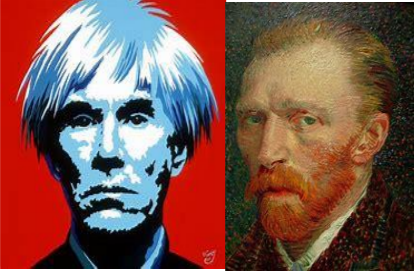



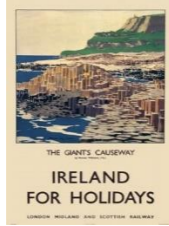







Year 1 Art and Design Curriculum Progression






	Autumn	Spring	Summer 1	Summer 2
Topic	Drawing and Mark Making Self Portraits	Colours & Patterns	Collage	Sculpture
Artist studied	Other artists famous for self portraits – Vincent Van Gogh, Rembrandt, Andy Warhol, Frida Kahlo, Pablo Picasso 	African Art – Maasai culture 	Robin Brooks, American landscape collage artist Vincent Van Gogh- starry nights 	Natural Art Andy Goldsworthy 
Prior knowledge	What a drawing is and how to draw a self –portrait. What facial features people have - Individual skin, hair, eye colour. How to use a pencil in different ways to create textures.	Experimenting with patterns in the creative area. What colour is/ experimenting with colour mixing/colour names.	That objects and recycling materials can be used to make pictures or new creations. Experimenting with attaching and arranging materials. Exploring natural objects.	How sculptures/ models can be made using different materials: e.g clay, salt dough, wood, metal.
Prior skills	Experimenting with various forms of media to create drawings, art work, creations. Focus on correct pencil control, moving from fist grip to pincer grip. Handles tools, objects, construction and malleable materials safely and with increasing control. Determining a dominant hand. Gross motor skills, P.E, outdoor area climbing, digging, ball games, building. Fine motor skills: Playdough, mobile, lego, colouring, threading, cutting.	Identifying colours, mixing colours, light/dark shades of colours. Painting with various tools.	Using the creative area independently to select appropriate shape/size objects for their picture, cutting, shaping and sticking in a way that holds together. Arranging, building creations in the block area according to a design.	Using materials to craft objects/models, mixing ingredients to make material substances e.g salt dough, play dough and bread.
Vocabulary	Horizontal, vertical, shade, proportion abstract	Horizontal, vertical, shape names, primary & secondary colours, pattern, geometric, warm & cool colours, shade, symmetry	Horizontal, vertical, warm and cool colours	Horizontal, vertical, 2D, 3D, shape names, geometric
Statutory requirements	Pupils should be taught to: <ul style="list-style-type: none"> ○ use a range of materials creatively to design and make products ○ use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ○ 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 			

Skills covered	<p>Drawing and Mark Making Begin to control lines to create simple drawings from observations Experiment with thick felt tip pens/chalks/charcoal/wax crayon/ pastel Make marks using a variety of tools Colour within the line Begin to draw on smaller and larger scales Begin to add detail to line drawings</p>	<p>Colours Begin to Recognise and name primary and secondary colours Attempt to mix primary colours to make secondary colours Begin to experiment with shades of colour and name some of these Begin to recognise warm and cold colours Attempt to create washes to form backgrounds Begin to explore the relationship between mood and colour</p> <p>Patterns Begin to show awareness and discussion of patterns Repeating patterns Symmetry</p>	<p>Collage Begin to develop collages, based on a simple drawing, using papers and materials Collect natural materials to create a temporary collage – Using textures through rubbings and textured paper Investigate a range of textures through rubbings</p> <p>Printing Begin to experiment with amounts of paint applied and develop control Attempt to print using fingers, sponges, print blocks and experimenting with the amount of paint used.</p>	<p>Sculpture Begin to develop understanding of 2D and 3D in terms of artwork - paintings/sculptures Begin to Investigate a range of different materials and experiment with how they can be connected together to form simple structures, collect leaves sticks and stones. Look at sculptures and try to recreate them using everyday objects/range of materials Begin to form own 3D pieces Look at sculptures by known artists and natural objects as starting points for own work Collage</p>
	<p>Creating Ideas Recognise that ideas can be expressed in art work Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)</p> <p>Exploring and Evaluating ideas Show interest in and describe what they think about the work of others</p> <p>Knowledge and Understanding How to recognise and describe some simple characteristics of different kinds of art, craft and design Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p>			
Key performance indicators	<p>I know the difference between a portrait and a self-portrait I know how making different marks can improve a picture I can draw from memory and use mirrors to draw my self portrait I can draw key features of a face</p>	<p>I can create repeating patterns I can use different shapes and colours in my pattern I can use paint to create a layered background for my patterns.</p>	<p>I can identify which medium Arcimboldo used for his work I can talk about my work and compare it to the work of Arcimboldo I can decide which items to use for my portrait</p>	<p>I can make choices when selecting my materials for my work. I can talk about my work and compare it to Andy Goldsworthy's work</p>

