

St John with St Augustine Curriculum Progression of Knowledge and Skills for ART

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
National Curriculum		Substantive Knowledge (NC Knowledge)					
	Early Learning Goals: See below for all Early Learning Goal coverage.	National Curriculum Pupils should be taught to: * 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.		National Curriculum. 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			
Specific to our school	Our children enter with difficulties with fine motor skills. So we have tried to structure our Art curriculum so that it is sequenced and progressive in EYFS and Year 1 to account for this. Our school is also situated in a multicultural area. We have therefore tried to account for representations of our school make up by including artists and study areas from these sectors. Equity, diversity and Justice are key elements in our art curriculum development.As the children enter with poorer fine motor skills we have decided to place drawing within the summer term to enable the children's fine motor skills to develop further prior to the drawing units.						
Disciplinary Concepts (Knowledge and skills of an artist)							
Exploring Developing Evaluating	Aesthetic Awareness - Show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli. Observation – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc. Communication – talk about what they are creating,	Exploring Use imagination to form simple images from given starting points or a description Work from observation and known objects Record and explore ideas from first-hand observations; Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities; Developing Work with different materials Develop their ideas – try things out, change their minds; Evaluating Evaluate what they and others have done and say what they think about it; Begin to think what materials best suit the task Identify what they might change in their current work in future work.		Exploring Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures; Explore ideas for different purposes; Question and make thoughtful observations about starting points and select ideas to use in their work; Developing Experiment with a wider range of materials Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work Present work in a variety of ways Develop sketch books Use a variety of ways to record ideas including digital cameras and iPads. Select and record from first-hand observation, experience, and imagination, Evaluating Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them; Adapt their work according to their views and describe how they might develop it further; Annotate work in journals/sketch books		Exploring Begin to explore possibilities, using and combining different styles and techniques Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures; Question and make thoughtful observations about starting points and select ideas to use in their work; Select own images and starting points for work Select and record from first-hand observation, experience, and imagination, and explore ideas for different purposes; Developing Select and develop ideas confidently, using suitable materials confidently Develop artistic/visual vocabulary when talking about own work and that of others. Evaluating Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them; Adapt their work according to their views and describe how they might develop it further; Improve quality of sketchbook with mixed media work and annotations. Annotate work in journals/sketch books	

Artforms	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing	• Communication - Can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. (Tools & Media) Talk about what they are creating, can explain the processes, techniques and materials/media they have used including: colours, patterns, shapes, textures, form. (Using Line, Tone, Texture) Share their ideas, feelings and thoughts about their creations with others. (Recording and Experimenting) • Physical skill – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely. • Art processes and techniques – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials. • Evaluation – share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.	Observing • Observe and record the shapes. (Y1&Y2) • Observe and record the patterns and textures found in objects) (Y2) Tools & Media • Experiment with a variety of media. (Y1) • Use drawing as the starting point for work in other media as well as in its own right. (Y1) • Draw confidently from imagination. (Y1&Y2) Using Line, Tone, Texture • Invent new shapes (Y1) • Add detail to artwork. (Y1&Y2) Tone: Investigate tone by drawing light/dark lines, patterns and shapes. (Y2) Recording and Experimenting • Begin to use a sketchbook for testing ideas. (Y1&Y2)		Observing • Use observational drawings as opening studies for more developed work. (Y3) • Observe how shape, colour and tone can be used to describe form. (Y3&Y4) Tools & Media • Use tools, such as viewing frames, effectively. (Y3&Y4) • Create textures with a wide range of drawing implements; Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines, marks and to draw different forms and shapes; (Y4) Using Line, Tone, Texture • Use line, tone and texture to represent objects in three dimensions. (Y3&Y4) • Apply a simple use of pattern and texture in a drawing; Experiment with different grades of pencil and other implements to create marks and lines; (Y4) • Apply tone in a drawing in a simple way. (Y4) Recording and Experimenting • Represent objects with correct proportions. (Y3&4) • Use drawing as part of the investigation process (Y3&Y4) and presenting work well in a sketchbook. (Y3&Y4)		Observing • Identify artists who have worked in a similar way to their own work; (Y5&Y6) • Work from a variety of sources including observation, photographs and digital images; (Y6) Tools & Media • Work from a variety of sources including photographs and digital images; (Y5&Y6) Using Line, Tone, Texture • Depict shadows and reflections using light and shade. (Y5) • Create layered images from original ideas. (Y5) • Choose appropriate techniques to convey meaning or atmosphere. (Y5 & Y6) • Work in a sustained and independent way to create a detailed drawing; (Y5&Y6) • Begin to use simple perspective in their work using a single focal point and horizon; (Y5&Y6) • Work in a sustained and independent way to create a detailed drawing; (Y6) • Use different techniques for different purposes, mixing, blending using pencils and pastels. (Y6) Recording and Experimenting • Use a journal / sketchbook to collect and develop ideas; (Y5&Y6) • Develop a personal style. (Y5 &Y6)	
Painting		Mixing & Colour • Use tools and enjoy finding out (Y1) • How to achieve different effects. (Y1) • Mix paints from a primary and secondary colours. (Y1) Control • Show control in the use of colour (Y1) • With guidance, add detail to work. (Y1) Experimenting • Understand that paint is used in different ways for different effects. (Y1)	Mixing & Colour • Mixing using highlights in painting. (Y3) • Adopt a systematic approach when mixing and applying colour, including scndary colours. • To begin to mix and use tertiary colours. (Y3&Y4) • Mix colours and know which primary colours make secondary colours; (Y3&Y4) • Use more specific colour language; Mix and use tints and shades (Y4) Control • Work on a range of scales e.g. thin brush on small picture etc; (Y3) • Control brushes and materials with confidence. (Y3&Y4) Experimenting • Work in stages using different materials for particular effects. (Y3) • Make some independent decisions about colour. (Y3&Y4) • Experiment with different effects and textures including , thickened paint creating textural effects; (Y3&4) • Begin to understand and identify complementary colours and warm and cool colours. (Y3&Y4) • Create different effects and textures with paint according to what they need for the task; (Y3&Y4)	Mixing & Colour • Include texture gained through paint mix or brush technique. (Y5 &Y6) • Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere. (Y5&Y6) • Use mixiing techniques in relation to colour concepts such as opacity and transparency. (Y5&Y6) • Mix and match colours to create atmosphere and light effects; (Y6) Control • Develop a painting from a drawing; (Y6) Experimenting • Speak about the emotional impact of colour. (Y5&Y6) • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours; Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music; • Be able to identify and work with complementary and contrasting colours. (Y6)			

