



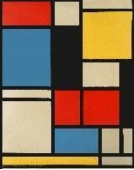














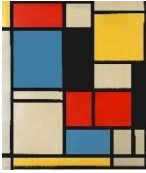



## Steying C of E Primary School Art & Design Progression Map

| CURRICULUM AREA   | FS  | YEAR 1  | YEAR 2  | YEAR 3   | YEAR 4  | YEAR 5   | YEAR 6  |
|---|---|---|---|--|---|--|---|
| <b>KEY TOPICS/LEARNING</b>  | Are we there yet?<br>What Happens When I Fall Asleep?<br>Will You Read Me a Story?<br>Why Do Ladybirds Have Spots?<br>Are We There Yet?<br>Do Cows Drink Milk?  | Superheroes<br>Moon Zoom!<br>Dinosaur Planet<br>Enchanted Woodland<br>Rio De Vida   | Land Ahoy!<br>Street Detectives<br>Muck, Mess & Mixtures<br>Scented Garden  | Scrumdiddlyumptious<br>Mighty Metals<br>Flow<br>Tribal Tales   | Burps, Bottoms & Bile<br>Road Trip USA<br>I Am Warrior<br>Blue Abyss  | Magical Forces!<br>Divorced, Beheaded,<br>Died!<br>Star Gazers!<br>Ancient Influences  | Victorians<br>Frozen Kingdom<br>A Child's War<br>Hola Mexico!   |
| <b>Useful artists</b>   | <b>Resources and techniques in art and design linked to each year group</b>   |   |   |  |   |  |   |
| <b>Drawing</b><br><i>Leonardo Da Vinci, Vincent Van Gogh, Poonac</i><br><b>Painting</b><br><b>Colour</b><br><i>Pollock, Monet, Chagall, Ben Moseley, Van Gogh...</i><br><b>Printing</b><br><i>Picasso, Dan Mather, Andy Warhol...</i><br><b>Form / sculpture / sculpting</b><br><i>Henry Moore, Barbara Hepworth, Andy Goldsworthy...</i><br><b>Textiles</b><br><i>Linda Caverley, Molly Williams, William Morris, Gustav Klimt...</i><br><b>Pattern</b><br><i>Joan Miro, Bridget Riley, Escher, Paul Klee,</i><br><b>Photography</b> | Pencil, charcoal, chalk and pastels in a variety of thicknesses.<br>Acrylic paint, aprons, a wide range of paintbrush sizes, rollers, small and large pallets, felt tip, coloured pens, chalk, pastels and wax crayon in a variety of thicknesses.<br>Acrylic paint, ink, rollers, large pallets, found materials, fruit/veg, wood blocks.<br>Junk modelling materials, found & natural materials, scissors, tape, Different materials. | Pencil, charcoal, chalk, pastels in a variety of thicknesses.<br>Acrylic paint, aprons, <b>watercolour paints</b> , a wide variety of paintbrush sizes-lengths and thicknesses, rollers, small and large pallets, felt tip, coloured pens, chalk, pastels and wax crayon in a variety of thicknesses.<br>Acrylic paint, ink, rollers, large pallets, found materials, fruit/veg, wood blocks, <b>carbon papers, poly-blocks, tools</b> , Junk modelling materials, found & natural materials, scissors, tape, rope, <b>clay and tools</b> .<br>Thread, wool, scissors, glue, large eye needles, fabric crayons, Binca, different materials. | Pencil, charcoal, chalk, pastels in a variety of thicknesses.<br>Acrylic paint, aprons, watercolour paints, a wide variety of paintbrush sizes-lengths and thicknesses, rollers, small and large pallets, felt tip, coloured pens, chalk, pastels and wax crayon in a variety of thicknesses <b>Primary and secondary colours</b> .<br>Acrylic paint, ink, rollers, large pallets, found materials, fruit/veg, wood blocks, <b>carbon papers, poly-blocks, tools</b> , Junk modelling materials, found & natural materials, scissors, tape, rope, clay and tools.<br>Thread, wool, scissors, glue, large eye needles, fabric crayons, Binca, different materials, <b>French knitting Dollies, wax or oil resist resources</b> . | Various pencils, fine line pen, charcoal, chalk, pastels, <b>ICT software</b> .<br>Acrylic paint, painting shirts, <b>watercolour paints and fine brushes</b> , a variety of paintbrush sizes, rollers, small and large pallets, felt tip, coloured pens, chalk, pastels and wax crayon in a variety of thicknesses. <b>Primary and secondary colours</b> .<br><b>Colour wheels primary and secondary</b> .<br>Acrylic paint, ink, rollers, large pallets, found materials, fruit/veg, wood block, carbon papers, poly-blocks, tools.<br>Junk modelling materials, found & natural materials, scissors, tape, rope, clay and tools, <b>papier mâché</b> .<br>Thread, wool, scissors, glue, smaller eye needles, fabric crayons, Binca, different materials, tie-dye resources, French knitting Dollies, wax or oil resist resources, <b>tie-dye resources, Batik</b> . | Various pencils, fine line pen, charcoal, chalk, pastels, ICT software.<br>Acrylic paint, painting shirts, watercolour paints and fine brushes, a variety of paintbrush sizes, rollers, small and large pallets, felt tip, coloured pens, chalk, pastels and wax crayon.<br>Colour wheels primary and secondary. <b>Create a range tones, tints and shades</b> .<br>Acrylic paint, ink, rollers, large pallets, found materials, fruit/veg, wood block, carbon papers, poly-blocks, tools, <b>marbling, silkscreen and batik</b> .<br>Junk modelling materials, found & natural materials, scissors, tape, rope, clay and tools, papier mâché.<br>Thread, wool, scissors, glue, smaller eye needles, fabric crayons, Binca, different materials, tie-dye resources, French knitting Dollies, wax or oil resist resources, tie-dye resources, Batik. | Various pencils and fine line pens, charcoal, inks, chalk, pastels, ICT software.<br>Acrylic paint, painting shirts, watercolour paints and fine brushes, a variety of paintbrush sizes, rollers, small and large pallets, felt tip, coloured pens, chalk, pastels and wax crayon.<br>Colour wheels primary and secondary. <b>Create a range tones, tints and shades. Warm, cold, complementary and contrasting colours</b> .<br>Acrylic paint, ink, rollers, large pallets, found materials, fruit/veg, wood block, carbon papers, poly-blocks, tools, marbling, silkscreen, batik, <b>Lino and carving tools</b> .<br>Junk modelling materials, found & natural materials, scissors, tape, rope, clay and tools, papier mâché.<br><b>Different grades of thread and wool, scissors, glue, a range of size eye needles, fabric crayons, Binca, different materials, tie-dye resources, French knitting Dollies, wax or oil resist resources, tie-dye resources, Batik</b> . | Various pencils and fine line pens, charcoal, inks, chalk, pastels, ICT software.<br>Acrylic paint, painting shirts, watercolour paints and fine brushes, a variety of paintbrush sizes, rollers, small and large pallets, felt tip, coloured pens, chalk, pastels and wax crayon.<br>Colour wheels primary and secondary. <b>Create a range tones, tints and shades. Warm, cold, complementary and contrasting colours</b> .<br>Acrylic paint, ink, rollers, large pallets, found materials, fruit/veg, wood block, carbon papers, poly-blocks, tools, marbling, silkscreen, batik, Lino and carving tools.<br>Junk modelling materials, found & natural materials, scissors, tape, rope, clay and tools, papier mâché, <b>plaster</b> .<br>Different grades of thread and wool, scissors, glue, a range of size eye needles, fabric crayons, Binca, different materials, tie-dye resources, French knitting Dollies, wax or oil resist resources, tie-dye resources, Batik. |