Year 2 Art and Design Curriculum Progression						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Colour/ Mark making Pastels The Giant's Causeway</p> 	<p>Drawing And sculpture Clay Dragon's eyes</p> 	<p>Textile Patchwork Owls</p> 	<p>Drawing and watercolours Local birds and plants</p> 	<p>Colour</p> 	<p>Graffiti and Digital Media/ Printing Banksy</p> 
Artist studied			Stephanie Cowburn Felt artist	Rebecca Yoxall Local illustrator	Maud Lewis Canadian artist	Banksy Rats linked to Great Fire
Prior knowledge	During KS1 children will have experimented with pastels. The Giant's causeway will have been studied in other subjects.	Work on Dragons will have been produced in other subjects. Children will have used sketching pencils throughout KS1 and	Children will have experimented with layering materials to produce collages.	Children have mixed paints in previous years. Trips to Marshall's arm have allowed children to observe and study wildlife.	Colour mixing has been covered in year 1. Children should be able to name primary and secondary colours.	The Great Fire of London will have been studied in year 2 history lessons. Children will have experimented with printing in year 1.




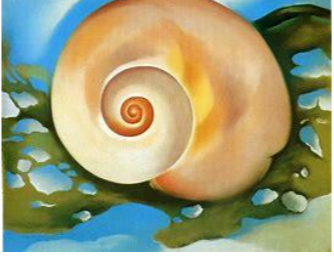

		experimented with shades.				
Prior skills	Drawing and Mark Making Begin to control lines to create simple drawings from observations Experiment with thick felt tip pens/chalks/charcoal/wax crayon/ pastel Make marks using a variety of tools Colour within the line Begin to draw on smaller and larger scales Begin to add detail to line drawings	Drawing and Mark Making Begin to control lines to create simple drawings from observations Experiment with thick felt tip pens/chalks/charcoal/wax crayon/ pastel Make marks using a variety of tools Colour within the line Begin to draw on smaller and larger scales Begin to add detail to line drawings Sculpture Experiment with clay & dough to make sculptures	Textiles Layer materials to produce a collage.	Drawing and Mark Making Begin to control lines to create simple drawings from observations Experiment with thick felt tip pens/chalks/charcoal/wax crayon/ pastel Make marks using a variety of tools Colour within the line Begin to draw on smaller and larger scales Begin to add detail to line drawings Colours Begin to Recognise and name primary and secondary colours Attempt to mix primary colours to make secondary colours Begin to experiment with shades of colour and name some of these Begin to recognise warm and cold colours Attempt to create washes to form backgrounds Begin to explore the relationship between mood and colour	Colours Begin to Recognise and name primary and secondary colours Attempt to mix primary colours to make secondary colours Begin to experiment with shades of colour and name some of these Begin to recognise warm and cold colours Attempt to create washes to form backgrounds Begin to explore the relationship between mood and colour	Printing Begin to experiment with amounts of paint applied and develop control Attempt to print using fruit/ plants
	<p>Creating Ideas Recognise that ideas can be expressed in art work Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)</p> <p>Exploring and Evaluating ideas Show interest in and describe what they think about the work of others</p> <p>Knowledge and Understanding How to recognise and describe some simple characteristics of different kinds of art, craft and design Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p>					
Vocabulary	Pastel Blend Primary colours Mix Secondary colour Warm and cold colours Colour wheel	Line Thick Thin Dark Light Shade Sketch	Rip Cut Layer Overlap Pinch Roll Twist Scratch Coil	Observe Copy Represent Shades Lighter Darker Tones	Maud Lewis Shape Outline Fill Block	Graffiti Digital media Image Spray paint Street art Anonymous Cut and paste
Statutory requirements	Pupils should be taught to: Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn 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					
Skills covered	Colour Recognise and name primary and secondary colours Mix primary colours to make secondary colours Share colour charts to compare variations of the same colour	Drawing Develop controlling lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel Draw on smaller and larger scales	Collage Develop collages, based on a simple drawing, using papers and materials Develop tearing, cutting and layering paper to create different effects	Drawing Develop controlling lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel Hold a large paint brush correctly		Digital Media Explore ideas using digital sources i.e. internet, ipads Record visual information digitally Use a simple graphics package to create images and effects with lines,

