

Breadsall CE Primary School Curriculum

Progression of knowledge and skills for:



Art

Intent

The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. This progression grid can support any subject leader or teacher of art to ensure progression of skills and knowledge.

Implementation

Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons 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. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

Art – EYFS Expectations

Three and Four Year Olds	Physical Development		• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts 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. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design		• 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.
ELG	Physical Development	Fine Motor Skills	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	• 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.

Art - Key Stage 1 National Curriculum Expectations

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to 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.

Art - Key Stage 2 National Curriculum Expectations

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;
- 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]; about great artists, architects and designers in history.

Art: Key Stage 1				
Coverage	Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
	<i>use a range of materials creatively to design and make products</i>	<i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	<i>Study a range of artists, craft makers and designers</i>
Key Skills and Knowledge	know how to cut, roll and coil materials know how to use IT to create a picture know how to create a printed piece of art by pressing, rolling, rubbing and stamping know how to make a clay pot know how to join two clay objects together know how to use different effects within an IT paint package	know how to show how people feel in paintings and drawings. know how to use pencils to create lines of different thickness in drawings. choose and use three different grades of pencil when drawing know how to use charcoal, pencil and pastel to create art know how to use a viewfinder to focus on a specific part of an artefact before drawing it	know how to create moods in art work know the names of the primary and secondary colours. know how to create a repeating pattern in print know how to mix paint to create all the secondary colours know how to create brown with paint know how to create tints with paint by adding white know how to create tones with paint by adding black	describe what can be seen and give an opinion about the work of an artist ask questions about a piece of art suggest how artists have used colour, pattern and shape know how to create a piece of art in response to the work of another artist

Art: Lower Key Stage 2			
Coverage	Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
	<i>create sketch books to record their observations and use them to review and revisit ideas</i>	<i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	<i>great artists, architects and designers in history</i>
Key Skills and Knowledge	know how to use sketches to produce a final piece of art know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others know how to integrate digital images into artwork. use sketchbooks to help create facial expressions use sketchbooks to experiment with different texture use photographs to help create reflections	know how to show facial expressions in art. know how to use different grades of pencil to shade and to show different tones and textures know how to create a background using a wash know how to use a range of brushes to create different effects in painting know how to show facial expressions and body language in sketches and paintings know how to use marks and lines to show texture in art. know how to use line, tone, shape and colour to represent figures and forms in movement know how to show reflections know how to print onto different materials using at least four colours. know how to sculpt clay and other mouldable materials.	know how to identify the techniques used by different artists know how to compare the work of different artists recognise when art is from different cultures recognise when art is from different historical periods experiment with the styles used by other artists. explain some of the features of art from historical periods. know how different artists developed their specific techniques

Art: Upper Key Stage 2

	Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
Coverage	<i>create sketch books to record their observations and use them to review and revisit ideas</i>	<i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	<i>great artists, architects and designers in history</i>
Key Skills and Knowledge	experiment by using marks and lines to produce texture experiment with shading to create mood and feeling experiment with media to create emotion in art know how to use images created, scanned and found; altering them where necessary to create art explain why different tools have been used to create art explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art know how to use a range of e-resources to create art	know how to use shading to create mood and feeling know how to organise line, tone, shape and colour to represent figures and forms in movement. know how to express emotion in art know how to create an accurate print design following given criteria. know how to overprint to create different patterns know which media to use to create maximum impact use a full range of pencils, charcoal or pastels when creating a piece of observational art	research the work of an artist and use their work to replicate a style explain the style of art used and how it has been influenced by a famous artist understand what a specific artist is trying to achieve in any given situation understand why art can be very abstract and what message the artist is trying to convey

Art Overview KS1	Autumn	Spring	Summer
Cycle A Started 2019/2020	Toys, Christmas art, recycling posters	Andy Goldsworthy	Animal Art
Cycle B Started 2020/2021	Line and colour Firework pictures / Fire of London scene Christmas craft	Colour Wheel Hot and Cold Art work Make a clay pot for Diwali	Art related to Van Gogh and Monet – collage Well Dressings

Art Overview LKS2	Autumn	Spring	Summer
Cycle A Started 2019/2020	Volcanoes sculpture (junk/mod-roc) Stormy weather (painting, drawing, pastels, charcoal)	Anglo-Saxon jewellery (clay)	Monet's River (painting skills)
Cycle B Started 2020/2021	Cave Paintings Roman Mosaics	Henri Rousseau study Rainforest painting	Sculpture: Pottery Theatre masks (papier-mâché)

Art Overview UKS2	Autumn	Spring	Summer
Cycle A Started 2019/2020	War Artists	Islamic Art – repeating & symmetrical patterns Paper making	Seascapes – art and the sea.
Cycle B Started 2020/2021	Egyptian paintings. Eyes of Horus. Drawing faces	Carnival Masks South American Artists – Candombe Drums	Recycled Art Still Life – Plants and Flowers