| Foundation Stage   |   |  |  |  |   |  |
|--|---|--|--|--|---|--|
| Expressive Art and Design – exploring and using media and materials  |   |  |  |  |   |  |
| Experiment with media and materials finding out about their properties and modifying and manipulating them. It includes exploring sounds, patterns, movement and different tools and techniques. |   |  |  |  |   |  |
| AUTUMN   |   | SPRING   |  | SUMMER   |   |  |
| <b>Progression:</b>  | <b>Drawing:</b> Begin to use a variety of drawing tools. Explore different textures and taking rubbings from different surfaces. Use drawings to tell a story. Investigate different lines. Encourage more accurate drawings of people.<br><b>Painting:</b> Begin to explore mark making with different paints. Mix paint. Create finger paintings. Use a range of paintbrush sizes. Use paint to create an image.<br><b>Colour:</b> Name colours. Begin experimenting with and using primary colours. Mix colours. Learn the names of different tools that bring colour. Use a range of tools to make coloured marks on paper.<br><b>Printing:</b> Explore printing with a variety of objects. Print with block colours.<br><b>Form (sculpture):</b> Explore shape in the environment. Begin to explore materials through handling, feeling, enjoying and manipulating. Begin to explore constructing - building and destroying.<br><b>Texture:</b> Explore fabric and materials through handling, manipulating and enjoying. Explore sensory experience. Create simple collages using a range of textures..<br><b>Pattern:</b> Explore repeating patterns and irregular painting patterns. Explore simple symmetry. | e.g. of skills/exploration/use of media and materials taught.... |  | e.g. of skills/exploration/use of media and materials taught.... |   |  |
| <b>KS1</b>   |   |  |  |  |   |  |
|  | Autumn: e.g. of skills/lessons progression  |  | Spring: - e.g. of skills/lessons progression                               |  | Summer: e.g. of skills/lessons progression  |  |
| <b>Progression</b>   | <b>Y1: Exploring &amp; developing ideas:</b> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.   |  | <b>Y1: - Dinosaur Planet</b>   |  | <b>Y1: - Enchanted Woodland &amp; Rio de Vida</b>   |  |
| <b>Be taught to use a range of materials creatively to design and make products</b>  | <b>Y2: Exploring &amp; developing ideas:</b> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.  |  | Make salt dough Dinosaur fossils.<br>Make Dinosaur skin fossil, using clay |  | Make clay Tree Boggarts.<br>Design and make a woodland themed weaving.<br>Design and make a carnival themed mask.<br>Design and make a rainforest animal collage. |  |
|  | <b>Y1: - Superheroes &amp; Moon Zoom!</b><br>Make potato prints to look like Supertato.<br>Design and make vegetable superheroes.<br>Design and make a pop art onomatopoeia splat.<br>Make marble ink planets.<br>Design and make artwork based on artist study.<br><b>Y2: - Land Ahoy!</b>   |  | <b>Y2: - Street Detectives</b>   |  | <b>Y2: - Muck, Mess &amp; Mixtures &amp; Scented Garden</b><br>Create a regal themed self-portrait<br>Create a skyline of London burning scene                    |  |