	<p>Create and experiment with shades of colour and name some of these Recognise warm and cold colours Create washes to form backgrounds Explore the relationship between mood and colour</p> <p>Drawing Develop controlling lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel</p> <p>Digital Media Explore ideas using digital sources i.e. internet, ipads</p>	<p>Add detail to line drawings</p> <p>Sculpture Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures Investigate a range of different materials and experiment with how they can be connected together to form simple structures Begin to form own 3D pieces Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</p>	<p>Textiles Produce own piece of felt with artist</p>	<p>Make marks using paint with a variety of tools Consider consistency when applying paint Colour within the line Draw on smaller and larger scales Begin to add detail to line drawings</p> <p>Colour Recognise and name primary and secondary colours Mix primary colours to make secondary colours Share colour charts to compare variations of the same colour Create and experiment with shades of colour and name some of these Recognise warm and cold colours Create washes to form backgrounds Explore the relationship between mood and colour</p>		<p>shapes, colour and texture</p> <p>Printing Experiment with stencils</p>
<p>Creating Ideas Try out different activities and make sensible choices about what to do next Use drawing to record ideas and experiences</p> <p>Exploring and Evaluating ideas When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")</p> <p>Knowledge and Understanding Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</p>						
Key performance indicators	<p>I can name and mix secondary colours I can name warm and cold colours. I can blend pastels to produce different shades.</p>	<p>I can control lines and make them thick and thin. I can add detail to drawings. I can manipulate clay by pinching, rolling, twisting, scratching and coiling and add details and textures. I can use tools to enhance my design in clay.</p>	<p>I can produce a piece of felt. I can layer materials to produce a collage.</p>	<p>I can observe and make a simple drawing from observations I can experiment with shades of colours. I can experiment with different shades of pencil</p>	<p>I can recreate different shades of colours. I can paint in the style of Maud Lewis.</p>	<p>I can find digital images online and use ICT to cut and paste these to make my own. I can cut and layer simple shapes for use as a stencil. I can select and print from a range of materials. I can experiment with amounts of paint applied and develop control.</p>

Year 3 Art and Design Curriculum Progression					
	Autumn 1 (Aut 2 D& T)	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Colour Hokusai – The great wave off Kanagawa Painting and Colour mixing 	Mixed Media Stone Age scenes / Lascaux Cave paintings 	Printing 'Cut Outs' Polynesia, the sea or beasts of the sea 	Sculpture Making Scarab Beetles 	Drawing / Collage Giraffe drawings (charcoal, pencil drawings and mark making) 
Artist studied	Hokusai	Stone Age Art	Henri Matisse	Ancient Egyptian Art	Steven Brown
Prior knowledge	Children in KS1 will have experimented with colour mixing using different paints, pastels or other media. They will be familiar with primary and secondary colours.	KS1 will have developed simple mark making into looking more carefully at shapes and lines. Children will have had the opportunity to draw with a variety of tools.	Children in KS1 will have experimented with finger, natural materials, sponge and block printing.	Children will have experimented with clay and produced a 3D sculpture.	Developed understanding of collage using a range of materials.
Prior skills	Colour I can recognise and name primary and secondary colours I can mix primary colours to make secondary colours I can recognise warm and cold colours	Drawing I can use a variety of materials for drawing. I am beginning to add detail to line drawings. Colour I can recognise and name primary and secondary colours I can mix primary colours to make secondary colours	Printing I can use different materials to print to form patterns. I can experiment with amounts of paint applied and develop control.	Sculpture I can investigate a range of different materials and experiment with how they can be connected together to form simple structures I am beginning to form own 3D pieces. I can investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools.	Drawing I can use a variety of materials for drawing. I am beginning to add detail to line drawings. Collage I can develop collages, based on a simple drawing, using papers and materials.
Creating Ideas Try out different activities and make sensible choices about what to do next Use drawing to record ideas and experiences Exploring and Evaluating ideas When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...") Knowledge and Understanding Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)					
Vocabulary	Tones, tints, colour – primary & Secondary, shades, wash, blend, pattern	Blend, observe, mix, tints & tones, replicate	Roll, print, blend, pattern, repeat	Smooth, join, mix, match, Hatch, roll, twist, scratch, coil, texture	Detail, observe, tones, blend, shade, layers, cover, bright
Statutory requirements	Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) Learn about great artists, architects and designers in history				




