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| **Progression in Art & Design at Bishop King Primary School** |

**Dream big. Love God. Live well.**

*“I can do all things through Him who strengthens me.” Philippians 4:13*

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| **The Early Years Curriculum** | | | |
|  | 3 & 4-year-olds **(Nursery)** will be learning to: | **In addition,** children in **Reception** will be learning to: | **ELG (Early Learning Goal) for the end of Reception** |
| **Expressive Art and Design** | Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Use drawing to represent ideas like movement or loud noises.  Explore colour and colour mixing.  Show different emotions in their drawings – happiness, sadness, fear etc.  Know what an artist is.  To look and comment on a piece of art work in simple terms. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  To know that being an artist is a potential job role.  To know that art is a way of expressing what you feel, see or think.  To comment on a piece of art work in terms of feelings, opinions and emotions.  To respond to a piece of stimulus artwork. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories. |

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| **KS1 National Curriculum**  **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, | **KS2 National Curriculum**  **Pupils should be taught to:** 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) |

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| **Area of Study** | **Key Stage 1 (Y1/Y2)** | **Lower Key Stage 2 (Y3/Y4)** | **Upper Key Stage 2 (Y5/Y6)** |
| **Creating ideas, composition & evaluation** | Look at a range of source material and describe it.  Understand that art can have a purpose.  Know which materials best suit the task.  Work from observation and imagination.  Know how to make a plan.  Understand that creating artwork can take time.  Know that identifying basic shapes in objects can help an artist to compose their image.  Apply knowledge to a final piece.  Evaluate own work against a set of criteria.  Evaluate own work and that of others. | Understand that creating a piece of artwork is a process.  Know that planning is part of the artistic process.  Learn about an artistic technique.  Understand the steps an artist takes to create their work.  Understand how to work from a plan.  Learn some ways of improving own work.  Know some sentence starters for peer feedback. Know that it is common for artists to create sketches to develop ideas.  Understand how to develop an artistic project. | Know that planning is a key part of an artistic process.  Know that preliminary sketches can inform a final piece.  Understand how to use viewfinders to focus on one aspect of a landscape.  Know and explain the difference between two techniques.  Understand how own artwork sits within the context of the learning.  Know some similarities and differences between my approach and that of others.  Evaluate own work.  Learn how to be a “critical friend” to provide feedback.  Know how to identify areas to improve or change.  Learn how to listen to the opinions of others.  Understand the importance of reflecting upon findings.  Know to draw on research when planning an art work.  Learn to combine ideas into one design.  Learn to adapt work in the moment.  Understand that creating art work is an organic process. |

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| **Area of Study** | **Key Stage 1 (Y1/Y2)** | **Lower Key Stage 2 (Y3/Y4)** | **Upper Key Stage 2 (Y5/Y6)** |
| **Drawing** | Learn how to create an initial sketch.  Know how to hold a pencil.  Learn methods to help control a pencil line.  Know that different pencil grips can help to create different effects.  Learn how to hold a pencil comfortably for different techniques.  Learn to draw at different scales.  Know techniques to colour neatly.  Name a range of drawing materials.  Know the effect of a range of media.  Know what “texture” means. | Learn how to draw a character figure.  Know that an illustrator/artist will have their own style.  Understand that imperfections can add to the appeal of an art work.  Draw for an extended period of time.  Know the average proportions of the human body.  Understand how to proportion figures, using body parts as a point of reference.  Know that different media create different effects and are suited to different tasks.  Understand how different media require different pencil grasps.  Know that shading can be used to make a shape look 3D.  Understand that knowing the position of the light source is important.  Know that different shading techniques create different textures on the page. | Know the proportions of individual facial features.  Understand how to use grid lines to sketch facial features.  Know how the features of the face are proportioned, in relation to each other.  Know where facial features sit on the face.  Know how to create a single point of perspective in a simple landscape drawing.  Learn how to identify the perspective of a photographic landscape.  Understand how to sketch out guidelines for perspective.  Learn to draw for an extended period of time. |