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| <p><b>Progression</b></p> <p><b>Be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p> | <p><b>Y1: Drawing:</b> Explore a variety of drawing tools, e.g., pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Explore different textures e.g., take rubbings. Observe and draw landscapes. Observe patterns. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour.</p> <p><b>Y1: Painting:</b> Use a variety of tools and techniques including the use of different brush sizes and types. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g., use of sawdust.</p> <p><b>Y1: Printing:</b> Be able to recognise pattern in the environment. Make marks in print with a variety of objects, including natural and man-made objects. Explore mono-printing. Explore different printing techniques e.g., wood block and relief (e.g., with string and found objects) printing. Make rubbings. Create patterns. Build a repeating pattern.</p> <p><b>Y1: Form and space (sculpture):</b> Use materials to make known objects for a purpose. Explore sculpture with a range of malleable media, especially clay. Manipulate clay in a variety of ways, e.g., rolling, kneading and shaping, carve, pinch and roll. Experiment with, construct and join recycled, natural and manmade materials. Make simple joins. Explore shape and form.</p> <p><b>Y1: Textiles:</b> Begin to use a variety of techniques, e.g., weaving, finger knitting, fabric crayons, sewing and Binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Explore how textiles create things.</p> | <p><b>Y2: Drawing:</b> Draw for a sustained period of time from images and real objects, including single and grouped objects. Experiment with tools and surfaces. Layer different media, e.g., crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Sketch to make quick observations and records. Explore ways of recording experiences and feelings. Experiment with the visual elements - line, shape, pattern and colour. Discuss use of shadows and use of light and dark.</p> <p><b>Y2: Painting:</b> Be able to mix a range of secondary colours, shades and tones using different types of paint. Experiment with tools and techniques, e.g., layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g., large brush on large paper etc.</p> <p><b>Y2: Printing:</b> Print using a variety of materials, objects and techniques. Identify the different forms printing takes. Explore mono-printing. Use a variety of techniques, e.g., carbon printing, relief, poly-block, rubbings and fabric printing. Design patterns of increasing complexity and repetition.</p> <p><b>Y2: Form and space (sculpture):</b> Develop an awareness of natural and man-made forms. Begin to express personal experiences and ideas. Manipulate clay for a variety of purposes, e.g., thumb pots, simple coil pots and models. Be able to shape and form from direct observation (malleable and rigid materials). Explore decorative techniques, replicate patterns and textures in a 3-D form. Explore the work of other sculptors. Experiment with, construct and join recycled, natural and manmade materials more confidently. Understand the safety and basic care of materials and tools.</p> <p><b>Y2: Textiles:</b> Continue to develop a variety of techniques, e.g., weaving, French knitting, fabric crayons and wax or oil resist, simple appliqué and embroidery. Use large eyed needles and explore stitch e.g., running stitch, knot and use other manipulative skills. Create textured collages from a variety of media. Make a simple mosaic.</p> |   |
|  | <p><b>Y1: - Superheroes &amp; Moon Zoom!</b></p> <p>Use a potato and premixed paint to print a potato shape. Add details with paint and pen to recreate the Supertato character.</p>  <p>Use vegetables and other materials, e.g., fabric, ribbon, googly eyes and card to create vegetable superheroes.</p>  <p> Observational drawing of artist study artwork and recreate own pop art onomatopoeia splat.</p>   | <p><b>Y1: - Dinosaur Planet</b></p> <p>Make and use salt dough to create Dinosaur fossils.</p>  <p>Observational drawing of dinosaur skin / fossils.</p>  <p>Use clay and clay tools to recreate textures of reptilian skin. Finish with premixed earth tone paints.</p>    | <p><b>Y1: - Enchanted Woodland &amp; Rio de Vida</b></p> <p>Use clay and found natural materials to make a Tree Boggart, in pairs.</p>  <p>Make a cardboard loom to create a Woodland themed weaving using materials, e.g., string, fabrics and ribbon.</p>  <p>Use materials, e.g., glitter, feathers, stickers, paint and</p> |