Skills covered	Colour Begin to mix and match colours (create palettes to match images) Begin to lighten and darken tones using black and white Begin to experiment with colour to create more abstract colour palettes Begin to experiment with watercolour, exploring intensity of colour to develop shades Begin to explore complementary and opposing colours in creating patterns	Drawing Use sketchbooks to record drawings from observation Experiment using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Colour Begin to mix and match colours (create palettes to match images) Begin to lighten and darken tones using black and white	Printing Use roller and ink printing. Use simple shapes formed by children Blend two colours when printing Form repeated patterns, tessellations and overlays	Sculpture Develop confidence working with clay adding greater detail and texture Add colour once clay is dried. Colour Begin to mix and match colours (create palettes to match images)	Drawing Use sketchbooks to record drawings from observation Experiment using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Colour Begin to mix and match colours (create palettes to match images) Begin to lighten and darken tones using black and white Collage Develop individual and group collages, working on a range of scales
Creating Ideas Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. Exploring and Evaluating Ideas Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next). Knowledge and Understanding Know about and describe the work of some artists, craftspeople, architects and designers Be able to explain how to use some of the tools and techniques they have chosen to work with.					
Key performance indicators	I can mix and match colours to create palettes to match images I can lighten and darken tones using black and white I can experiment with watercolour, exploring intensity of colour to develop shades I can discuss the work of Hokusai	I can use a variety of tools and surfaces (paint, chalk, pastel, pen and ink) I can experiment with paint and pastels exploring intensity of colour to develop shades I can produce a piece of art in the style of Stone Age cave art. I can talk about Stone Age cave paintings. Where they can be found and how they were created.	I can use a roller and ink to print. I can produce shapes/patterns to use for printing. I can blend two colours when printing. I can form repeated patterns, tessellations and overlays I can talk about the work of Henri Matisse's 'cut out' artwork.	I can develop confidence working with clay adding greater detail and texture. I can add colour carefully once clay is dried. I can use the work of artists to replicate ideas or inspire own work	I can experiment with different tones using graded pencils Include increased detail within work. I can use the work of artists to replicate ideas or inspire own work I can discuss how I created a piece of work in the style of Steven Brown.

Year 4 Art and Design Curriculum Progression

	Autumn 1	Autumn 2	(Spring 1 Art Trail) Spring 2	Summer 1	Summer 2
Topic	Gorilla sketches 	Roman inspired mosaic tiles 	Ancient Greek vases 	Giant Zoolab animal ink Art 	3D Rainforest Textiles 
Artist studied	Anthony Browne	Antoni Gaudi	Ancient Greek Art	Georgia O'Keeffe	
Prior knowledge	Portraits of facial features. Use of colour and tone.	What tiles are used for and where they are used. Layering materials to create a collage. Produce own patterns	Use of solid objects to create 3D representation, structure and design.	. Blending colours to create new shades using different media.	Know textiles are made from different materials
Prior skills	Drawing Use sketchbooks to record drawings from observation Experiment using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Colour Begin to mix and match colours (create palettes to match images) Begin to lighten and darken tones using black and white	Producing own patterns inspired by African art. Manipulating clay. Collage Develop collages, based on a simple drawing, using papers and materials Develop tearing, cutting and layering paper to create different effects Digital Media Explore ideas using digital sources i.e. internet, ipads Record visual information digitally Use a simple graphics package to create images and effects with lines, shapes, colour and texture	Manipulation of clay to create a sculpture. Sculpture Develop confidence working with clay adding greater detail and texture Add colour once clay is dried. Look at sculptures by known artists and natural objects as starting points for own work	Colour Begin to mix and match colours (create palettes to match images) Begin to lighten and darken tones using black and white Begin to experiment with colour to create more abstract colour palettes Begin to experiment with watercolour, exploring intensity of colour to develop shades Begin to explore complementary and opposing colours in creating patterns	Textiles Produce own piece of felt with artist Layer materials to produce a collage
	<p>Creating Ideas Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p>Exploring and Evaluating Ideas Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).</p> <p>Knowledge and Understanding Know about and describe the work of some artists, craftspeople, architects and designers Be able to explain how to use some of the tools and techniques they have chosen to work with.</p>				
Vocabulary	Sketch, tone, shade, graded pencil, detail, graphite, shadow	Mosaic, collage, tile, tile grout, cement, pincer, decorative, scale	Sculpture, clay, tools, build, coil, design,	Tones, tints, colour – primary & Secondary, shades, wash, blend, pattern	Stiches, fabric, material, sew, tie-dye, collage, scale, embroidery, wool, thread




