



Curriculum Progression Map



From Year Two to Year Six, pupils will use sketchbooks to collect ideas, plan and develop their ideas. They will use sketchbooks for media explorations, experimentations and annotations.

Art and Design-Drawing

	After a third of FI		After two thirds of FI		End of FI		Vocabulary
Foundation 1	I can make marks with different equipment - stick in mud/ finger in cornflour, on a tablet, hands and fingers in paint.	I can begin to use representation for communication, for example, draw and line and say that's me.	I can create closed shapes with continuous lines, e.g. a circle and use these shapes to represent objects.	I can use drawings to represent ideas like movement or loud noises.	I can draw with increasing detail - represent a face with a circle and add on some facial features. I can show different emotions in my drawings - happy/sad/ scared.	I understand that I can use multiple lines to enclose a space and then begin to use these shapes to represent objects.	Pencil, lines, chalk, crayon, shape, round, straight, circle, big, small
Drawing to add increasing detail and complexity - progress this through time and drawing from imagination and observation.							
Refer to fine and gross motor skills for progression linked to holding mark making and malleable equipment.							
Links to Curriculum Drivers	Diversity - looking at artwork and artists from a range of cultures, communities and countries Aspiration - learning about different occupations - artist/sculptor Health and wellbeing - learning how to express self through artwork						
Language	I made this train. "I like the way the wheels rotate." I've done this picture. "I can see you have put lots of detail in there, flowers, people, trees." I like this. I made this ... I did this ... I changed ...						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	I can give meaning to my drawings. I can draw a face with basic features.	I can draw a person with a head, some facial features, arms and legs. I can use different materials to draw - pencil, pastel, chalk, charcoal.	I can draw with squares, oblongs, circles, crosses and letters. I can draw people and add on some details like hair, fingers, body.	I can combine shapes to create another, for example, an oblong and circle to form a hat. I can show an understanding of basic observation in my drawings.	I can draw a variety of objects with increased detail and shapes, some based on detailed observations. I can use a variety of drawing tools with confidence.	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories.	Pencil, charcoal, pastel, chalk, round, straight, curvy, wavy

Links to Curriculum Drivers	Diversity - looking at artwork and artists from a range of cultures, communities and countries Aspiration - learning about artists and sculptors - Matisse, Monet, Van Gogh, Delaunay, Klee, Seurat, Riley, Hepworth Health and wellbeing - learning how to express self through artwork		
Language	Evaluation - I made this train. "I like the way the wheels rotate." I've done this picture. "I can see you have put lots of detail in there, flowers, people, trees." I like this because... I made this ... I did this ... I changed ...		
Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 1	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>-Know how to use pencils to create lines of different thickness in drawings.</p> <p>-Develop the control of the pencil for detail and developing accuracy in their pictures.</p> <p>-Know how to correctly hold and use tools for drawing, using a pincer grip.</p> <p>-Know how to draw lines that are curved, straight, looped, wavy, zig-zag, dashed, dotted.</p> <p>-Know how to use charcoal and pastel to produce basic shapes when drawing.</p> <p><i>Skills</i></p> <p>-Observe the shapes of bodies and begin to draw them more accurately.</p> <p>-Know that a face is comprised of different shapes, observe these in isolation and practise drawing these.</p>	Pencil, pencil grip, lines, shapes, straight, curved, wavy, dashed, dotted, zig-zag, looped pattern, look closely.	Ongoing - access to sketching pencils, pastels etc in continuous provision for pupils to explore and use to create art. *Skills technique - using charcoal to develop pattern, texture, line, and shape to sketch a steam train, bike, their family, their self portrait etc
Year 2	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. 	Spiral, vertical, horizontal, grade of pencil B, H, HB, soft, hard, texture, form, space, proportion, size, shape,	Summer 2 HEALTH AND WELL- BEING

	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>-Know how and why to select and use three different grades of pencil when drawing</p> <ul style="list-style-type: none"> Know how to use charcoal, pencil and pastel to create art. Begin to understand that there are different grades of pencil and they make different marks. Know that a pencil can be applied using a variation in pressure (pincer grip) to create different densities of line Know how to begin to add pattern and texture by adding dots and lines. Know how to select and use lines for different purposes - spiral, vertical and horizontal lines. <p><i>Skills</i></p> <ul style="list-style-type: none"> Draw for a sustained period, focusing on details on an object Draw bodies, beginning to consider proportion. Draw faces with more detail than previously shown, considering the size and position of e.g. features in relation to each other. Control the types of marks made with a range of media - pencils, crayons, rubbers, pastels, felt-tips, charcoals, pens, chalk. 	<p>detail, observe, close looking, face, features</p>	<p>Sketch bodies and consider what we use our bodies for. List what they are good for and what they enable us to do. Discuss how to look after ourselves (Science link)</p> <p>Aspiration and Diversity Study a range of artists, both contemporary and classic, male and female and from different cultures throughout the year. Learn about them and from them by studying their work, lives and inspirations.</p> <p>Aut 2 Steve Antony (illustrator) London DIVERSITY Summer 1 Study the Tinga Tanga School of artists such as Beth Kimwele and Noel Kaganda</p>
Year 3	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. <p>-Know how to show basic facial expressions (happiness, sadness) in art and observe the composition and proportion of a range of people's different facial features.</p> <p>-Know how to use different grades of pencil to shade and to show different tones and texture.</p>	<p>Pencil hatching, cross-hatching, effects, different pencil densities, texture, lighter, darker, shadow, depth, facial features.</p>	<p>Autumn 1 Begin to use sketch books to practise skills and review before completing their final pieces. Self-portraits using sketching skills, hatching and cross-hatching, to create shadows.</p> <p>Spring 1 Experiment sketching techniques with pastels Recognise when Art is from different historical periods</p> <p>Aspiration and Diversity</p>