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|   | <p>Explore and use marble inks to create a planet.</p>   <p>Explore paint, pastels and chalks to recreate artwork based on artist study.</p> <p><b>Y2: - Land Ahoy!</b></p> <p>Observational drawing of pirate related objects</p> <p>Drawing pirate ships and labelling</p>   | <p><b>Y2: - Street Detectives</b></p> <p>Mix and match paints to explore colour, line and layering to recreate artwork explored during artist study.</p>  <p>Use a range of colour implements to create a regal self portrait</p> <p>Use charcoal, chalks and pastels to create a London burning scene</p> | <p>pen to create a carnival themed mask.</p> <p>Use collage materials, e.g., paper, card and fabric, to layer up and create a rainforest animal collage.</p>  <p><b>Y2: - Muck, Mess &amp; Mixtures &amp; Scented Garden</b></p> <p>Explore and recreate artist study artwork, focusing on line, colour and composition.</p>  <p>Observational drawing of artist study artwork.</p>  <p>Observational drawing of artist study artwork.</p>  <p>Observational drawing of an allotment</p> |
| <p><b>Progression</b></p> <p>Be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> | <p><b>Y1: Colour:</b> Name all the primary and secondary colours. Begin to be able to mix colours. Mix and match colours to artefacts and objects. Find collections of colour. Apply colour with a range of tools.</p> <p><b>Y1: Texture:</b> Explore ways to create different textures using a range of drawing tools. Take rubbings of different textures. Collage. Sort textures according to specific qualities.</p> <p><b>Y1: Pattern:</b> Discuss and continue to develop an awareness of patterns repeating patterns symmetry.</p> <p><b>Y2: Colour:</b> Explore, mix and use a range of tones of the primary and secondary colour. Mix and match colours using artefacts and objects. Know that the primary colours are mixed to make the secondary colours. Use white or water to lighten, and darken colours without using black. Use colour on a large scale</p> <p><b>Y2: Texture:</b> Continue to explore ways to create different textures using a range of drawing tools. Create collage by exploring overlapping and overlaying to create effects.</p> <p><b>Y2: Pattern:</b> Experiment by arranging, folding, repeating, overlapping to create regular and irregular patterning. Explore natural and manmade patterns. Discuss regular and irregular patterns.</p> |   |   |
|   | <p><b>Y1: - Superheroes &amp; Moon Zoom!</b></p>  <p>Explore and develop use of line, colour and pattern recreate artist study Pop art onomatopoeia splats.</p> <p>Explore and develop use of line, pattern, shape, form and colour to recreate artwork based on artist study.</p>   | <p><b>Y1: - Dinosaur Planet</b></p> <p>Make and use salt dough to crate Dinosaur fossils, thinking about shape, texture and colour</p>  <p>Finish by attempting to mix earthy colour paints and paint using different brushes.</p>   | <p><b>Y1: - Enchanted Woodland &amp; Rio de Vida</b></p> <p>Use clay and found natural materials to create Tree Boggarts. Focus on shape, form, line and textures.</p>   |

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|  | <p><b>Y2: - Land Ahoy!</b></p> <p>Colour match and explore of ways to represent pattern and texture of pirate related artifacts</p> <p>Colour match and explore of ways to represent pattern and texture of to paint a pirate ship</p> | <p>Think about form, shape, textures and colours in dinosaur skin fossils and how to create these simply, with tools and clay.</p>  <p>Finish by mixing earthy colour paints and paint using different brushes.</p>  <p><b>Y2: - Street Detectives</b></p> <p>Use primary and secondary colours and artist study to recreate a piece of artwork.</p>  <p>Think carefully about colours needed to create a London burning scene.</p> | <p>Create a Woodland themed weaving focusing on colour and texture.</p>  <p>Focus on colour, pattern and line create a carnival themed mask.</p>  <p>Focus on pattern, colour and shape to create a rainforest animal collage.</p>  <p><b>Y2: - Muck, Mess &amp; Mixtures &amp; Scented Garden</b></p> <p>Mix and use paints and artist study to recreate artist study artwork.</p>  <p>Mix paints and add textures to recreate artist study artwork.</p>  <p>Mix paint and use bold line to recreate artist study artwork.</p>  <p><b>Use clay to recreate artist study artwork?</b></p> <p>Create an allotment artwork focusing on line, colour, composition, pattern and texture.</p> |   |
| <p><b>Progression</b></p> <p>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</p> | <p><b>Y1: Artist study:</b></p>  | <p>Describe and explore the work of a significant artist. Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p>   | <p><b>Y2: Artist study:</b></p>   | <p>Explain why a painting, piece of art, body of work or artist is important. Pieces of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</p> |
|  | <p><b>Y1: - Superheroes &amp; Moon Zoom!</b></p>  <p><b>Roy Litchenstein study:</b> his use of line, shapes and colour.</p>                         | <p><b>Y1: - Dinosaur Planet</b></p>  | <p><b>Y1: - Enchanted Woodland &amp; Rio de Vida</b></p> <p><b>Y2: - Muck, Mess &amp; Mixtures &amp; Scented Garden:</b></p>  |   |



**Peter Thorpe study:** his use of line, shapes, colour and paint.

Y2: - Land Ahoy!

