

Art and Design Knowledge and Skills Progression

'As Artists we experiment with techniques and media so we can create artwork that reflects ourselves and the world around us.'

observe, admire, experiment, develop, create, evaluate



*observe, admire, experiment,
develop, create, evaluate*

Art Intent

Art and Design provides space for pupils to express themselves and channel creative energy. Our Art and Design curriculum enables pupils to recognise how art is used by artists to reflect their perception of the world around them. Pupils will develop subject specific vocabulary allowing them to voice their opinion and deepen their understanding. Art is meant to be seen! Throughout school, there are opportunities for pupils to share and celebrate their work. Pupils are taught specific, artistic skills over time and are given opportunities to build on prior learning and make connections with their own work and the work of others. Pupils have the chance to explore and develop skills using a variety of materials and develop a sense of personal preference.

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EYFS

At Pye Green, we recognise the fundamental role a child's early years has in shaping the person and learner they become. Our curriculum is designed to build upon the strong foundations set down in our Early Years Foundation Stage. Each curriculum subject takes note of its predecessors in the EYFS, building upon and making links with prior learning.

Art and Design

Pupils have daily access to a Creative Area in the EYFS where activities are carefully planned to allow pupils to learn and explore the foundations of Art and Design in fun and engaging ways. Many of the activities are linked to focus stories and topic themes, but pupils have the freedom to, and are encouraged to, be as creative as they can! Pupils can paint, draw, sculpt and create inside and out learning through teaching and exploratory play.

Development Matters - Expressive Arts and Design

Exploring and Using Media and Materials-

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative -

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

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NC Art and Design - pupils should be taught:		Y1	Y2
to use a range of materials creatively to design and make products	Skills	<ul style="list-style-type: none"> Investigate different materials and experiment with combining materials to achieve different effects (natural resources, paint, water colour, pen, pencil, collage) Explore a range of mediums and discover their range of effects when designing and making a product. 	<ul style="list-style-type: none"> Investigate different methods of designing; including drawing and use of ICT. Experiment with different types of materials (foil, paint, charcoal, pencil, pen) to design and make products. Make choices about the materials they use to achieve a desired outcome
	Vocabulary	artist, material, effect, design	impact, animation, digital, edit
	How it is covered	<p><u>Autumn</u> - Animal Collages inspired by the work of Henri Matisse</p> <p>3D sculptures using natural resources inspired by the work of Andy Goldsworthy</p> <p><u>Spring</u> - Repeating pattern print work to create wrapping paper for the Queen inspired by the work of Rachael Taylor Design</p> <p><u>Summer</u> - Model replica of the Great Fire of London monument</p>	<p><u>Spring</u> - Create animations after making moulding an animal character inspired by the work of Walt Disney</p> <p>Create thaumatropes inspired by the work of illustrators and animators</p>
to use drawing, painting and sculpture to develop and share	Skills	<ul style="list-style-type: none"> Share ideas about what art is, where it can be found and why it is important Work collaboratively and independently to create artwork 	<ul style="list-style-type: none"> Observe different artists by having the opportunity of seeing real art and identifying possible inspiration behind the artist's work.

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<p>their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<ul style="list-style-type: none"> • Draw from imagination, observation and memory to design things, record observations and to express themselves • Look at the work of other artists to explore new styles of art and be inspired 	<ul style="list-style-type: none"> • Develop drawing as a way to design and test ideas through the use of a sketchbook and recognise that drawing can be used as a basis for other media • Share ideas for design, technique, use of materials and successes
	Vocabulary	<p>Line - straight, wavy, curved, continuous</p> <p>Shape - geometric, organic</p> <p>Space - background, cityscape</p> <p>Colours - warm colours, cool colours, blend, bright</p> <p>Texture - print, dab, feel, rough, smooth, stamp</p> <p>Form - Sculpture, 3D (3 dimensional)</p>	<p>Line - thick, thin, sketch, vertical, horizontal</p> <p>Shape - flat, depth, outline</p> <p>Space - distance, close, foreground, landscape</p> <p>Colours - primary colours, blend, shade, tint</p> <p>Value - light, dark</p> <p>Form - Twist, mould, attach, width, height</p>
	How it is covered	<p><u>Drawing</u></p> <p>Autumn - Exploring organic and geometric shapes inspired by Matisse, observational drawings of leaves</p> <p>Spring - Observational drawings of spring flowers, exploring repeating patterns through pencil work</p> <p>Summer - Drawing cityscapes inspired by London in 1666, explore repeating images inspired by Kandinsky</p>	<p><u>Drawing</u></p> <p>Autumn - Sketching mining figure in motion</p> <p>Spring - Drawing in the style of illustrators and cartoonists. Walt Disney Characters, designing their own animal for animation, creating their own Mr Men/Little Miss character</p> <p>Summer - Introducing perspective to draw seaside scenes inspired by Hokusai</p>
		<p><u>Painting</u></p>	<p><u>Painting</u></p>