	<p>-Know that H pencils are lighter and B pencils are darker.</p> <p>-Know how to apply the techniques of hatching and cross hatching when drawing.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> - Begin to use the side of the pencil to add shading to detail. -Begin to use shape and colour to represent reflection. -Plan, refine and alter their drawings as necessary. - Recognise the difference between hatching and cross-hatching. -Sketch lightly, know that there is no need to use a rubber to correct mistakes <p>SKETCHBOOKS</p> <ul style="list-style-type: none"> - Use a sketchbook to plan, collect and develop ideas. Record media explorations and experimentations as well as try out ideas. 		<p>Study a range of artists, both contemporary and classic, male and female and from different cultures throughout the year. Learn about them and from them by studying their work, lives and inspirations.</p>
Year 4	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. <p>-Know how to show facial expressions in sketches and paintings.</p> <p>-Know how to use marks and lines to show texture.</p> <p>- Know how to use line, tone, shape and colour to represent reflection.</p> <p>-Know when to use cross-hatching, hatching and contour hatching.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> -Alter and refine drawings and describe the changes using the appropriate art vocabulary. -Explain the effect of different pencils. 	<p>Cross hatching, hatching, contour hatching, lighter shading effect, pressure, angles, different pencil densities, dimension, observe, H pencils lighter, B pencils darker, depth, dimension, observe</p>	<p>Aspiration and Diversity</p> <p>Study a range of artists, both contemporary and classic, male and female and from different cultures throughout the year. Learn about them and from them by studying their work, lives and inspirations.</p> <p>Self - portraits, to show facial expression, using lines and marks to show texture.</p>

	SKETCHBOOKS -Evaluate their work and make appropriate changes, using their sketchbooks to develop ideas.		
Year 5	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. <p>- Know how to use shading to create mood and feeling. - Know how to organise line, tone, shape and forms in movement.</p> <p>-Know how to represent body language when drawing. -Know how to apply the techniques and specific vocabulary of stumping, smudging and stippling -Identify the differences between hatching, cross-hatching, contour hatching, smudging and stumping and stippling and discuss when it is suitable to choose a particular technique.</p> <p><i>Skills</i></p> <p>- Experiment by using marks and lines to produce texture. -Work in a sustained and independent way from observation, experience and imagination. -Create a plan in sketchbooks and annotate this with opinions, thoughts and feelings. -Start to develop their own style using tonal contrast and mixed media.</p> <p>SKETCHBOOKS -Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</p>	Pencil, effect, light, pencil hatching, shading, cross hatching, stumping, smudging, stippling, lighter shading effects, pressure, darker shading effects, pressure, angles, light hatching effects, contour hatching,	Aspiration and Diversity Study a range of artists, both contemporary and classic, male and female and from different cultures throughout the year. Learn about them and from them by studying their work, lives and inspirations. Op Art - Bridget Riley, using patterns and lines Self-portraits to show mood, feeling and body language
Year 6	NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity,	Dashing, feathering, scumbling, embossing, angles, pressure, silhouette,	Aspiration and Diversity

	<p>experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. <p>-Discuss when it is suitable to choose a particular technique.</p> <p>-Identify the differences between pencil grades and select for effect when producing sketches.</p> <p>-Know that other media (charcoal, pastel, chalk) can be applied in a range of ways to create different effects (e.g. dashing, feathering, scumbling, blending, smudging)</p> <p>- Know that holding the pencil at varying angles and applying pressure will create different light and hatching effects and experiment with this.</p> <p>-Know that light can affect the appearance of people and objects from different directions.</p> <p>-Know that shadows add depth and dimension to drawn objects</p> <p>-Identify the differences between all drawing techniques and their appropriateness to the task and media e.g. hatching, cross-hatching, contour hatching and stippling.</p> <p><i>Skills</i></p> <p>-Use shading and perspective to create form and texture.</p> <p>-Observe the positions of people in action.</p> <p>-Develop ideas using different or mixed media.</p> <p>SKETCHBOOKS</p> <p>- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>depth, dimension, blending, movement, depth, shadow, hatching, cross-hatching, contour hatching, stippling, stippling, smudging</p>	<p>Study a range of artists, both contemporary and classic, male and female and from different cultures throughout the year. Learn about them and from them by studying their work, lives and inspirations.</p> <p>Sketching people- sketch action poses of people whilst choosing accurate grades of pencil to create effect. Remembering that light can affect the appearance of people. Knowing that shadows will add depth to the sketch.</p>
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Curriculum Progression Map