Sculpture	Using materials and tools • Explore materials. (Y2) • Join simple objects together. (Y2) • Use a range of modelling materials squeezing, pinching and rolling to make objects. (Y2) • Show sufficient control to join and manipulate materials for the purpose intended.(Y2) • Use basic sculpture of shapes and wire. (Y2)	Using materials and tools (with greater independence) • Working with more independence when using tools and use a wider range of materials (Y3) • Work <u>independently</u> with a wider range of materials. (Y3) • Work with more <u>independence</u> when selecting materials and tools. (Y3)	Using materials and tools (with scale and proportion) • Make models on a range of scales that communicate observations from the real or natural world. (Y5) • Produce sculptures that are well proportioned. (Y5) • Use more advanced materials like clay. (Y5)
	Technique • Use joining processes such as gluing. (Y1) • Use cut and torn paper make simple images. (Y1) • Use printing to illustrate and explore ideas, commenting on what is done. (Y2) Using Materials • Use different materials and media. (Y1) •Select and arrange natural materials to create a collage. (Y1) • Mix paper and other materials with different textures and appearances. (Y1&Y2) • Use objects and basic tools and equipment to make patterns and images. (Y2) • Use paints, crayons and other media to make individual and group designs on textiles. (Y2)	Technique • Develop more control over the making process. (Y3) • Use more advanced printing and dyeing techniques, combining different processes. (Y3) • Use collage to explore wider art themes. (Y3&Y4) • Return to work using a range of techniques to develop the final image. (Y3&Y4) • Experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)(Y3&Y4) • Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and represent textures; (Y4) • Use collage as a means of collecting ideas and information and building a visual vocabulary. (Y4) Using Materials • Collect materials and ideas for work and experiment with materials before using them. (Y3)	Technique • Display greater precision in work. (Y6) • Combine a range of sewing printing, dyeing and joining techniques to good effect. (Y6) • Follow a clear design brief to achieve an effect in techniques such as sewing (cross stitch & backstitch) appliqué, embroidery, plaiting and finger knitting. (Y6) • Experiment with various techniques. (Y6) Using Materials • Choose the most appropriate materials to fit the purpose. (Y6) • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. (Y6) • Convey a definite theme that is apparent to any viewer. (Y6)

Study & Knowledge	Substantive Concepts					
National Curriculum		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		National Curriculum. Pupils should be taught: about great artists, architects and designers in history		
Artists	EYFS: Kandinsky, Van Gogh, Bridget Riley, Guiseppe Arcimboldo, Andy Warhol	KS1: Andy Gouldsworthy Frido Kahlo Local Artist Hunderwasser Alexander Calder (Sculptor) Joseph Amedokpo (Printing)	Henry Moore Georgia Okeefe	KS2 Artists: Gaudi, Holbein, Catherine Bath, Hokusai, Turner, Nick Rowland, Monet, Lowry,		
Craft Makers		Alexander Calder	William Morris			
Designers						
OTHER SUGGESTED	Henri Rousseau David Hockney (Painter)				Kandinsky Paul Nash (Collage)	
Great Artists				Holbein <i>Hokussai</i> <i>or Turner</i> <i>or Georges Seurat</i>	Nick Rowland Monet	Kleitias Jamaican Artist (TBD) Pablo Picasso Andy Warhol Peter Thorpe Roy Lichenstein
Architects				Antonio Gaudi		Zaha Hadid
Designers in History						Zaha Hadid
Vocabulary Progression	EYFS Vocabulary: Colour, mix, lighter/darker, print, pattern, paint, smooth, bumpy.	As EYFS plus: Primary, secondary, shade, tone, attach, design, pattern, strengthen, brush-stroke, observe, back wash, dab, model, craft, blend, draw, line, shape, collage, cut, glue, materials, squeeze, pinch, roll, manipulate, wire, texture.		As for KS1 plus: Tertiary, style, design, observe, perspective, construct, model, blend, structure, create, compose, layer, palette, illustrate, focus, Pop Art, Impressionist,		As for Years 3 and 4 plus: Perspective, structure, construct, surrealism, project, shadow, effective, composition, statement, prototype, mood, board, display, political, sepia, illustration, focal point, limited palette.
Oracy Ideas						