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		<p>Autumn - Creating textured backgrounds through sponge printing to represent Cannock Chase and the Indian Jungle</p> <p>Spring - Using wax resist to blend colours to represent springtime through daffodil paintings, printing using repeating patterns to make wrapping paper</p> <p>Summer - Using marbling ink to create fiery cityscape backgrounds for the Great Fire of London</p>	<p>Summer - Use of watercolours to create seascapes inspired by Hokusai</p>
		<p><u>Sculpture</u></p> <p>Autumn - 3D sculptures using natural resources in the style of Andy Goldsworthy</p> <p>Summer - Sculpture of the Great Fire of London Monument using modelling putty. Discussion of form, comparative sizing and how to add detailing using tools</p>	<p><u>Sculpture</u></p> <p>Autumn - 3D sculptures from foil in the style of Alberto Giacometti to represent miners at work</p> <p>Spring - Using joining techniques and shaping techniques to create their own animated character from modelling putty</p>
about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and	Knowledge	<ul style="list-style-type: none"> Look at and talk about the work of artists who use different kinds of techniques and media. Use the work of artists as a stimulus for their own work. 	<ul style="list-style-type: none"> Discuss and describe the work of notable artists, artisans and designers. Use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the art work.
	Vocabulary	Artist, sculptor, painter, designer, Pop Art, collage	Animator, digital artist, commercial, cartoonist, illustrator
		<p><u>Autumn</u> - Henri Matisse - collage of Cannock Chase and Indian Jungle using mixed media</p> <p>Andy Goldsworthy - sculpture using natural resources</p>	<p><u>Autumn</u> - Alberto Giacometti - sculpture using tin foil looking at form and proportion to create mining figures</p>

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<p>making links to their own work.</p>	<p><u>Spring</u> - Andy Warhol - pattern, print to create a stamp using repeated images</p> <p>Rachael Taylor Design - use of pattern to inspire creation of wrapping paper</p> <p>Anita Nowinska - explore and discuss flower paintings and use as inspiration for daffodil wax resist</p> <p><u>Summer</u> - Wassily Kandinsky - use of colour and repeating shapes to create warm coloured background for firefighter image</p>	<p><u>Spring</u> - Walt Disney - sculpture and animations to create an animate their own character</p> <p><u>Summer</u> - Hokusai - painting, use of colours and shape to create a seaside landscape</p>
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NC Art and Design – pupils should be taught:		Y3	Y4	Y5	Y6
to create sketch books to record their observations and use them to review and revisit ideas	Skills	<ul style="list-style-type: none"> Develop sketching skills through observational drawings and ideas using line, tone, texture, and shading. Draw accurately from observation considering the comparative size of lines and their different sizes and thicknesses Introduce pencil grip to assist drawing styles Draw from imagination and memory 	<ul style="list-style-type: none"> Develop sketching skills through observational and imagined drawings and ideas using line, tone, texture, shading, Introduce and explore hatching (same direction) and cross-hatching (at angles). Experiment with grip to assist different drawing styles 	<ul style="list-style-type: none"> Develop sketching skills through observational drawings and ideas via a variety of techniques Introduce how to recreate shadow, direction of sunlight, movement and perspective through drawing Draw from imagination and memory to design and illustrate. Developing accuracy and expression in drawings including the human figure. Draw accurately from observation – using and 	<ul style="list-style-type: none"> Develop sketching skills through observational drawings showing appropriate and effective technique choices Introduce how to replicate reflections through drawings Accurately able to express ideas in drawings