Art and Design-Painting



	After a third of FI		After two thirds of FI		End of FI		Vocabulary
Foundation 1	I can explore paint with my hands and feet.	I can begin to use representation for communication, for example, draw and line and say that's me.	I can experiment with making marks with paint with tools. I can explore colour and colour mixing. I can experiment with colours. I can recognise orange, brown, purple, black, white.		I can show different emotions in my paintings - happy/sad/ scared.	I can show a preference for expression. I understand that I can use multiple lines to enclose a space and then begin to use these shapes to represent objects.	Paint, pot, easel, paper, brush, wet, dry, marks, picture,
	I can recognise red, yellow, blue, green, pink.				I can explore colours and how colours can be changed. I can begin to describe dark/light shades of colours.		colour, red, yellow, blue, green, pink, orange, brown, purple, black, white, dark, light
Refer to fine and gross motor skills for progression linked to holding mark making and malleable equipment.							
Links to Curriculum Drivers	Diversity - looking at artwork and artists from a range of cultures, communities and countries Aspiration - learning about different occupations - artist/sculptor Health and wellbeing - learning how to express self through artwork						
Language	I made this train. "I like the way the wheels rotate.". I've done this picture. "I can see you have put lots of detail in there, flowers, people, trees." I like this. I made this ... I did this ... I changed ...						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary

Foundation 2	<p>I can use a large paintbrush to add colour to a template.</p> <p>I can show some control with painting within lines on a template.</p> <p>I can describe colours as dark/light/bright.</p>	<p>I can create a simple representation in paint.</p> <p>I can wash my paintbrush when using a new colour.</p> <p>I know my painting needs to dry and I can store it independently.</p> <p>I can explore colour mixing and observe the changes.</p> <p>I can use a variety of colours when colouring and painting.</p>	<p>I can hold a smaller paintbrush correctly (see pencil grip).</p> <p>I know I need to change the water when it is dirty.</p> <p>I can select a colour for a purpose.</p>	<p>I can copy a range of painting techniques modelled to me – printing, stamping, colour wash.</p> <p>I know which primary colours make secondary colours.</p> <p>I can keep paint colours clean independently.</p>	<p>I can select my own painting techniques, resources and tools to create representations.</p> <p>I can explore adding black and white for shades and tints and comment on observations.</p>	<p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories.</p>	<p>Stroke, dark, light, bright, shade mixing, change, dirty, clean, easel, thick, thin</p>
Links to Curriculum Drivers	<p>Diversity – looking at artwork and artists from a range of cultures, communities and countries</p> <p>Aspiration – learning about artists and sculptors – Matisse, Monet, Van Gogh, Delaunay, Klee, Seurat, Riley, Hepworth</p> <p>Health and wellbeing – learning how to express self through artwork</p>						
Language	<p>Evaluation – I made this train. “I like the way the wheels rotate.”. I’ve done this picture. “I can see you have put lots of detail in there, flowers, people, trees.”.</p> <p>I like this because... I made this ... I did this ... I changed ...</p>						
Year group	Key skills and ‘sticky’ knowledge			Key vocabulary		Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)	
Year 1	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>- Know that red, yellow and blue are the primary colours.</p> <p>- Know how to make green, orange and purple by combining primary colours.</p>			Paint, primary, secondary, colour names, blot, brush, grip, mix		Pupils have the opportunity to explore and create using paint in the creative area in continuous provision. Resources available to be used include: poster paints, water colour paints, powder paints and a range of thicknesses of paint brushes. <p>Aspiration: Autumn 1: Self portraits in the style of Andy Warhol (focus – colour mixing secondary colours)</p>	