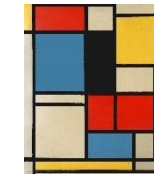
Y2: - Street Detectives:



**Kandinsky study:** his use of line, repeated patterns and colour.



**Bayeux Tapestry study:**



**Piet Mondrian study:** his use of line, colour and composition.







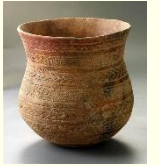
**Van Gogh study:** his use of paint, texture, and colour















**Yayoi Kusama study:** her use of bold colour, line, pattern texture and composition.

KS2




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.

|  | Autumn  | Spring  | Summer  |
|--|---|---|---|
|  | e.g. of skills/lessons progression  | e.g. of skills/lessons progression  | e.g. of skills/lessons progression  |
| <b>Progression</b><br>Be taught to create sketch books to record their observations and use them to review and revisit ideas | <p><b>Y3 Exploring &amp; developing ideas:</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Y3 Drawing:</b> Draw for a sustained period of time at their own level. Develop close observational drawing. Experiment with the potential of various grades of pencils and other drawing implements. Plan, refine and alter drawings as necessary. Create initial sketches as a preparation for painting. Draw both the positive and negative shapes. Use their sketchbook to collect and record visual information from different sources. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p><b>Y3 Pattern:</b> Explore patterns in the environment. Design patterns using ICT. Make patterns on a range of surfaces. Explore symmetry.</p> |   |   |
|  | <p><b>Y3: - Scrumdiddlyumptious</b></p> <p>Real life observational drawings of fruit into sketch books.</p> <p>Review and revisit: Half image and half drawing of fruit.</p>   <p>Use artist study to recreate an individual portrait, incorporating fruits.</p>  | <p><b>Y3: – Mighty Metals &amp; Flow</b></p>  <p>Sketch and layer background, middle ground and foregrounds to create an overall image based on artist study.</p> <p>Use line and repeated patterns to create an image in sketch books, in response to the story ‘A River’ By Marc Martin.</p> | <p><b>Y3: – Tribal Tales</b></p> <p>Observational study of cave paintings.</p>  <p>Observational drawings of rocks – focusing on textures.</p> <p>Observational study of Beaker pots – focusing on patterns.</p>  |
|  | <p><b>Y4 Exploring &amp; developing ideas:</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Y4 Drawing:</b> Make informed choices in drawing, paper and media. Alter and refine drawings and describe changes using art vocabulary. Use research to inspire drawings from memory and imagination. Identify and draw the effect of light. Draw shape, scale and proportion with increased accuracy. Collect</p>  |   |   |











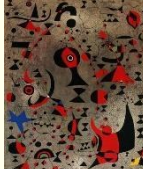
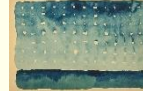
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| <p>images and information independently in a sketchbook. Explore relationships between line and tone, pattern and shape and texture.</p>   |  |  |
| <p><b>Y4 Pattern:</b> Explore environmental and manmade patterns. Explore tessellation.</p>  |  |  |
| <p><b>Y4: - Burps, Bottoms &amp; Bile</b></p> <p>Create studies of linear drawings using a range of drawing media.</p> <p>Real life observational drawing of the human anatomy – the hands.</p> <p>Real life observational drawing of the human anatomy – the eyes.</p> <p>Real life observational drawing of the human anatomy – portrait.</p>  | <p><b>Y4: - Road Trip USA &amp; I Am Warrior</b></p> <p>Observational study of traditional Dreamcatchers.</p>  <p>Review and revisit: draw a new personal Dreamcatcher.</p> <p>Observational study of Navajo weavings.</p>  <p>Review and revisit: draw a new personal Navajo themed design for a weaving.</p> | <p><b>Y4: - Blue Abyss</b></p> <p>Observational study of seascapes using pencil, charcoal, pastels and chalks.</p> <p>Observational study of tropical sea creatures using pencil, pen, charcoal, pastels and chalks.</p> |
| <p><b>Y5 Exploring &amp; developing ideas:</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures.</p>  |  |  |
| <p><b>Y5 Drawing:</b> Be able to work in a sustained and independent way from observation, experience and imagination. Use a variety of source material for their work. Explore the effect of light on objects and people from different directions. Interpret the texture of a surface in detail. Produce increasingly accurate drawings of people. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> |  |  |
| <p><b>Y5 Pattern:</b> Create own abstract pattern to reflect personal experiences and expression. Create pattern for purposes.</p>   |  |  |
| <p><b>Y5: - Magical Forces!</b></p> <p>Observational study /real life observational drawings of jewellery and Tudor artefacts.</p> <p>Review and revisit: design and draw a personal piece of jewellery.</p>   | <p><b>Y5: - Stargazers!</b></p> <p>Detailed observational tonal study of moonscapes.</p> <p>Observational study of constellations.</p> <p>Review and revisit: moonscapes to design a textile piece incorporating stitch.</p>   | <p><b>Y5: - Ancient Influences</b></p> <p>Detailed observational study of ancient Egyptian tombs, sarcophaguses, and hieroglyphics.</p>  |
| <p><b>Y6 Exploring &amp; developing ideas:</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople, designers and architects working in different times and cultures.</p>  |  |  |
| <p><b>Y6: Drawing:</b> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work (drawings). Develop ideas using different or mixed media, in their sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>  |  |  |
| <p><b>Y6: Pattern:</b> Create own abstract pattern to reflect personal experiences and expression. Create pattern for purposes.</p>  |  |  |
| <p><b>Y6: - Victorians &amp; Frozen Kingdom</b></p> <p>Real life observational drawings of children playing.</p>   | <p><b>Y6: - A Child's War</b></p> <p>Observational drawing skills.</p>   | <p><b>Y6: - ID &amp; Hola! Mexico</b></p> <p>(Real life) Observational drawings of the heart.</p>  |

