, atmosphere, adaptations, lino-printing, over-laying, depth
Developing Ideas Exploring different art mediums, skills and techniques through experimentation, drafting and visually planning ideas.	<ul style="list-style-type: none"> ● To develop my ideas. Record simple media explorations in a sketchbook, such as different mediums, techniques and skills. Use a sketchbook to plan and develop simple ideas.	<ul style="list-style-type: none"> ● To develop and annotate my ideas. Use sketchbooks to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.	<ul style="list-style-type: none"> ● To develop and critique my ideas and identify next steps. Use sketchbooks to record media exploration, experimentations and observations, making detailed notes and critiques to identify next steps.

	<p>Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform other work.</p> <p>Use of 'Note to Self' notes to make simple notes on techniques and mediums.</p>	<p>Make notes about techniques used by other artists to inform future artworks. Annotate ideas for improving my work using the language of art.</p> <p>Express likes and dislikes through annotations.</p> <p>Use a sketchbook to adapt and improve original ideas.</p> <p>Use of 'Note to Self' notes to make notes on techniques and mediums.</p>	<p>Plan sculptures through drawing and other preparatory work, including how to join parts of the sculpture.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out original ideas, plan colours, draft and collect source material for future works.</p> <p>Make adaptations when necessary and explain reasons for my choices.</p> <p>Use of 'Note to Self' notes to make detailed notes on techniques and mediums.</p>
<p>Drawing</p> <p>Developing the children's use of drawing tools (pencils, chalk, pens, charcoal etc).</p>	<ul style="list-style-type: none"> ● To use a drawing tool such as a pencil with control. ● To develop a range of tones using a pencil ● To explore different grades of pencil ● To use drawing techniques to create light/dark lines ● To explore facial features and emotion ● To draw from observation <p>Experiment with a variety of drawing tools; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk etc. Demonstrate control over the types of marks made with a range of tools. Draw on different surfaces/paper with a range of tools. Develop a range of tones using a pencil and use a variety of drawing techniques</p>	<ul style="list-style-type: none"> ● To use a drawing tool such as a pencil with confidence and experience. ● To experiment with different grades of pencil to create variations in tone. ● To explore the third dimension and simple perspective. ● To draw movement in figures and forms. ● To show facial expressions when drawing faces. ● To represent texture in my drawings. <p>Develop intricate patterns/ marks with a variety of drawing tools. Demonstrate experience and confidence with a range of drawing tools, including different grades of pencil. Indicate facial expressions in drawings.</p>	<ul style="list-style-type: none"> ● To create a detailed drawing using an array of artistic techniques. ● To develop my use of (<i>line, tone, pattern, texture</i>) through reflection. ● To make informed choices on techniques I use within my artworks. ● To use tonal contrast to create light and dark. ● To use perspective using a single focal point and horizon. ● To use composition. scale and proportion in my drawings. <p>Work in a sustained and independent way to create a detailed drawing over one or multiple sessions working on the same piece.</p> <p>Develop a key element of their work through reflection: line, tone, pattern, texture.</p>

	<p>such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Investigate light/dark lines and patterns using a pencil.</p> <p>To begin to explore facial expressions and emotions.</p> <p>Draw from observation.</p> <p>Begin to understand tone through the use of different grades of pencil (for example: HB, 2B, 4B).</p> <p>Possible artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne</p>	<p>Begin to show consideration in the choice of pencil grade I use.</p> <p>Experiment with different grades of pencil and other tools to achieve variations in tone and make marks on a range of materials.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made.</p> <p>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p> <p>Possible artists: Picasso, Hopper, Goya, Sargent, Holbein.</p>	<p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Start to develop their own unique style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their drawings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Possible artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt. Have opportunity to explore modern and traditional artists using ICT and other resources.</p>
<p>Painting</p> <p>Developing the children's control and technique (colour, pattern, layering, mixing media, texture etc) when using paints and paint brushes.</p>	<ul style="list-style-type: none"> ● To experiment and control marks made with (<i>insert painting tool here</i>). ● To explore painting techniques (layering, mixing media and adding texture). ● To explore tints and tones. ● To understand the colour wheel and colour spectrums. ● To mix secondary colours. 	<ul style="list-style-type: none"> ● To use a range of brushes with control. ● To explore different textures and effects. ● To use light and dark within a painting. ● To use and explore complementary colours. ● To mix colours, shades and tones. ● To develop a painting from a drawing. 	<ul style="list-style-type: none"> ● To confidently and purposefully use a range of painting tools. ● To experiment with different textures and effects. ● To develop my use of colour, tone and shade. ● To use colour to create atmosphere and light effects. ● To use my experiences to make my own decisions about my paintings. ● To critique my paintings and make adaptations.