	<p>- Know that different sized paintbrushes make different strokes and lines.</p> <p>- Know what happens when white and black are added to primary colours.</p> <p>- Know that before the brush is added to a new colour, excess water needs to be blotted.</p> <p>- Know that if 2 wet paint colours are next to each other they will run into each other.</p> <p><i>Skills</i></p> <p>- Explore paintbrushes of different thicknesses to produce lines of different widths</p> <p>- Begin to explore watercolours and the effect it gives within the continuous provision</p> <p>- Explore paint mixing within the continuous provision.</p> <p>- Experiment with printing technique using block printing and a range of classroom resources to see the type of pattern they create</p> <p>- Make rubbings</p> <p>- Make repeated patterns and recognise these in the environment</p>		<p>Autumn 2: Study the works of Friedensreich Hundertwasser (architect and artist) and how he used colour in his designs. Paint houses in his style</p> <p>Spring 1- Explore colour mixing using the work of Kandinsky. Explore printing with everyday objects (wheels, tyres, cogs etc) to work in the style of Kandinsky (printing focus)</p> <p>Spring 2: *Explore the artwork of Romero Britto, applying colour mixing knowledge and skills.</p>
Year 2	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>- Know how to mix secondary colours from the primary colours</p> <p>- Know how to create tints by adding only white</p> <p>- Know how to create shade by adding only black</p> <p>- Know that a 'hue' is the term for the name of the primary and secondary colours without tints or shades added</p> <p>- Know how to create brown with paint</p> <p>- Know that colours can elicit an emotional response; some colours are 'warm' colours and some colours are 'cold' colours. Make conscious colour choices when painting</p> <p>- Know that water can be mixed with primary or secondary colours to dilute colour and create a wash.</p>	<p>Tints, shades, hues, primary colours, secondary colours, thickness of brush, poster paint, powder paint, water colour, wash, warm colours, cold colours, opaque, transparent, runny</p>	<p>Pupils have the opportunity to explore and create using paint in the creative area in continuous provision. Resources available to be used include: poster paints, water colour paints, powder paints and a range of thicknesses of paint brushes.</p> <p>Aspiration and Diversity</p> <p>Autumn 1 - explore the work of printmaker Carol Lander (print maker) and work in her style to create work in the style of her 'Summer Moon' piece.</p> <p>Autumn 2- Claude Monet and how he represented the built environment. Linked to study of cities and London.</p> <p>Autumn 2 - Study the work of the Dutch painter Lieve Verschuier and his use of colour to represent landscapes, seascapes and the sky. (GFOL) Compare to modern London skylines</p>

	<p>-Understand that when working with paint that sometimes an artist needs to produce the piece of work in stages to allow the paint to dry before adding on the next colour.</p> <p>-Understand how a wash can be applied over other media e.g. wax, oils to make a resist image</p> <p><i>Skills</i></p> <p>-Mix paints of an appropriate consistency and know how to rectify when the paint is too runny or too thick</p> <p>-Explore using different types of paint – poster, powder and water colour</p> <p>-Mix colours to match a picture</p> <p>-Choose and use the correct paintbrush when adding detail.</p> <p>-Explore how to print using a range of objects for effect. Use the block printing technique to work in the style of contemporary artists.</p> <p>-Design patterns of increasing complexity and repetition.</p> <p>-Press print using tiles to create repeating patterns. Explore how designers and printmakers can repeat the same pattern or can use techniques such as layering in their work.</p>		<p>Summer 1 – Study the Tinga Tanga School of artists such as Beth Kimwele and Noel Kaganda (Africa link)</p> <p>Spring term – Jackie Morris and contemporary artists and illustrator who takes inspiration from nature.</p> <p>Summer 2 – Study how the sea has influenced artists – both contemporary and classic. Study the work of Martin Wiscomb and work in his style</p>
Year 3	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. <p>-Know that when you add grey to a colour you make a tone.</p> <p>-Know some of the complimentary colours and how to apply them in their art (e.g. yellow and purple, green and red)</p> <p>-Know how to use the primary colours and secondary colours to make all secondary and tertiary colours.</p> <p>-Know the different types of paint and their properties – poster paint, powder paint and water colours.</p>	<p>Tone, effects, textures, complimentary colours, bold, vibrant, subdued, muted, softer.</p>	<p>Mariusz Kaldowski (Polish artist) Review his artwork but look closely at the blossom tree work he has created, inspired by the impressionist movement Directly Compare with Van Gogh's Almond Blossoms</p> <p>Van Gogh – Almond Blossom</p> <p>Summer 1</p> <p>Mix colours to make natural, earthy colours</p> <p>Impressionism often used complimentary colours – Artists began to become particularly aware of the significance of complementary colours after the development of scientific colour theory in the nineteenth century. This theory played an important part in the development of impressionism and post-Impressionism as well as fauvism and much modern painting thereafter. The</p>

	<p>-Know that poster / powder paint gives a more vibrant bold effect and that watercolours are more muted, subdued and softer.</p> <p>-Know what complimentary colours are and what happens when they are mixed together.</p> <p><i>Skills</i></p> <p>-Use stippling technique learnt using pencil and apply to using paint, as favoured by the Impressionism movement</p> <p>-To apply knowledge of colour mixing the primary and secondary colours to produce shades appropriate to the task.</p> <p>-Explore with poster paint and water colours and select which to use appropriate to the desired artistic effect.</p> <p>-Describe colours by objects e.g. sunshine yellow, raspberry pink</p> <p>-Carry out resist printing techniques including marbling</p>		<p>impressionists were the first to note that shadows are not neutral but are the complementary colour of the light that throws them. So yellow sunlight throws a violet shadow. This can be seen very well in Claude Monet's <i>Woman Seated on a Bench</i> in the crease of her arm and the pool of shadow at her feet.</p>
Year 4	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. <p>-Know that paint can be mixed with different media (e.g. sand, wood shavings) to create new effects and texture.</p> <p>-Know that paint can be applied in different ways (using the paintbrush) to create straight lines and detail (e.g. side and tip of the brush)</p> <p>-Know how to mix flesh colours on hands and faces.</p> <p>-Know how to use colours to reflect mood in artwork.</p> <p>-Know and explain the different types of paint have on a painting.</p> <p>-Know which tools and materials to use to make blurred and straight lines.</p> <p><i>Skills</i></p>	<p>Blurred lines, straight lines, texture, blend, tints, shades, tones, primary, secondary, tertiary colours.</p>	<p>Expressionism artists</p> <p>Van Gogh, Franz Marc, Pablo Picasso, Marc Chagall, Lee Krasner, Helen Frankenthaler, Anne Ryan, Grace Hartigan, Yvonne Thomas, and Sonia Sekula</p> <p>Lubaina Himid Pablo Picasso, George Braque, Robert Delauney, Juan Gris</p>