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|   | <p>Observational study of Inuit art – focusing on line, texture and colour.</p>  |  | <p>Tribal art study (Green Goblins link).</p> <p>Detailed observational drawing of parts of the human anatomy.</p> <p>Detailed observational study of Mexican Calavera / skulls.</p> <p>Detailed observational study of the Mexican landscape.</p>    |
| <p><b>Progression</b></p> <p>Be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> | <p><b>Y3 Painting:</b></p> <p><b>Y3 Colour:</b></p> <p><b>Y3 Printing:</b></p> <p><b>Y3 Sculpting:</b></p> <p><b>Y3 Textiles:</b></p>  | <p>Experiment with different effects and textures e.g., blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small pictures etc. Painting techniques may include: dotting, scratching, splashing.</p> <p>Mix a variety of colours and know how to use primary colours to make secondary colours. Use a developed colour vocabulary. Make colour wheels. Print using a variety of materials, objects and techniques, including layering and rubbings. Continue to develop and explore relief and impressed printing. Explore colour mixing through overlapping colour prints. Record textures and patterns. Explore pattern and shape through creating designs for printing. Talk about the processes used to produce a simple print.</p> <p>Plan, design and make models. Develop ability to shape, form, model and construct (malleable and rigid materials). Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Understanding of different adhesives and methods of construction. Make a simple papier mâché object.</p> <p>Use a variety of techniques, e.g., printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Use smaller eyed needles and finer threads. Develop skills in stitching. Develop weaving skills e.g., creating different patterns or texture, weaving in a circle. Explore tie dyeing and batik. Name the tools and materials they have used. Experiment with a range of media e.g., overlapping, layering etc.</p> |  |
|   | <p><b>Y3: - Scrumdiddlyumptious</b></p> <p>Observational drawing of fruit using pencil and charcoal to improve line, texture, tint (highlights), blending and shading techniques.</p> <p>Color mixing paints to create contrasting colours for ‘sweet wrapper designs’.</p>  <p> Use preliminary sketches and artist study to print onto tiles using 2 contrasting colours.</p> <p> Use preliminary sketches and artist study to create collages of fruits.</p> <p> Use preliminary sketches to create clay models of fruit.</p> | <p><b>Y3: – Mighty Metals &amp; Flow</b></p> <p>Explore a range of sculpting techniques to create a robot.</p> <p>Use line to create perspective.</p> <p> Use watercolors to create a background. Use colour pastels to create middle and foreground detail. Smudge, blend and layer.</p> <p>Use felt tips to add detail and accentuate areas of interest.</p> <p>Foil embossing using string and tools and sharpies to create different textures and patterns.</p>  <p>Create a collective painting using sounds/music as a stimulus (river sounds).</p>  | <p><b>Y3: – Tribal Tales</b></p> <p>Use pastels and chalk to recreate a cave painting for classroom display.</p>  <p>Use pencils to create different line, patterns and textures of a rock. Hatching, stippling, blending and shading.</p> <p>Use preliminary sketches to create clay Beaker style. pots.</p>  <p>Use clay tools to create pattern on pots – focusing on pattern and texture.</p> <p><b>Circular weaving ?</b></p>  |