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			<ul style="list-style-type: none"> Use a view finder to select an area of a subject for drawing. Work with a range of different materials for drawing including pen and ink. Compare and evaluate different media and begin to make choices about which to use 	<p>talking about their use of tone, pattern and texture, line and shape.</p> <ul style="list-style-type: none"> Use drawing confidently in a variety of styles as appropriate to task. 	<ul style="list-style-type: none"> Show confidence in using a variety of drawing mediums including ink and pen. Choose and combine different drawing materials as appropriate to task and purpose. Able to talk about their own style of preferred style of drawing and make comparisons with that of other learners
	Vocabulary	Line, tone, texture, shading, thickness, grip	Line, tone, texture, shading, grip, hatching, cross-hatching	Line, tone, texture, shading, grip, shadow, movement, perspective	Line, tone, texture, shading, grip, shadow, movement, perspective, reflection, style
	How it is covered	<ul style="list-style-type: none"> Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas. 	<ul style="list-style-type: none"> Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas. 	<ul style="list-style-type: none"> Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas. 	<ul style="list-style-type: none"> Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.

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<ul style="list-style-type: none"> 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 	Skills	<ul style="list-style-type: none"> Develop proficiency using different media for drawing Draw from observation with increasing accuracy Recognise that different styles of art require different techniques Explore colour choices and their impact 	<ul style="list-style-type: none"> Make informed comments about different media and compare outcomes Create artwork that reflects cultural movements Explore colour mixing and blending to create realistic representations Develop proficiency when working with 3D materials and use different techniques to shape and join materials Develop understanding of space can be used to create a sense of realism 	<ul style="list-style-type: none"> Draw and paint in a range of different styles using media effectively Explore creating visual and surface texture to add dimension to art Develop ability to reflect space in artwork through skilful use of perspective Show skill when colour mixing to create primary, secondary and tertiary colours with purpose 	<ul style="list-style-type: none"> Create artwork for different purposes and think about the intended impact on the viewer Show skill with different media and make effective choices to achieve desired outcomes Consider the overall composition when planning artwork Develop skill in colour mixing showing an awareness of tint, shade and tone
	Vocabulary	<p>Line - dash, diagonal, repeating, hatch, cross-hatch</p> <p>Shape - enclosed space, outline or filled in</p> <p>Space - detail, overlapping</p> <p>Colours - secondary colours, neutral colours</p> <p>Texture - natural, man-made, stipple</p>	<p>Line - parallel,</p> <p>Shape - enclosed space, outline or filled in, geometric and organic</p> <p>Space - foreground, background, perspective</p> <p>Colours - primary and secondary colours</p> <p>Texture - surface texture, man-made,</p>	<p>Line - parallel, direction</p> <p>Shape - irregular, enclosed space, outline or filled in with colour, pattern or texture</p> <p>Space - foreground, background, perspective, horizon, vanishing point, distance</p> <p>Colours - primary, secondary and tertiary colours</p>	<p>Line - parallel, direction, length,</p> <p>Shape - irregular, enclosed space, outline or filled in with colour, pattern or texture</p> <p>Space - foreground, background, perspective, horizon, distance, composition</p> <p>Colours - primary, secondary and tertiary colours</p> <p>Texture - surface texture, visual texture, layering</p>

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			Value - blend, smudge, tint (white) Form - depth, height, regular, organic, join	Texture - surface texture, visual texture Value -tint (white) shade (black)	Value -tint (white) shade (black) tone (grey)
How it is covered	<u>Drawing</u> <u>Autumn</u> - Traditional Cave Art - sketches of figures in motion using the drawing style of the time period (pencil and charcoal)	<u>Drawing</u> <u>Autumn</u> - Pablo Picasso - representing a key invention in the cubist style. Exploring shading to create depth and realistic representations. Explore colour choices and impact	<u>Drawing</u> <u>Autumn</u> - William Grill (illustrator) - develop use of colour and texture to represent a moment in history - Shackleton's expedition	<u>Drawing</u> <u>Autumn</u> - Gunner F.J Mears - drawing figures to represent mood and represent a historical moment (ink, pen, pencil) Erskine Williams - explore human proportions and use to sketch each other	
	<u>Spring</u> - Giuseppe Arcimboldo - sketching and shading fruit and vegetables using tone, line and shading to create realistic representations (pencil, pen)	<u>Summer</u> - Explore using of pattern and traditional Egyptian colours to design an Egyptian headdress	<u>Summer</u> - Perspective drawing of the titanic. Explore creating perspective through use of line and relative size (pencil)	<u>Summer</u> - Perspective drawing of natural disaster (tornado)- Explore the use of perspective including the use of parallel lines and vanishing	<u>Spring</u> - mountain sketches in different media using shading, tone and space to create realistic representations.
					<u>Summer</u> - explore drawing reflections of the London skyline in the River Thames and learn to how to enlarge accurately