	<ul style="list-style-type: none"> -Use primary colours to make secondary and tertiary colours effectively and apply when painting. -Blend with water colours. -Explore how blurred lines can be achieved by painting. -Mix and use tints, shades and tones. 		
Year 5	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. <p>-Know that colours are named using the root primary colour - i.e. blue-green, red-purple</p> <p>-Identify a focal point in a painting</p> <p>-Explain how colour can create a focal point.</p> <p>-Explain the difference between complimentary and contrasting colours (acrylic).</p> <p>-Know how to use smudging techniques when painting.</p> <p>-Know how to use acrylic paint, as used in Pop Art movement.</p> <p>-Explain how to colour match.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> -Use complimentary and contrasting colours. -Use primary colours to create secondary and tertiary colours and vary shades and tones appropriately to the task. -Apply the techniques of stippling, washing, splattering, under painting and layering when using acrylic paint. -Work in a sustained and independent way from observation, experience and imagination. - Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>Harmonising colours, contrasting colours, hues, tints, shades, root primary colour, tonal contrast, stippling, smudging, primary, secondary and tertiary colours, acrylic paint, splattering, underpainting, layering, washing.</p>	<p>Op Art - Bridget Riley</p> <p>David Hockney- Contemporary artist</p> <p>Andy Warhol, pop Art Movement, printmaker, using acrylics, complimentary and contrasting colours to paint Pop Art</p>

	-Explore printing on fabric, selecting the appropriate printing technique.		
Year 6	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. <p>-Know, from creating a colour wheel, about harmonising colours, contrasting colours and hues.</p> <p>-Know the effects that colours have on each other and can elicit and portray different moods and emotions.</p> <p>-Begin to know how paintings are created (composition).</p> <p>-Explain how to create atmosphere and light effects with paint.</p> <p>-Explain colour and paint choices for creating atmosphere and light effects.</p> <p>-Know which works of art have used complimentary and harmonious colours and understand how to work in this style.</p> <p>-Know how to use oil paint to create artwork.</p> <p>-Know how to apply the technique of scumbling when painting.</p> <p><i>Skills</i></p> <p>-Use shading and perspective to create form and texture.</p> <p>-Observe the positions of people in action.</p> <p>-Develop ideas using different or mixed media.</p> <p>-Use primary colours to create secondary and tertiary colours and vary shades and tones effectively.</p> <p>-Mix and use tints, shades and tones effectively.</p> <p>-Use scumbling technique over dry paint and wet paint and understand the difference in outcomes.</p> <p>-Use the skills of scumbling, glazing, wet on wet (alla prima - Alla prima refers to a direct painting approach where paint is applied wet on wet without letting earlier layers dry.), blending when working with oil paints.</p> <p>-Be familiar with layering prints.</p>	<p>Complimentary colours, harmonious colours, hues, colour wheel, root primary colour moods, emotions, reflecting, light effects, composition, tints, shades, tones, hues, scumbling, acrylic paint, oil paint, blending, glazing, alla prima.</p>	<p>Henri Rousseau - Multi-medium piece related to 'Suprised! Tiger in a Tropical Storm'</p> <p>Eric Ravilious - modern British combat artist, Combat Art</p> <p>Picasso cubism</p> <p>Romero Britto - pop art movement - plants</p> <p>Freda Kahlo - painter of self-portraits</p> <p>Torres-Garcia - Naïve Art</p>

	-Be confident with printing on paper and fabric.		
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Curriculum Progression Map