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| **Area of Study** | **Key Stage 1 (Y1/Y2)** | **Lower Key Stage 2 (Y3/Y4)** | **Upper Key Stage 2 (Y5/Y6)** |
| **Painting** | Know the effects created by a range of paints. Understand that paint is used in different ways for different effects and purposes.  Name and test different types of paint and their properties.  Name primary and secondary colours.  Mix a range of secondary colours, shades and tones.  Know which primary colours combine to make secondary colours.  Make colour choices, based on own preferences. | Know and name all primary and secondary colours on the colour wheel.  Learn how to mix colours in different quantities in order to create different shades.  Understand how colours can complement each other.  Know which brushes and brushstrokes to use to create different textures and effects. | Know how to layer paint to build tone.  Learn how to create light and shadow with paint.  Understand how typography can be used within a poster.  Know that words and images must work together.  Understand that lettering on posters is often as important as the image.  Understand that the look of lettering is a stylistic choice the artist makes.  Learn some lettering techniques.  Know how to make lettering stand out on the page.  Know that colour can be used symbolically.  Understand how colour may shape the mood or feel of a piece of art.  Learn how to match colours by mixing paints. |

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| **Area of Study** | | **Key Stage 1 (Y1/Y2)** | **Lower Key Stage 2 (Y3/Y4)** | | | **Upper Key Stage 2 (Y5/Y6)** | |
| **3D Form** | Know a simple shaping technique.  Learn embellishment techniques.  Know how to effectively use clay tools.  Know a more complex shaping technique.  Understand the processes involved in a given technique.  Understand that paint/embellishment can change an effect.  Evaluate and compare.  Understand the techniques used. | | | Make a simple papier mache object.  Understand the steps involved in creating papier mache.  Know that papier mache requires a suitable base.  Understand that texture will decrease as layers are added.  Know to use small pieces of paper.  Know that newspaper or similar is the best choice for papier mache.  Know the steps to create a glue paste.  Know that torn paper has rough edges, which blend together better.  Know that each piece of paper needs to overlap.  Know understand that careful smoothing leads to a better finish. | Know what is meant by the term “sculpture”.  Learn a range of plaster casting techniques.  Understand the need to work fast, as plaster sets quickly.  Understand that a mould must have no gaps or holes. | |

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| **Area of Study** | **Key Stage 1 (Y1/Y2)** | **Lower Key Stage 2 (Y3/Y4)** | **Upper Key Stage 2 (Y5/Y6)** |
| **Printing** | Know which materials are suitable for printing.  Understand and follow a process.  Source and choose suitable objects to print with.  Correctly use paint and a roller, with adult support.  Place object into the paint.  Print by sandwiching flat objects between two sheets of paper. | Know what the term “printing” means.  Understand that there are various ways of making prints.  Know some of the common print making methods.  Know what is meant by “relief printing”.  Know that relief printing allows the artist to make more than one print.  Name materials used to relief print.  Understand that printing blocks can be stamped onto a surface, or paper can be placed over them.  Learn how to critique my work against a set of criteria. | Know what is meant by “monotype” printing.  Know what differentiates monotype from other types of printing.  Understand that monotype prints can be produced by painting or removing paint.  Understand that artists may approach the printing process in different ways.  Know the steps involved in creating a monotype print.  Know which materials best suit the method.  Learn how to create texture. |

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| **Area of Study** | **Key Stage 1 (Y1/Y2)** | **Lower Key Stage 2 (Y3/Y4)** | **Upper Key Stage 2 (Y5/Y6)** |
| **Mixed-media and other art forms**  **(including collage, textiles, photography)** | Photograph own work.  Photograph “real life” objects, to use as source material.  Understand the term “weaving”.  Describe an artistic process.  Know the purpose of a loom.  Learn how to make a loom.  Design a simple pattern.  Learn how to thread a needle.  Know to pull yarn gently.  Combine media for effect. | Understand the term “collage”.  Learn which items are suitable for collage.  Know that planning is an important part of the artistic process.  Know ways to cut materials.  Understand how to effectively affix collage materials.  Know that layering materials creates texture.  Recall key features of collage.  Understand what is meant by “mixed media”.  Know that paints, drawing materials and photographs can be combined to create new effects.  Understand that the way a photograph is composed will change the effect.  Know how to use viewfinder frames as composition tools.  Learn that perspective can be altered by changing the distance from the subject. | Learn a basic batik process.  Know the correct vocabulary relating to batik.  Know the purpose of a wax resist.  Understand that the areas where a resist has been applied will remain white  Learn how to safely use hot wax and an iron.  Understand how to apply hot wax to fabric.  Know that the wax will resist the dye when I paint the fabric.  Learn how the fabric dye acts when bushed onto fabric.  Know a needle threading method.  Learn fastening techniques.  Understand that embellishments need to be secured to the fabric with thread. |

