



Curriculum:

Progression in Art & Design



INTENT - The Art & Design Curriculum

As a school, we believe that art is a vital and integral part of children's education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society. Art contributes to children's personal development in creativity, independence, judgement and self-reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values. The focus is in developing proficiency in drawing, painting, understanding colour and shade and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design. We also aim for children to understand local artists and their contribution to wider society.

The art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists and designers throughout history.

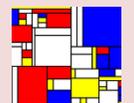
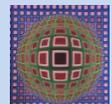
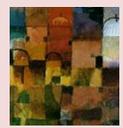
Children will develop their understanding of the visual language of art with effective teaching and carefully thought out sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing an accessible and engaging curriculum which will enable children to reach their full potential

IMPLEMENTATION - Progression in Art & Design Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing- Pencil, charcoal, inks, ICT, chalk, pastels	<p>Use and explore a variety of drawing tools</p> <p>Investigate different lines</p> <p>Explore different textures</p> <p>Show accuracy and care when drawing</p>	<p>Use a variety of drawings tools with increasing competency</p> <p>Develop control when drawing different lines</p> <p>Explore different textures</p> <p>Begin to observe and identify shapes and lines when drawing landscapes, plants, animals and people</p>	<p>Experiment with tools and surfaces</p> <p>Use drawing as a way of recording experiences and feelings</p> <p>Observe and identify shapes and lines when drawing landscapes, plants, animals and people</p> <p>Investigate making different tones</p> <p>Use sketches to make quick records</p>	<p>Experiment with the potential of various pencils</p> <p>Closely observe objects</p> <p>Draw both the positive and negative shapes</p> <p>Use initial sketches as a preparation for painting</p> <p>Produce accurate drawings of landscapes, plants, animals and of people – particularly faces</p>	<p>Identify and draw the effect of light</p> <p>Understand scale and proportion</p> <p>Produce accurate drawings of landscapes, plants, animals and whole people including proportion and placement</p> <p>Work on a variety of scales</p> <p>Explore computer generated drawings</p>	<p>Explore the effect of light on objects and people from different directions</p> <p>Begin to interpret and represent the texture of a surface</p> <p>Produce increasingly accurate drawings of landscapes, plants, animals and people</p> <p>Begin to apply the concept of perspective using a single focal point and horizon</p>	<p>Understand the effect of light on objects and people from different directions</p> <p>Interpret and represent the texture of a surface</p> <p>Produce increasingly accurate drawings of landscapes, plants, animals and people</p> <p>Apply the concept of perspective using a single focal point and horizon.</p>
Colour – Paint, ink, dye, textiles, crayon, pastels, pencils	<p>Name basic colours</p> <p>Experiment with primary colours & black and white.</p> <p>Explore the effects of mixing colours.</p> <p>Learn the names of different tools that bring colour</p> <p>Use a range of tools to make coloured marks on paper</p>	<p>Name colours including shades.</p> <p>Know how to use primary colours and black & white to mix new colours</p> <p>Create collections of colour</p> <p>Apply colour with a range of tools</p>	<p>Name and group primary colours and secondary colours.</p> <p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours without using black</p> <p>Use colour on a large scale</p>	<p>Confidently mix colours and shades from memory</p> <p>Create colour wheels</p> <p>Explore different types of brushes</p> <p>Begin to apply colour using dotting, scratching, splashing</p>	<p>Use colour mixing to match tint, tone and shade</p> <p>Carefully observe colours</p> <p>Select suitable equipment for the task</p> <p>Apply colour using dotting, scratching, splashing</p>	<p>Use colour mixing when exploring: Hue, tint, tone, shades and mood</p> <p>Begin to explore the use of texture in colour</p> <p>Consider the use of colour for purposes</p> <p>Begin to use colour to reflect moods and express feelings.</p>	<p>Use colour mixing when exploring: Hue, tint, tone, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Select and explain the use of colour for purposes</p> <p>Use colour to reflect moods and express feelings.</p>
Texture- Textiles, clay, sand, plaster, stone	<p>Create simple collages using scissors and tearing</p> <p>Explore materials using their senses</p> <p>Handle, manipulate and use different textiles</p> <p>Manipulate simple weaving patterns.</p>	<p>Cut, glue and trim material to create new pictures and collages.</p> <p>Sort materials according to specific qualities</p> <p>Explore weaving with a range of materials</p>	<p>Fold, crumple and tear materials to make collages.</p> <p>Begin to use running stitch and over stitch to combine and decorate fabrics</p>	<p>Overlap and layer to create a collage.</p> <p>Use running stitch and over stitch to combine fabrics</p> <p>Begin to use cross stitch to add detail to fabric</p> <p>Explore simple appliqué effects</p> <p>Observe and design textural art.</p>	<p>Combine a collage with a background they have painted or drawn.</p> <p>Confidently use running stitch and over stitch to combine fabrics</p> <p>Use cross stitch to add detail to fabric</p> <p>Apply simple applique effects</p> <p>Experiment with designing and creating mood, feeling and movement in textural art.</p>	<p>Explore a wider variety of stitches for different purposes</p> <p>Begin to embellish work</p> <p>Experience tie dying & batik</p> <p>Research and discuss various artists and designers using textiles</p>	<p>Use a wider variety of stitches for different purposes</p> <p>Embellish work using a selection of items</p> <p>Create desired effects using tie dyes and batik</p> <p>Describe the work and ideas of various artists and designers using textiles</p>
Form – 3d work, clay, dough, boxes,	<p>Handle, manipulate and use different materials</p> <p>Experiment with form and design</p>	<p>Develop an awareness of natural and man-made forms</p> <p>Make structures by joining objects together</p>	<p>Observe natural and man-made forms.</p> <p>Experiment with basic tools on rigid and flexible materials.</p>	<p>Compare and re-create natural and man made forms.</p>	<p>Analyse and interpret natural and manmade forms of construction</p>	<p>Use a variety of techniques to sculpt clay including slabs, coils and slips.</p>	<p>Use a variety of techniques to sculpt clay including slabs, coils and slips.</p>