Art and Design -Sculpture, Textiles and Collage



	After a third of FI		After two thirds of FI		End of FI		Vocabulary
Foundation 1	I can explore malleable materials with my hands. I can explore a range of objects of different shapes and sizes with my hands.	I can explore different tools, e.g. scissors and cutters. I can begin to use representation for communication.	I can use malleable and transient art materials to represent ideas.	I know a tool will change the materials, e.g. scissors, rolling pin, glue.	I can begin to understand that tools need to be used safely. I can show different emotions in my creations.	I can show an interest in and begin to talk about texture. I can show a preference in form of expression.	Create, dough, squeeze, stretch, roll, pinch, glue, stick, make, build, scissors, cut
Refer to fine and gross motor skills for progression linked to holding mark making and malleable equipment.							
Links to Curriculum Drivers	Diversity - looking at artwork and artists from a range of cultures, communities and countries Aspiration - learning about different occupations - artist/sculptor Health and wellbeing - learning how to express self through artwork						
Language	I made this train. "I like the way the wheels rotate." I've done this picture. "I can see you have put lots of detail in there, flowers, people, trees." I like this. I made this ... I did this ... I changed ...						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	I can explore stamping, cutting and printing into dough. I know that collage is a piece of art	I can make basic shapes in clay. I know that any object can be used to create art, including natural	I can select from a variety of resources for collage according to size, shape and colour.	I can describe the texture of things. I know how tools need to be handled.	I know that reclaimed items can be used to create different forms and functions.	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with	Stamping, collage, printing, clay, transient art, decorate, detail, impress

	that is created by sticking materials to a background.	materials, food, reclaimed items and block play. I know that clay is different to dough, that clay needs to be wet. I know that objects can be impressed for decoration.	I can verbalise choices for collage. I can use glue and masking tape to join and fasten.	I can explore sticking different objects and textures to a backing to create a collage. I can change and manipulate malleable materials for a purpose and to represent an image or object.	I can use art straws and pipe cleaners to make structures, objects and sculptures.	colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories.	
	Explore sculpture through continuous provision using block play, transient art, construction in a small and large scale.						
Links to Curriculum Drivers	Diversity – looking at artwork and artists from a range of cultures, communities and countries Aspiration – learning about artists and sculptors – Matisse, Monet, Van Gogh, Delaunay, Klee, Seurat, Riley, Hepworth Health and wellbeing – learning how to express self through artwork						
Language	Evaluation – I made this train. “I like the way the wheels rotate.” I’ve done this picture. “I can see you have put lots of detail in there, flowers, people, trees.” I like this because... I made this ... I did this ... I changed ...						
Year group	Key skills and ‘sticky’ knowledge		Key vocabulary		Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)		
Year 1	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none">To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceTo use a range of materials to design and make products <p>-Know how to cut, roll and coil materials -Know how to make an imprinted piece of art by rolling, rubbing, stamping -Know that patterns can be incorporated into their product.</p>		Cut, roll, coil, patterns, texture, texture words to describe, clay, dry, imprint, roll, rub, stamp, shapes, arrange, models, structures, sculpture, slot, cut, damp		<p>Pupils have the opportunity to explore and create sculpture in the creative area and block play areas in continuous provision. Resources available to be used include: a range of sheet materials – cardboard, paper, fabric, foil etc, glue, tape, a range of fixings and fastenings.</p> <p>Aspiration</p> <p>Summer 2: *Matisse. Use ‘Matisse’s garden’ to produce collage in this style.</p>		

	<p>-Know that texture can be used for effect.</p> <p>-Know that clay dries out and becomes harder to manipulate, so needs to be kept damp.</p> <p>-Know how to create and arrange shapes appropriately.</p> <p>-Know how to make models using balls of paper, tubes and masking tape, using tissue paper to cover.</p> <p>-Know how to slot card together.</p> <p><i>Skills</i></p> <p>-Use the appropriate amount of glue for a medium</p> <p>-Describes textures of materials</p> <p>-Use a variety of techniques e.g. weaving, binka to represent what they see</p>		
Year 2	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use a range of materials creatively to design and make products <p>-Know how to use tools and everyday objects to add texture to clay.</p> <p>-Know how to use a variety of reclaimed objects to create a sculpture of an identified object (robots, lighthouses) using observation.</p> <p>-Know that collages can be made by sticking onto a background to develop a picture, form or function.</p> <p>-Know that when clay dries out it's form cannot be changed.</p> <p>-Know how to fold, tear, crumple and overlap papers.</p> <p>-Know how to strengthen models by adding newspaper to boxes.</p>	<p>Collage, form, tools and names, texture, reclaimed, structure, sculpture, object, tear, fold, crumple, strengthen, strong, weak, crumple, fold, arrange</p>	<p>Collage techniques linked to DT unit on levers and sliders. Also Science - habitats</p>

	<p><i>Skills</i></p> <ul style="list-style-type: none"> -Develop texture for effect. -Arrange materials before gluing into place. -Create textured collage from a variety of media. 		
Year 3	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. <p>-Know that a coiling method can be used to make a pot.</p> <p>-Know that materials need to be selected carefully based on their properties for strength and effect.</p> <p>-Know that a sketchbook can be used to collect ideas.</p> <p>-Know how to join two pieces of clay using the hatching technique.</p> <p>-Know that overlapping, tearing, folding and layering creates images and represents textures.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> -Plan, design and make models. -Use papier mâché to mould to the shape of the related artefact. -Experiment with a range of media (overlapping, layering etc). -Join clay adequately and work independently. 	<p>Architecture, materials, style, shape, purpose, 3D landmark replica, papier-mâché, wire, wood, card, strength, effect, newspaper, glue, solid form, malleable, artefact, additional layers, tissue paper, painted finish, poster paint, properties, effect, overlap, tear, fold, layer, image, texture, represent</p>	<p>Autumn 2</p> <p>Creating a sculpture using natural materials in Sherwood Forest. (Andy Goldsworthy)</p>