	<p>Experiment and control the marks made with a range of painting media and tools, e.g. different brush sizes, hands, feet, rollers and pads. Explore techniques such as layering, mixing media and adding texture. Begin to understand how to make tints using white, and tones by adding black to make darker and lighter shades. Build confidence in mixing colours, shades and tones. Understand the colour wheel and colour spectrums. Be able to mix all secondary colours. Show control over the types of marks made with a range of media, including painting on different surfaces. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. Explore how to create a background using a simple colour wash. Explore the work of an artist through painting.</p> <p>Possible artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal.</p>	<p>Use a range of brushes to demonstrate increasing control the types of marks made. Experiment with different effects and textures including; blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a colour wash and explore different techniques. Work in the style of a selected artist (not copying an artwork). Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Mix colour, shades and tones with increasing confidence.</p> <p>Possible artists/movements: Rothko, Rivera, Indian Miniatures, O'Keefe, Hopper, Rembrandt, Abstract, Expressionism</p>	<ul style="list-style-type: none"> ● To develop my paintings from previous drawings and ideas. <p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Confidently and purposefully control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Develop their own style using tonal contrast and mixed media. Understanding which tools and techniques work well in their artwork and why. Make informed decisions about their paintings built from previous experiences. Work in the style of a selected artist (not copying an artwork) and select appropriate techniques and mediums. Critique their own work and develop their paintings from previous drawings. Possible artists: Lowry, Matisse, Magritte. Have an opportunity to explore modern and traditional arts.</p>
--	--	---	---

<p>3D</p> <p>Develop and experiment with a variety of malleable materials using a range of different techniques.</p>	<ul style="list-style-type: none"> ● To understand how to use tools and equipment safely and correctly. ● To experiment and use a variety of tools and malleable materials. ● To use <i>(insert malleable material here)</i> to create <i>(insert imaginary or realistic form here)</i> using a variety of techniques. ● To impress and apply simple decorations to improve the appearance of my model. <p>Experiment and use a variety of tools and malleable materials such as clay, papier-mache, salt dough, modroc with increasing confidence.</p> <p>Use a malleable material to create an imaginary or realistic form - e.g. clay pot, figure, structure etc.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching, kneading and carving. Impress and apply simple decoration techniques, including painting.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Possible artists: Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo.</p>	<ul style="list-style-type: none"> ● To use tools and equipment safely and correctly and work in a safe, organised way. ● To confidently use a variety of tools and malleable materials. ● To join two parts to create a sculpture. ● To use a variety of finishes and patterns to improve the appearance of my model. ● To create a model over an armature. ● To explore carving as a form of 3D art. ● To adapt my work, explaining why using the language of art. ● To show awareness of the effect of time upon sculptures. <p>To use a variety of tools and malleable materials such as clay, papier-mache, salt dough, modroc with confidence.</p> <p>Work in a safe, organised way, caring for equipment.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Join two parts successfully, exploring the score and slip method.</p> <p>Construct a simple base for extending and modelling other shapes. Produce more intricate surface patterns/textures and use them when appropriate.</p>	<ul style="list-style-type: none"> ● To use tools and equipment safely and correctly and work in a safe, organised way. ● To confidently model and develop 3D artworks using <i>(insert material here)</i>. ● To create a model over an armature. ● To use a range of finishes with experience. ● To recognise and explore sculptural forms in the environment. ● To confidently carve a 3D artwork. <p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations (e.g. newspaper frame for modroc).</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Show increasing confidence to carve a simple form.</p>
---	---	---	---

		<p>Decorate, coil, and produce maquettes confidently when necessary. Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Explore carving as a form of 3D art. Use language appropriate to skill and technique.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Show awareness of the effect of time upon sculptures.</p> <p>Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art), Egyptian Artefacts, Christo.</p>	<p>Use language appropriate to skill and technique.</p> <p>Possible Artists: Frink, Balla, Andre. Have opportunity to explore modern and traditional arts.</p>
<p>Printmaking</p> <p>To broaden the children's artistic techniques and use of materials to create different images and effects.</p>	<ul style="list-style-type: none"> • To print a simple picture using <i>(insert material here)</i>. • To explore impressed printing/printing in relief/mono-printing <i>(delete appropriate)</i> • To use equipment and materials correctly and produce a clean printed image. • To identify different forms of printing. 	<ul style="list-style-type: none"> • To use print a picture using <i>(insert technique here)</i>. • To use impressed printing/printing in relief/mono-printing <i>(delete appropriate)</i> to create an artwork. • To explore 3 colour printing. • To use my experience of printing to create an artwork using different objects. • To use printmaking to create detailed repeated patterns 	<ul style="list-style-type: none"> • To demonstrate experience and skill when using <i>(insert printing technique or tool here)</i>. • To overlay colours and mixed media in print-making for effect • To explore lino-printing techniques safely <p>Use tools in an experience and safe way.</p> <p>Demonstrate experience in a range of printmaking techniques.</p>