<p>wire, paper, sculpture, Modroc</p>	<p>Make exploratory models and structures</p>	<p>Explore, manipulate and shape modelling media.</p> <p>Manipulate materials to add patterns and textures</p> <p>Experiment with positions and combinations of materials</p>	<p>Use simple techniques to add pattern and texture to materials</p> <p>Shape and form materials from direct observation</p> <p>Use form as an expression of personal experiences and ideas</p>	<p>Shape, form, model and construct using a range of materials.</p> <p>Use tools and techniques to shape, cut, alter and decorate rigid and flexible materials.</p> <p>Begin to understand different adhesives and methods of construction</p> <p>Begin to plan and develop form through drawings and preparatory work.</p> <p>Discuss own work and work of other sculptors</p>	<p>Shape, form, model and construct using a range of materials.</p> <p>Use tools and techniques to shape, cut, alter and decorate rigid and flexible materials.</p> <p>Understand different adhesives and methods of construction</p> <p>Plan and develop form through drawings and preparatory work.</p> <p>Discuss own work and work of other sculptors</p>	<p>Shape, form, model, construct and join using a range of materials.</p> <p>Produce intricate patterns in malleable materials.</p> <p>Experiment and describe the properties of different media.</p> <p>Plan and develop ideas using observation, imagination, sketches and annotations.</p> <p>Discuss and evaluate own work and that of other sculptors</p>	<p>Shape, form, model, construct and join using a range of materials.</p> <p>Produce intricate patterns in malleable materials.</p> <p>Experiment and describe the properties of different media.</p> <p>Plan and develop ideas using observation, imagination, sketches and annotations.</p> <p>Discuss and evaluate own work and that of other sculptors</p>
<p>Printing: found materials, fruit & veg, lino printing, poly prints, string</p>	<p>Use and explore a variety of materials, tools and techniques, including rubbings and printing.</p>	<p>Use different objects and tools to create rubbings and prints.</p> <p>Experiment with relief and impressed printing</p> <p>Create patterns and images.</p>	<p>Use a wide range of objects to create prints.</p> <p>Use carbon printing, relief press and fabric printing techniques.</p>	<p>Create printing blocks using relief or impressed techniques.</p> <p>Use Mono-printing techniques.</p> <p>Investigate environmental and man-made textures and patterns.</p> <p>Test colour mixing through overlapping colour prints.</p> <p>Research and sketch textures and patterns</p> <p>Discuss own work and work of other artists</p>	<p>Create printing blocks using relief or impressed techniques.</p> <p>Use mono- printing techniques.</p> <p>Interpret environmental and manmade patterns</p> <p>Make decisions about colour mixing through over lapping colour prints.</p> <p>Research and sketch and annotate textures and patterns.</p> <p>Discuss own work and work of other artists</p>	<p>Experiment with layers and overlays to create new colours and textures.</p> <p>Use marbling and silk screen techniques.</p> <p>Modify and adapt their printing.</p> <p>Research, sketch, annotate and design textures and patterns.</p> <p>Discuss and evaluate own work and that of other artists</p>	<p>Experiment with layers and overlays to create new colours and textures.</p> <p>Use marbling and silk screen techniques.</p> <p>Modify and adapt their printing.</p> <p>Research, sketch, annotate and design textures and patterns.</p> <p>Discuss and evaluate own work and that of other artists</p>
<p>Pattern- paint, pencil, clay, printing</p>	<p>Use a variety of materials, tools and techniques.</p> <p>Experiment with colour and design.</p> <p>Use repeating and regular patterns.</p> <p>Create simple symmetry</p>	<p>Identify and discuss patterns that are natural and man-made.</p> <p>Use different tools and media to create repeating patterns.</p> <p>Identify and create symmetrical patterns.</p>	<p>Investigate natural and manmade patterns</p> <p>Design and create regular and irregular patterns.</p>	<p>Use environmental pattern as inspiration.</p> <p>Design and make patterns on a range of surfaces.</p> <p>Begin to create, repeat and arrange a motif to develop pattern designs.</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p>	<p>Use environmental pattern as inspiration.</p> <p>Design and make patterns on a range of surfaces.</p> <p>Create, repeat and arrange a motif to develop pattern designs.</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p>	<p>Investigate and use tessellations in their work.</p> <p>Use motifs in a wide variety of ways to develop pattern designs.</p> <p>Create own abstract pattern to reflect personal experiences and expression</p> <p>Begin to follow a brief to achieve an effect for a particular purpose.</p> <p>Discuss and evaluate own work and that of other artists and designers</p>	<p>Investigate and use tessellations in their work.</p> <p>Use motifs in a wide variety of ways to develop pattern designs.</p> <p>Create own abstract pattern to reflect personal experiences and expression</p> <p>Follow a brief to achieve an effect for a particular purpose.</p> <p>Discuss and evaluate own work and that of other artists and designers</p>