	<ul style="list-style-type: none"> -Construct a simple clay base for extending and modelling other shapes. -Name the tools and materials they have used. -Develop skills in stitching, cutting and joining 		
Year 4	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. <p>-Know that a sketchbook can be used to collate ideas and begin a planning process.</p> <p>-Know how to sort and group materials for different purposes e.g. colour, texture, purpose, form</p> <p>-know how to print onto different materials using at least four colours.</p> <p>-know how to sculpt clay and other mouldable materials.</p> <p>-Know how to care for equipment and use them safely.</p> <p>-Know how to produce more intricate patterns and textures.</p> <p>-Know how to use nets to make 3D shapes to use in models.</p> <p>-Know that colour can be added once papier mache is dry</p> <p>-Know that an armature can be used to build upon papier mache</p> <ul style="list-style-type: none"> • <p>Skills</p>	<p>Clay, natural materials, rolling, stretching, pressing, pulling, clay, sculpture, manipulate, form, air dried clay. Join, hatching, tools, texture, slip water, finish, patterns, texture, form, nets, 3D shapes, models, marquettes, draft, scale model, sculpt, construct</p>	<p>Niki de Saint Phalle (aspiration / diversity)</p> <p>- Sculpture that is full of the joys of life!</p> <p>Use of moulding papier-mache around bottles to bring figures to life.</p>

	<ul style="list-style-type: none"> -Cut complex shapes from different mediums. -Decorate, coil and produce maquettes (rough draft or scale model) -Make informed choices about the 3D technique chosen. -Show an understanding of shape, space and form. -Plan, design, make and adapt models. -Talk about their work, understanding that it has been sculpted, modelled or constructed -Match the tool to the material -Combine skills more readily -Choose collage or textiles as a means of extending work already achieved 		
Year 5	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> -Know that a sketchbook can be used to collect ideas, plan and refine them. -Know the joins needed to assemble -Know that recycled, natural and manmade materials can be used to create sculptures. -Know the difference between a physical and visual texture. -Know how to secure work to continue at a later date. 	<p>Modroc, man-made material plaster, bandage, papier mache, smoother, smoothing, better finish, join, finishing, sculpture, manipulate, form, irreversible, texture, detail, twisting, rolling, designer, material, famous sculptures, recent, modern, ancient, secure, recycled, physical texture, visual texture, mix, maquettes, draft, scale, model</p>	<p>Donna Bramall - Recycled Sculpture - Local Artist, work that has been inspired by this</p> <p>Andy Warhol - Pop Art, printmaker</p>

	<p><i>Skills</i></p> <ul style="list-style-type: none"> -Decorate, coil and produce maquettes (rough draft or scale model) -Develop skills in using clay including slabs, coils, slips etc. -Use a range of media to create a collage. -Use recycled, natural and man-made materials to create sculpture. -Join fabrics in different ways including stitching -Use different grades of needle and threads -Plan a sculpture through drawing and other preparatory work. -Explore using Modroc as a means of making a simple 3D sculpture. 		
Year 6	<p>NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. <p>-Know that a sketchbook can be used to collect and record visual information from different sources.</p> <p>-Know how to combine pattern, tone and shape</p> <p>- Know how to overprint to create different patterns</p> <p>- Know which media to use to create maximum impact</p> <p>-know that work can be finished in different ways: glaze, paint, polish</p>	<p>Modroc, man-made material, plaster, bandage, smoother, better finish, smoothing, joining, finishing, manipulate, form irreversible, texture, detail, twisting, rolling, combine, combination, armature, foundation, glaze, polish</p>	<p>Sculpture with wire - Alexander Calder. Using wire to make moving sculptures (mobiles)</p> <p>Mayan Masks - how to finish work</p>

	<p>-Know that work can be constructed around armatures (wire frame) or over constructed foundations using materials such as Modroc.</p> <p>-Know how to work in a safe and organised way.</p> <p><i>Skills</i></p> <p>-Use a sketchbook to plan how to join parts of the sculpture.</p> <p>-Recognise sculptural forms in the environment: furniture, buildings</p> <p>-Create models on a range of scales</p>		
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Curriculum Progression Map