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				points. Explore how detail can reflect distance	
	<u>Painting</u> <u>Autumn</u> - Explore painting using natural resources (berries, soils etc) in traditional cave painting style	<u>Painting</u>		<u>Painting</u>	<u>Painting</u> <u>Autumn</u> - Gunner F.J Mears. Exploring watercolours to enhance mood. Consider the impact of their work on the viewer
		<u>Summer</u> - Watercolour painting of the bow of the Titanic. Explore perspective and how to create depth through shade and tone		<u>Spring</u> - Henri Rousseau inspired rainforest scene. Explore combining colours, tones and tints to enhance the mood of a piece. <u>Summer</u> - Vincent Van Gogh inspired Volcano scene looking at creating texture and combining colours	<u>Summer</u> - Watercolour landscapes exploring colour mixing, perspective and composition. Digital editing to make an album accompanied by music
	<u>Sculpture</u> <u>Autumn</u> <u>Spring</u>	<u>Sculpture</u> <u>Autumn</u> - Clay mosaic tiles in the Roman style. Develop use of pattern and shape to create images the reflect culture. Choose patterns and colours for effect		<u>Sculpture</u>	<u>Sculpture</u> <u>Autumn</u> - Kurt Schwitters - 3D collage. Make effective and exciting choices when creating textures to combine visual and tactile qualities

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		<u>Summer</u>	Represent part of the Roman culture through clay (jewellery, pottery etc.) Explore different techniques for shaping clay and different techniques for effect		
<ul style="list-style-type: none"> about great artists, architects and designers in history. 	Knowledge	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Look at and talk about the work of artists. Recognise that artists reflect their culture and time 	<ul style="list-style-type: none"> Create original pieces that are influenced by the studies of notable artists, artisans and designers. Look at and talk about the work of artists who use different mediums and identify what techniques may have been used. 	<ul style="list-style-type: none"> Show and explain the influence of notable artists, artisans and designers within their work. Look at, talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art. 	<ul style="list-style-type: none"> Compare the work of great artists and begin to comment on similarities in style and/or technique Create original pieces that show a range of influences and styles from notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists.
	Vocabulary	artist, artisan, technique, style, culture	artist, artisan, technique, style, culture, medium, cubism	artist, artisan, technique, style, culture, medium, artistic movement, post-impressionism,	artist, artisan, technique, style, culture, medium, artistic movement, architect

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	How it is covered	<p><u>Autumn</u> - Traditional Cave Art - explore materials used, use of line and colour</p>	<p><u>Autumn</u> - Explore work of Roman artisans and their clay and pattern work</p>	<p><u>Autumn</u> - William Grill - illustrations of Shackleton's expedition in his style</p>	<p><u>Autumn</u> - Gunner F.J Mears - depiction of scenes from WW1 and how to create mood</p> <p>Kurt Schwitters - Collage of war propaganda, reporting and symbols. Combining materials and colours for effect</p> <p>Erskine Williams - explore human proportions and use to sketch each other</p>
		<p><u>Spring</u> - Giuseppe Arcimboldo - pencil/pencil crayon sketch work to develop use of shade, tone and line to realistically represent objects</p>	<p><u>Spring</u> - Pablo Picasso - depiction of key invention in the cubist style - coloured pencil and collage</p>	<p><u>Spring</u> - Henri Matisse - rainforest scene inspired by his work on jungles</p>	
		<p><u>Summer</u> - Traditional Egyptian Art - explore use of pattern and colour</p>	<p><u>Summer</u> - Explore the work of Marine architects behind the Titanic</p>	<p><u>Summer</u> - Vincent Van Gogh - volcanic landscape paintings inspired by his use of colour and texture</p>	