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|   |  | <p>Use line, pastels and chalks to create a repeated pattern.</p> <p>Use sponges, paintbrushes and paint to recreate Monet's Bridge over a pond of water lilies by layering the paint.</p> |  |
| <p><b>Y4 Painting:</b></p> <p><b>Y4 Colour:</b></p> <p><b>Y4 Printing:</b></p> <p><b>Y4 Sculpting:</b></p> <p><b>Y4 Textiles:</b></p>   | <p>Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p> <p>Mix and match colours with increasing accuracy. Use more specific colour language e.g., tint, tone, shade, hue. Select suitable equipment for the task. Explore colour to reflect mood.</p> <p>Use a sketchbook for recording textures and patterns. Research, create, modify and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want. Interpret environmental and manmade patterns. Explore resist printing including marbling, silkscreen and batik.</p> <p>Analyze and interpret natural and manmade forms of construction. Use a variety of materials. Plan, design, make and adapt models. Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Discuss own work and the work of other sculptors - showing a developing understanding of how something has been sculpted, modelled or constructed.</p> <p>Use a wider variety of stitches. Combine skills more readily. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Explore and experiment with creating mood, feeling, movement. Choose collage or textiles as a means of extending work already achieved Compare different fabrics. Match the tool to the material.</p> |  |  |
| <p><b>Y4: - Burps, Bottoms &amp; Bile</b></p> <p>Use pencils, colour pencils and fine line pen to create linear drawings, focusing on line to create form.</p> <p>Improve techniques of using drawing pencils to create a range of textures to represent parts of the human anatomy – the hands, the eyes.</p> <p>Explore the tonal uses of different drawing pencils and how this can change the drawings that represent parts of the human anatomy – the hands, the eyes.</p> <p> Use preliminary self-portrait sketches and artist study to create an abstract self-portrait. Use collage materials to layer patterns and textures.</p> | <p><b>Y4: - Road Trip USA &amp; I Am Warrior</b></p> <p>Use preliminary sketches of Dreamcatchers to create a personal Dreamcatcher using sticks, string, ribbon, beads and bells. Stitch, knot, weave, thread, wrap.</p> <p></p> <p> Use natural methods to dye materials and thread.</p> <p>Use preliminary sketches of Navajo Weavings and research to create a personal Navajo Weaving using materials, string, feathers, sticks and a cardboard loom.</p>   |  | <p><b>Y4: - Blue Abyss</b></p> <p>Use watercolor, inks and Brusho to create detailed, patterned and colorful seascape backgrounds.</p> <p>Use pencil, pen and black inks to create monochrome fish - focusing on detail and texture.</p> <p>Use collage materials and acrylic paints to create interesting monochrome seascape backgrounds.</p> <p>Use collage materials and acrylic paints to create interesting monochrome seascape backgrounds.</p> |
| <p><b>Y5 Painting:</b></p> <p><b>Y5 Colour:</b></p>   | <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.</p> <p>Explore hue, tint, tone, shades and mood. Explore the use of texture in colour. Explore using colour for different purposes.</p>   |  |  |

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|  | <p><b>Y5 Printing:</b></p> <p><b>Y5 Sculpting:</b></p> <p><b>Y5 Textiles:</b></p> <p>Y5 Photography:</p>   | <p>Begin to explain a few printing techniques, e.g., the use of poly-blocks, impressed, relief, mono, carbon printing, Lino and resist printing. Design prints and combine techniques. Choose the printing method appropriate to the task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. Discuss and evaluate own work and that of others.</p> <p>Plan and develop ideas; shape, form, model and join. Plan a sculpture through drawing and other preparatory work. Consider the properties of different materials. Construct from observation or imagination. Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Discuss and evaluate own work and that of other sculptors.</p> <p>Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Use stories, music or poems as stimuli. Make informed decisions about materials to use. Embellish work. Discuss and evaluate own work and that of other textile artists.</p>  |  |
|  | <p><b>Y5: - Magical Forces!</b></p> <p>Use observational study and jewellery design to create a piece of jewellery.</p>  | <p><b>Y5: - Stargazers!</b></p> <p>Experiment and further improve techniques of using pencil, chalks and charcoal – focusing on tone-light and dark, tints and shade to create a moonscape image.</p> <p>Revisit and review: create pinprick art of constellations studied in sketchbooks.</p> <p>Use a range of materials and stitch to create a moonscape.</p>  | <p><b>Y5: - Ancient Influences</b></p> <p>Experiment and further improve techniques of using pencil, pen and paints – focusing on details of ancient Egyptian tombs, sarcophaguses, and hieroglyphics.</p> <p>Colour match paints.</p> |
|  | <p><b>Y6 Painting:</b></p> <p><b>Y6 Colour:</b></p> <p><b>Y6 Printing:</b></p> <p><b>Y6 Sculpting:</b></p> <p><b>Y6 Textiles:</b></p> <p>Y6 Photography:</p>   | <p>Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, including those researched independently. Show an awareness of how paintings are created (composition).</p> <p>Create shades and tints using black and white. Explore hue, tint, tone, shades and mood. Explore the use of texture in colour. Explore colour for purposes. Explore colour to express feelings.</p> <p>Describe a variety of printing techniques and uses e.g., the use of poly-blocks, impressed, relief, mono, carbon printing, Lino and resist printing. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Can build up drawings and images of whole or parts of items using various techniques. Explore printing techniques used by various artists. Work relatively independently.</p> <p>Plan and develop ideas; shape, form, model and join. Further develop skills in using clay e.g., slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence. Discuss and evaluate own work and that of other sculptors.</p> <p>Use different techniques, colours and textures etc. when designing and making pieces of work. Further develop experience in embellishing. Begin to show an awareness of the potential of the uses of material. Begin to apply knowledge of different techniques to express feelings. To work collaboratively on a larger scale. To be expressive and analytical to adapt, extend and justify their work. Discuss and evaluate own work and that of other textile artists.</p> |  |
| <p><b>Y6: - Victorians &amp; Frozen Kingdom</b></p>  <p>Take photographs that capture children playing to</p> | <p><b>Y6: - A Child's War</b></p> <p>Mark make, match colours and patterns in artist's work using a range of media.</p> <p>Use observational drawings and artist study to recreate artworks.</p> <p>Use the wax resist technique, watercolours, pencil and</p> | <p><b>Y6: - ID &amp; Hola! Mexico</b></p> <p>Use observational drawings of the Mexican skill to colour mix and match creating bold and interesting patterns.</p>  | <p>Use observational drawings of the Mexican skill to colour mix and match creating bold and interesting patterns.</p>                            |