Statutory requirements	<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] Learn about great artists, architects and designers in history. 				
Skills covered	<p>Drawing/Mark making Use sketchbooks to record drawings from observation Experiment with different tones using graded pencils Include increased detail within work Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p>	<p>Collage Develop individual and group collages, working on a range of scales</p> <p>Digital Media Explore ideas using digital sources i.e. internet, iPads Record, collect and store visual information digitally</p>	<p>Sculpture Introduce mod-roc Create work on a larger scale as a group Use pipe cleaners/wire to create sculptures of human forms</p>	<p>Colour Working with colour Mix and match colours (create palettes to match images) Lighten and darken tones using black and white Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) Experiment with inks, exploring intensity of colour to develop shades Explore complementary and opposing colours in creating patterns</p>	<p>Textiles Research embroidery designs from around the world, create own designs based on these Sew simple stiches using a variety of threads and wool Investigate tie-dying Create a collage using fabric as a base Develop individual and group collages, working on a range of scales Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</p>
<p>Creating Ideas Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p> <p>Exploring and Evaluating Ideas Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Knowledge and Understanding Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety</p>					
Key performance indicators	<p>I can use different graded pencils within my sketches</p> <p>I can add shadows to my drawings</p> <p>I can suggest improvements to my own work</p> <p>I can draw a sketch in the style of Anthony Browne</p>	<p>I can develop a mosaic collage in the style of Antoni Gaudi</p> <p>I can explore ideas using digital sources</p> <p>I can use the work of artists to replicate ideas or inspire own work</p> <p>I can discuss Antoni Gaudi life and artistic contributions</p>	<p>I can manipulate wire in to the shape of human form.</p> <p>I can create work on a large scale within a group</p> <p>I can experiment with a wider range of materials</p>	<p>I can experiment with inks creating different shades</p> <p>I can begin to experiment with colour to create more abstract colour palettes</p> <p>I can use the work of artists to replicate ideas or inspire own work</p> <p>I can discuss the work of Georgia O’Keeffe</p>	<p>I can research embroidery designs and create my own design</p> <p>I can sew simple stiches</p> <p>I can investigate tie-dying</p>

Year 5 Art and Design Curriculum Progression

	Autumn	Spring	Summer
Topic	Colour WW2 -Create a piece in the style of an artist 	Collage Vikings- Creating a Viking shield 	Colour / Mark Making Pointillism 
Artist studied	Henry Moore	Viking shield designs	George Seurat
Prior knowledge	WW2 has been covered in topic work. Children will have experimented with shades and tones of colour.	Vikings will be covered in topic lessons. Children will be able to research and find digital images. Collage will have been covered on a range of scales using some media. Some experimentation with shades of pencils including more detail.	Children will have studied a range of artists. Children will have used different sized brushes and experimented with the marks they make.
Prior skills	Colour Working with colour Mix and match colours (create palettes to match images) Lighten and darken tones using black and white Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) Experiment with inks, exploring intensity of colour to develop shades Explore complementary and opposing colours in creating patterns	Drawing/Mark making Use sketchbooks to record drawings from observation Experiment with different tones using graded pencils Include increased detail within work Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Develop shadows Use of tracing Digital Media Explore ideas using digital sources i.e. internet, iPads Record, collect and store visual information digitally Collage Create a collage using fabric as a base Develop individual and group collages, working on a range of scales	Mark making Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Use a variety of brushes and experiment with ways of marking with them Colour Working with colour Mix and match colours (create palettes to match images) Lighten and darken tones using black and white Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) Experiment with inks, exploring intensity of colour to develop shades Explore complementary and opposing colours in creating patterns