	<ul style="list-style-type: none"> ● To create a repeated pattern using printing. ● To experiment with overprinting motifs and colour. <p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge, rollers. Experience impressed printing: e.g. printing from objects., drawing into paint. Print on a variety of materials. Use equipment and media correctly and be able to produce a clean printed image. Explore simple printing techniques - i.e. printing in relief and mono-printing. Begin to identify forms of printing: Books, posters, pictures, fabrics. Use printmaking to create a repeating pattern. Begin to experiment with overprinting motifs and colour.</p> <p>Possible artists: Warhol, Hokusai, Hiroshige, Escher</p>	<p>Print pictures using different printing techniques. Continue to explore both monoprinting and printing in relief. Explore and experience 3 colour printing. Demonstrate experience in combining prints taken from different objects to produce an end piece. Demonstrate experience when printing on a range of materials (i.e. fabric, card etc). Use print-making to create a repeating pattern with confidence.</p> <p>Possible artists: Morris, Labelling, Rothenstein, Kunisada</p>	<p>Continue to gain experience in over-laying colours. Start to overlay prints with other media. Show experience in a range of printing techniques - monoprinting, printing in relief, impressed printing. Explore lino printing and learn how to use tools safely. Describe techniques and processes. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media.</p> <p>Possible artists: Advertising, Bawden, Modern and Traditional arts.</p>
Techniques To broaden the children's skills using texture, pattern, colour, line and tone. This can include using technology.	<ul style="list-style-type: none"> ● To investigate texture and pattern ● To understand links between colour and emotion ● To create a collage using a range of materials ● To take a self-portrait 	<ul style="list-style-type: none"> ● To create textures and patterns ● To understand different viewpoints within art ● To express mood and emotion using colour for effect ● To create a collage landscape. 	<ul style="list-style-type: none"> ● To use tone, tint, light and shade ● To use colour for mood and atmosphere. ● To use collage within an artwork to add detail, depth and interest.

	<ul style="list-style-type: none"> ● To user a computer paint program to create a picture <p>Investigate textures by describing, naming, rubbing, copying. Explore a wide range of patterns and textures. Begin to understand and express links between colour and emotions. Use line and tone in different media to consider shape, shade, pattern and texture. Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) Make collages using a range of materials. Use collage to create a portrait. Take a self-portrait or a photograph on an iPad or Chromebook. Use a computer paint program to create a picture.</p>	<ul style="list-style-type: none"> ● To create a digital artwork <p>Create textures and patterns with a wide range of drawing implements. Create art works from natural materials to show an awareness of different viewpoints of the same object. Express links between colour, mood and emotions. Experiment with different grades of pencil and other implements to achieve variations in tone. Make landscape collages using a range of materials and techniques. Use complimentary and contrasting colours for effect within artworks. Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet). Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</p>	<ul style="list-style-type: none"> ● To create a digital artwork <p>Including tones, tints, light and shade in artworks, becoming increasingly subtle as understanding and skill in using these techniques develop. Consider the use of colour for mood and atmosphere. Use collage within other art forms to add detail, depth and interest. Use images and computer software to alter, adapt and create work with meaning. Have the opportunity to explore modern and traditional artists using ICT and other resources. Combine a selection of images using digital technology considering colour, size and rotation.</p>
Artists and Reflection Exploring the work of an array of artists, craft makers, designers and architects as well reflecting using the language of art on their own work and that of other artists.	<ul style="list-style-type: none"> ● To learn about the work of (insert artist, craft maker or designer here) ● To create an artwork in the style of (insert artist, craft maker or designer here) ● To reflect on my work using the language of art <p>Learn about different artists, craft makers and designers describing the differences and similarities between</p>	<ul style="list-style-type: none"> ● To learn about the work of (insert artist, craft maker, architect or designer here) ● To create an artwork in the style of (insert artist, craft maker, architect or designer here) ● To reflect on my work and that of others using the language of art 	<ul style="list-style-type: none"> ● To learn about the work of (insert artist, craft maker, architect or designer here) ● To create an artwork in the style of (insert artist, craft maker, architect or designer here) ● To critically reflect on my work and that of others using the language of art

	<p>different practices and disciplines, and making links to their own work. Express thoughts and feelings about a piece of art, including how it makes them feel. Look at and talk about their own work and that of other artists and the techniques they had used expressing their likes and dislikes. Reflect and explain the successes and challenges in a piece of art created. Identify changes they might make or how their work could be developed further.</p>	<p>Learn about the work of a range of artists, craft makers, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Discuss their own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and other periods of time. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Compare the style of different styles and approaches. Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work.</p>
--	--	--	---