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| **Knowledge about Artists** | **KS1 National Curriculum Pupils should be taught:** 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 | **KS2 National Curriculum**  **Pupils should be taught:** about great artists, architects and designers in history |

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| **Area of Study** | **Key Stage 1 (Y1/Y2)** | **Lower Key Stage 2 (Y3/Y4)** | **Upper Key Stage 2 (Y5/Y6)** |

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|  | **Years 1 and 2 will explore the work of:** | **Years 3 and 4 will explore the work of:** | **Years 5 and 6 will explore the work of:** |
| **Talking about Art** | **Raymond Briggs**  **Michael Crompton**  **Cathy Taylor**  **Lynda Goldberg**  **Pablo Picasso**  **Paul Cezanne**  **as well as looking at traditional African clay pots** | **Quentin Blake**  **Eric Carle**  **Jeannie Baker**  **Leonardo Da Vinci**  **Aliza Razell**  **Valeria Trasatti**  **Rosanna Jones**  **Kerstin Hiestermann**  **Katsushika Hokusai**  **Dominic Beattie**  **as well as looking at traditional papier mâché artifacts** | **Lucian Freud**  **L.S. Lowry**  **Barbera Hepworth**  **Henry Moore**  **Berenice Sydney**  **Henri Matisse**  **as well as looking at a range of famous sculptors, printmakers and contemporary textile artists** |
| Know the name of an artist / craftsperson and their work.  Understand that artwork can invoke certain feelings.  Comment factually on a piece of art.  Learn how to share opinions about art.  Begin to use the correct terms for different art works, eg collage, sculpture.  Name and describe a particular art movement.  Understand that artworks can be inspired by real life or imagination.  Begin to emulate the style of another artist.  Know why certain arts or crafts may be culturally important. | Understand the role of an illustrator.  Know the names of one or more illustrators / artists.  Know biographical information about an artist.  Compare the artistic approaches of two or more artists.  Understand that artistic styles have changed over time.  Know that artists often develop their own unique style.  Learn an artifact’s cultural and historical context.  Understand that artwork can be viewed in the context of place, time and culture.  Know the history of a technique or art form.  Know that artists often develop their own unique style.  Know that artists choose techniques to suit a purpose.  Understand how different artists approach their work. | Know biographical details about an artist.  Name works by the artist and comment upon them.  Learn when the artist was active and how they fit within the timeline of art history.  Place the artist in the contexts of time and place.  Understand that artists are often influenced by the world around them.  Understand that an artist’s style often develops over the course of their career.  Understand that artists create meaning in their work.  Learn about an artistic technique.  Know the names of some famous sculptors.  Know some stylistic features of a sculptor’s work.  Know that art can be created for a purpose.  Understand that some artists are commissioned to do a specific piece of work.  Understand that art can be used to convey a particular message. |
| **In addition, the children will be exposed to a wide range of artists / designers / architects, through “Artist of the Month” including:** Wassily Kandinsky, Vincent Van Gough, William Morris, Frida Kahlo, Maud Lewis, Claude Monet, Georgia O’Keeffe, Roy Lichtenstein, Johannes Vermeer, Salvador Dali, Banksy, Rene Magritte, Andy Warhol, Guissepe Archimboldo, Charles Rennie Mackintosh, Chris Ofili and many others. | | |