		Use a range of stimulus for collage work, trying to think of more abstract ways of showing views	
	<p>Creating Ideas Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p> <p>Exploring and Evaluating Ideas Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Knowledge and Understanding Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety</p>		
Vocabulary	Delicate Simple Bold Thick Subtle Contrasting Rough Henry Moore Evaluate Analyse Composition Scale Blending Fine Smooth Vibrant Dull Mixed media Abstract Perspective Observations Shading Blending Proportion Sketching Brush strokes	Delicate Simple Bold Thick Subtle Contrasting Rough Evaluate Analyse Composition Scale Fine Smooth Abstract Perspective Observations Shading Blending Proportion Sketching Tone Cross hatching Layers Media	Georges Seurat Pointillism Technique Bright Sharp Vibrant Fine Rough Texture Complementary Portrait Hue Landscape Primary Colours Evaluate Analyse Gradual Atmosphere Light effects Shadows Composition Scale Proportion Palette Medium
Statutory requirements	<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. about great designers in history. 	<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, with a range of materials [for example, pencil, charcoal, oil pastels, wax crayons and water colour and other paint]. about great artists. 	<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 with a range of materials [for example, pencil, charcoal, paint, clay]. about great artists, architects and designers in history.
Skills covered	<p>Drawing/ Mark making Develop first hand observations using different viewpoints, developing more abstract representations Introduce perspective, fore/back and middle ground Begin to investigate proportions Experiment using a range of mediums on a range of backgrounds</p> <p>Colour Develop watercolour techniques Explore using limited colour palettes Experiment with colour in creating an effect Mark make with paint (dashes, blocks of colour, strokes, points)</p>	<p>Drawing Use first hand observations using different viewpoints</p> <p>Digital Media Explore ideas using digital sources i.e. internet, ipads Record, collect and store visual information digitally</p> <p>Collage Build a collage element into the sculptural process Plan a sculpture through drawing and other preparatory work. Use a range of media to create collage.</p>	<p>Mark Making Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p> <p>Colour Build on previous work with colour by exploring intensity Experiment with colour in creating an effect Explore using limited colour palettes Develop fine brush strokes</p>
	<p>Creating ideas Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Evaluating & Exploring Ideas Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p>Knowledge and Understanding Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes</p>		
Key performance indicators	<p>I can use different techniques to recreate Henry Moore's work.</p> <p>I can explain that the work of Henry Moore was influenced by the events of WW2.</p>	<p>I can use digital media to research and gather ideas for my own work.</p> <p>I can use different grades of pencil to create shading and toning.</p>	<p>I can use the work of George Seurat to replicate and create my own art work.</p> <p>I can talk about 'pointillism'.</p>

	I can paint using limited colour palettes	I can explore a range of material to create a collage.	I can gradually build up a picture focusing on creating light and shade by varying the number of dots and using complementary and contrasting colours.
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Year 6 Art and Design Curriculum Progression			
	Autumn	Spring	Summer
Topic	Sculpture	Study of artists work/ collage masks	Digital Media/ Colour
Artist studied	Anthony Gormley 	Rousseau Linked to Evolution 	Richard Barnden 'Underwater Photographer of the Year 2019' 
Prior knowledge	Children in LKS2 have experimented with sculpture of human forms. They have experimented with clay and developed their use of detail on a piece.	Children have developed drawing skills in every key stage. They have experimented with a range of different tones using graded pencils and media and have increased their use of detail in drawings.	Children are able to research and record ideas using digital media. Children can experiment with shades and tones of colour.
Prior skills	Sculpture Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Investigate ways of joining clay Introduce 'modroc' Create work on a larger scale as a group Use pipe cleaners/wire to create sculptures of human forms	Collage Linked to D&T unit Create a collage using fabric as a base Develop individual and group collages, working on a range of scales Use a range of stimulus for collage work, trying to think of more abstract ways of showing views Drawing Use sketchbooks to record drawings from observation Experiment with different tones using graded pencils Include increased detail within work Draw on a range of scales Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Use a variety of brushes and experiment with ways of marking with them Develop shadows	Colour Mix and match colours (create palettes to match images) Lighten and darken tones using black and white Begin to experiment with colour to create more abstract colour palettes Experiment with watercolour, exploring intensity of colour to develop shades Explore complementary and opposing colours in creating patterns Digital Media Explore ideas using digital sources i.e. internet, iPads Record, collect and store visual information digitally Present recorded visual images using software e.g. Photostory, Powerpoint Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.