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|   | <p>compare with observational drawings taken.</p> <p>Use observational study of Inuit art to develop use of pencil, paint and pen to recreate a piece of artwork.</p> <p>Use observational study of Inuit art to develop printing methods that convey a clear conceptual meaning.</p>   | <p>pen. Focus on tone, contour lines and colour mixing.</p> <p>Use pencil and pen to develop the crosshatching, smudging and blending technique.</p>   | <p>Use clay to recreate a Mexican Calavera / skull.</p>  |
| <p><b>Progression</b><br/>Be taught about great artists, architects and designers in history</p>  | <p><b>Y3:</b> Work in the style of a significant artist, architect or designer. The work of significant artists, architects and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used:</p>   |  |  |
|   | <p><b>Y3: - Scrumdiddlyumptious</b></p>  <p><b>Giuseppe Arcimboldo</b> study: his portrait paintings with fruits.</p>  <p><b>Andy Warhol</b> study: his use of contrasting colours to create repeated prints</p> | <p><b>Y3: – Mighty Metals &amp; Flow</b></p>  <p><b>Eric Joiner</b> study: his use of objects to create interesting perspectives (back, middle and foregrounds).</p>  <p><b>Claude Monet</b> study: impressionist painter's use of layers and contrasting colours to capture light in his paintings.</p> | <p><b>Y3: – Tribal Tales</b></p>   |
| <p><b>Y4:</b> Explain the significance of art, architecture or design from history and create work inspired by it. Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used:</p> |   |  |  |
|   | <p><b>Y4: - Burps, Bottoms &amp; Bile</b></p>  <p><b>Pablo Picasso</b> study: his abstract portraits.</p>  | <p><b>Y4: - Road Trip USA &amp; I Am Warrior</b></p>  <p><b>Navajo weaving by North American Indians</b> study: their traditional methods of dying thread and weaving.</p>  | <p><b>Y4: - Blue Abyss</b></p>  <p><b>Paul J Hill</b> study?</p>  <p><b>Jason Decaires Taylor</b> study?</p> |
| <p><b>Y5:</b> Investigate and develop artwork using the characteristics of an artistic movement. Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract:</p>  |   |  |  |
|   | <p><b>Y5: - Magical Forces! &amp; Divorced, Beheaded, Died!</b></p>  <p><b>Yoyoi Kusama</b> study:</p>  <p><b>Hans Holbein</b> study: his portraits.</p>  | <p><b>Y5: - Stargazers!</b></p>  <p><b>Joan Miro - Constellation: Toward the Rainbow, 1941</b></p>  <p><b>Georgia O'Keefe - Starlight Night, 1963</b></p>  | <p><b>Y5: - Ancient Influences</b></p>   |



Vincent van Gogh - *The Starry Night* 1889

**Y6:** Explain the significance of different artwork from a range of times and cultures, and use elements of these to create artwork. Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject:

**Y6: - Victorians & Frozen Kingdom**



Laurence Stephen Lowry study:



Lucy Qinnuayuak – *Gathering of Birds*

**Y6: - A Child's War**



Henry Moore study: his life and artwork during WWII.

**Y6: - ID & Hola! Mexico**



Frida Kahlo

**Possible links to other subjects could include:**

**RE** - the role of art, sculpture etc. in religious buildings and their symbolic meanings.

**English** - discussion and debate around artworks and artists being studied; making and using masks to support drama and storytelling; studying the work of illustrators and creating new illustrations for existing stories.

**Maths** - exploring patterns, symmetry and sequences, and recognising how certain numerical strings (e.g., the Fibonacci sequence) recur often in nature.

**PE** - using dance, silhouettes, body angles and the human form as the basis for artwork; exploring techniques to capture motion in still images and forms.

**Computing** – creating digital art and manipulating images.