IMPLEMENTATION – WHOLE SCHOOL ARTIST STUDY

	YEAR A						YEAR B					
	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2
Rec & Y1	Frida Kahlo 	Arcimboldo 	Kandinsky 	Andy Goldworthy 	Eric Carle 	Yayoi Kusama 	Mackenzie Thorpe 	H. Matisse The Snail 	Monet 	Amedeo Modigliani 	Mark Lewanski 	Mondrian 
Y2	Lowry 	Vasarely 	Picasso 	Barbara Hepworth 	Cath Kidston 	Bridget Riley 	O'Keefe 	Peter Blake I LOVE 	Vincent Van Gogh 	Keith Haring 	Hilary Beattie 	Paul Klee 
Y3 & Y4	Quentin Blake 	Andy Warhol 	Pittaway 	Henry Moore 	Molly Williams 	Joan Miro 	Henri Rousseau 	Dan Mather 	Chagall 	Giacometti 	Linda Caverley 	Emma Bridgewater 
Y5 & Y6	Leonardo Da Vinci 	William Morris 	Ben Moseley 	Clarice Cliff 	Vivienne Westwood 	Escher 	Banksy 	Roy Lichtenstein 	Jean Michel Baquiat 	Anthony Gormley 	Faith Ringgold 	Faberge 
Visits, Visitors & Stimulus	Yorkshire Sculpture Park						Angel of the North & Baltic Centre					

IMPLEMENTATION - Progression in Art & Design (Long Term Plan)

	Au 1	Au 2	Sp 1	Sp 2	Su 1	Au 1	Au 2	Sp 1	Sp 2	Su 1
Y1	Formal Elements of Art – Shape, Texture & Tone	Seasonal Art	Art & Design Skills (YA)	Sculptures & Mixed Media	Landscapes Using Different Media	Formal Elements of Art – Shape, Texture & Tone	Seasonal Art	Art & Design Skills (YA)	Sculptures & Mixed Media	Landscapes Using Different Media
Y2	Formal Elements of Art- Shape, Line & Colour	Seasonal Art	Art & Design Skills (YB)	Sculptures & Collages	Human Form	Formal Elements of Art- Shape, Line & Colour	Seasonal Art	Art & Design Skills (YB)	Sculptures & Collages	Human Form
Y3 & Y4	Formal Elements of Art – Shape & Tone	Seasonal Art	Art & Design Skills (YA)	Craft	Prehistoric Art	Formal Elements of Art – Texture & Pattern	Seasonal Art	Art & Design Skills (YB)	Recycled Materials	Every Picture Tells a Story
Y5 & Y6	Formal Elements of Art - Architecture	Seasonal Art	Art & Design Skills (YA)	Design for a Purpose	Every Picture Tells a Story	Make My Voice Heard	Seasonal Art	Art & Design Skills (YB)	Still Life	Photography
Visits, Visitors & Stimulus			Yorkshire Sculpture Park				Angel of the North & Baltic Centre			

IMPLEMENTATION - Progression in Art & Design (Sticky Knowledge)