	<p>Creating ideas Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Evaluating & Exploring Ideas Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p>Knowledge and Understanding Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes</p>		
Vocabulary	Terracotta Soldier Muscle Ancient Detail Form Shape	Impressionist Influence Technique Tone Shade Shape Palette Bright Bold Pattern	Photographer Portfolio Exhibition Passion Palette Technique
Statutory requirements	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 – clay To learn about great artists, architects and designers in history	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 – clay To learn about great artists, architects and designers in history	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 –painting- acrylic and watercolour To learn about great artists, architects and designers in history
Skills covered	<p>Sculpture-Terracotta Army Create human forms showing movement Design and create sculpture, both small and large scale Use wires to create malleable forms Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</p>	<p>Artist Study Learn about artists in history Children to complete artist studies and focus on some of their work. To improve their mastery of art and design techniques, focussing on drawing using a range of different materials To use sketchbooks to record observations and use them to revisit and review ideas</p> <p>Drawing/ Mark making Use first hand observations using different viewpoints, developing more abstract representations Use perspective, fore/back and middle ground Confidently. Investigate proportions Use a range of mediums on a range of backgrounds</p> <p>Mayan Masks (D&T) Make masks from a range of cultures and traditions</p>	<p>Working with colour Explore acrylic paint Develop watercolour techniques Mark make with paint Develop fine brush strokes Develop confidence using limited colour palettes</p> <p>Photography/ Digital Media Explore ideas using digital sources i.e. internet, iPads Record, collect and store visual information digitally To improve their mastery of art and design techniques</p>
	<p>Creating Ideas Independently develop a range of ideas which show curiosity, imagination and originality Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</p> <p>Evaluating & Exploring Ideas Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</p> <p>Knowledge and Understanding Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>		
Key performance indicators	I can manipulate clay to create a sculpture that represents the human form	I can remember the title of 3 pieces of artwork completed by Rousseau	I can create a piece of art work using limited colour palettes

	I can name some of the most famous pieces of sculpture produced by Anthony Gormley	I can create my own drawing in the impressionist style	I can paint using different medias using fine brush strokes I can explore acrylic paint and the texture it produces.
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	Reception Art Skills
Creating Ideas	Work purposefully responding to colours, shapes, materials etc. Create simple representations of people and other things
Knowledge and understanding	Understand that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. How to explain what they are doing
Drawing Pencil, wax, chalk, ink, pen, brushes etc	Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. Use drawings to tell a story from retelling or from imagination. Investigate different lines - thick, thin, wavy, straight. Explore different textures and experiment with mark making to illustrate these. Ensure sensitivity and visual awareness. Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)
Colour Pigment- paint, inks, pastels, dyes and tools to apply colour- brushes, sponges, straws etc	Experiencing and using primary colours predominantly – to ensure they know their names. Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours. Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons. Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.
Texture Collage, weaving, threads, fibers, surfaces, wood & clay	Handling, manipulating and enjoying using materials Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.
Form 3D experience, rigid and malleable materials	Handling, feeling, manipulating materials Constructing and building from simple objects Pulls apart and reconstructs Able to shape and model from observation and imagination. Impress and apply simple decoration. Simple language created through discussion of feel, size, look, smell etc
Printing Fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc	Make rubbings showing a range of textures and patterns. Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. Produce simple pictures by printing objects. Able to work from imagination and observation. Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. Print with block colours.
Pattern Painted, printed, dyed, rubbed, imprinted, embossed etc	Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah Simple symmetry – folding painted butterflies. BOOK stimulus – 'My mum and dad make me laugh' (spots and stripes) use junk and painting materials to create spot and stripe collages
Evaluating	Recognise and describe key features of their own and others' work