The key threads of drawing, painting and appraising have been chosen as they are the most common which run through units. They are also the most pertinent in developing artists.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing-	<ul style="list-style-type: none"> I know that different types of pencils or drawing utensils can make different marks. 	<ul style="list-style-type: none"> I know that a pencil grip can change how marks are applied. I know that when you hold a pencil closer to the tip, it will increase control 	<ul style="list-style-type: none"> I know that pencils have different grades. I know that HB is the standard grade I know that refining lines makes drawings more accurate. I know what tone means. 	<ul style="list-style-type: none"> I know that a shallow angle produces a softer finish. I know that H pencils are hard. I know that B pencils are soft I know that a gradient is a gradual change from light to dark or vice versa. 	<ul style="list-style-type: none"> I know that a vanishing point is where two lines meet I know that cross hatching can be used to create light and dark I know which pencil I must use based on it's properties. 	<ul style="list-style-type: none"> I know that there are 4 types of perspective – 1 point, 2 point, 3 point and 	<ul style="list-style-type: none"> I know how tone can effect the mood of a piece of art.
Colour / Paint:	<ul style="list-style-type: none"> I know the names of an increasing range of colour. I know that someone who creates art is known as an artist. 	<ul style="list-style-type: none"> I know the names of the primary colours. I know the difference between portrait art and landscape art I know that a paintbrush grip can change the way paint is applied. I know the difference between warm and cold colours. 	<ul style="list-style-type: none"> I know the names of the secondary colours. I know which primary colours to mix to make the secondary colours. I know that the person who sits in a portrait is known as the 'subject'. I know that holding a paintbrush close to the tip will give more control. 	<ul style="list-style-type: none"> I know that when you add a darker colour, the colour value gets darker. This is known as shade. I know that paint can be layered to add texture 	<ul style="list-style-type: none"> Know that paints have different properties – watercolour for soft images / oil paint for thick and textured. 	<ul style="list-style-type: none"> I know what 'hue' means. Using knowledge of shade and tint, know how to mix variations of dark, mid and light colours. Know that when complimentary colours are mixed they will become muted. 	<ul style="list-style-type: none"> Know that by mixing different primary colours with black different hues of black can be created.
Appraising-	<ul style="list-style-type: none"> Know and identify colours in art work. 	<ul style="list-style-type: none"> Know how to identify the content or theme of art work Identify primary and secondary colours in a piece of art. 	<ul style="list-style-type: none"> Know how to make connections between different pieces of art. Know how to identify colour, line, shape, pattern and space. 	<ul style="list-style-type: none"> Know how paintings and art can impact on the mood. 	<ul style="list-style-type: none"> Know how to use in depth artistic language to discuss a piece of art. Know how colour can create mood – i.e. Picasso's blue period. 	<ul style="list-style-type: none"> Know how to interpret cultural and social backgrounds to a piece of art. 	<ul style="list-style-type: none"> Know how to comment, in depth on a piece of art – it's cultural background and using a variety of artistic language.

IMPLEMENTATION - Rationale

Art & Design at Hunton and Arrathorne is celebrated and very much a part of our school life. We teach art skills and progression through 'Art Weeks' which take place half-termly. This allows the children to explore the design process thoroughly before creating a final piece of work. To prepare children for this experience, staff have undertaken varied CPD with experts in school to develop the use of sketchbooks and progression in art. As a result, staff's expertise is strong and children are exposed to an exciting and immersive art curriculum.



To assist with our planning, we use the long-term plan and schemes of work from Kapow Art & Design. This means that we can benefit from enhanced subject knowledge and ensure that our planning is progressive, suitable for mixed age and helps children to know and remember more.

The seven elements of art, pictured above are key to developing the children's substantive knowledge in art and design. Although these are not taught discretely, links will be made and common vocabulary will be shared.

Art is displayed throughout school. Our sketchbooks, which the children begin in Foundation Stage, follow the children through school and are representative of the children's journey in art. Photographs of larger, group or 3D pieces are also kept within this book.

Our half-termly art weeks feature a focus on a key art skill and existing pieces of art, sketching aspects of these, with a particular focus on the necessary skills, before completing a final piece. The children will then be given constructive verbal feedback and next steps, with further opportunities to create the art piece, to improve their work and ensure that the skills are being developed. We have chosen for each year group to develop one skill at the same time (i.e. drawing) so children all develop these skills at the same pace and can draw clear links between learning.

To enhance children's cultural capital, we again link our art curriculum to the local area. Children will visit The Baltic Centre & The Angel of the North and the Yorkshire Sculpture Park and Thorpe Perrow Arboretum. We develop close links with local artists – both professional such as Mackenzie Thorpe and Lucy Pittaway or amateur.

IMPACT

Within art and design, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children use sketchbooks to record their progression across units and record key vocabulary and linked media work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught and throughout lessons.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Peer 'book looks' after our art weeks to gain an insight into standards across the school.
- Annual reporting of standards across the curriculum.