Art and Design-Artists, Craft makers and Designers

	After a third of FI		After two thirds of FI		End of FI		Vocabulary
Foundation 1	Be introduced to work of artists from across times and world cultures. Notice details, colours, movements, lines. - See progression map for artists covered.						Artist, create
Links to Curriculum Drivers	Diversity - looking at artwork and artists from a range of cultures, communities and countries Aspiration - learning about different occupations - artist/sculptor Health and wellbeing - learning how to express self through artwork						
Language	I made this train. "I like the way the wheels rotate.". I've done this picture. "I can see you have put lots of detail in there, flowers, people, trees." I like this. I made this ... I did this ... I changed ...						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	I can respond to what I see I know an artist creates paintings, sculptures, drawings. I can say if I like or dislike a piece of artwork. I can say what I see.		I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can create collaboratively, sharing ideas, resources and skills. I can return to and build on my previous learning, refining my ideas and developing my ability to represent them. I say if I like or dislike a piece of artwork and why. I can talk about an artist's work.		ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories.		Artist, painter, sculptor, design, artwork
Links to Curriculum Drivers	Diversity - looking at artwork and artists from a range of cultures, communities and countries Aspiration - learning about artists and sculptors - Matisse, Monet, Van Gogh, Delaunay, Klee, Seurat, Riley, Hepworth Health and wellbeing - learning how to express self through artwork						
Language	Evaluation - I made this train. "I like the way the wheels rotate.". I've done this picture. "I can see you have put lots of detail in there, flowers, people, trees." I like this because... I made this ... I did this ... I changed ...						
Year group	Key skills and 'sticky' knowledge			Key vocabulary		Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING	

			(Including aspirational figures to be studied)
Year 1	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> 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>-Know that they can describe what they see -Know that they can have an opinion about the work of an artist -Know that artists use colours for a reason -Know that Pop Art is a style of art uses bright colours and is modern art</p> <p>Skills</p> <p>-Can ask questions about a piece of Art -Select a favourite piece of art and say why it is their favourite.</p>	Different, same,, materials, comparison collection	<p>Aspiration Andy Warhol study and work in style for self portraits.</p> <p>ARCHITECT: Autumn 2: *Study the works of Friedensreich Hundertwasser (architect and artist) and how he used colour in his designs</p> <p>Spring 1- Explore colour mixing using the work of Kandinsky. Explore printing with everyday objects (wheels, tyres, cogs etc) to work in the style of Kandinsky</p> <p>Spring 2:: *Explore the artwork of Romero Britto, applying colour mixing knowledge and skills</p> <p>Summer 2: Summer 2: *Matisse. Use 'Matisse's garden' to produce collage in this style.</p>
Year 2	<p>NC aims to ensure that all pupils:</p> <ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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>-Know that they can comment on how artists have used colour, pattern and shape -Know that an architect is a person who designs a building -Know that abstract art does not attempt to show objects or people accurately.</p>	Architect, architecture, structure, abstract, contemporary, image, foreground, back ground, artist, printmaker, craftsperson, sculpture, sculptor	<p>ASPIRATION and DIVERSITY – study a wide range of artists, craft makers and sculptors, both contemporary and classic, from a variety of genders and cultures.</p> <p>Autumn 1 – explore the work of printmaker Carol Lander (print maker) and work in her style to create work in the style of her 'Summer Moon' piece.</p> <p>Autumn 2- Claude Monet and how he represented the built environment of London. Linked to study of cities and London.</p> <p>Autumn 2 – Study the work of the Dutch painter Lieve Verschuier and his use of colour to represent landscapes, seascapes and the sky. (GFOL)</p> <p>Autumn 2 – study the work of architects Sir Christopher Wren and contemporary</p>

	<p>-Know that their opinion of a piece of art is personal and that it may differ to someone else's opinion.</p> <p>Skills</p> <p>-Say how they think the artist made the piece of work</p> <p>-Observe a range of buildings with different architectural features around the world and explore creatively.</p>		<p>structural engineer Roma Agrawal (London)</p> <p>Summer 1- Study the Tinga Tanga School of artists such as Beth Kimwele and Noel Kaganda (Africa link)</p> <p>Summer 1 - Jackie Morris contemporary artist and illustrator who takes inspiration from nature.</p> <p>Summer 2 - Study how the sea has influenced artists - both contemporary and classic. Study the work of Martin Wiscomb and work in his style</p>
Year 3	<p>NC aims to ensure that all pupils:</p> <ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> About great artists, architects and designers in history. <p>-Know how to compare the work of different artists, looking at similarities and differences of colour and emotion it evokes.</p> <p>-Know that art can be from different historical periods</p> <p>-Know the role of architects</p> <p>-Know that impressionist art was a 19th Century painting movement whereby artists represented scenes or objects with an emphasis on light, movement and different brush strokes.</p> <p>Skills</p> <p>-Explain some of the features of art from historical periods</p> <p>-Begin to justify their opinions of pieces of art</p>	<p>Evaluate, compare, improve, adapt, style, similarities, differences, features, emotion, opinion, inspiration layering hidden meaning</p>	<p>MOVEMENT</p> <p>Impressionism - Art and the fleeting moment</p> <p>1870 - 1930</p> <p>Landscapes, portraits, scenes of everyday life, with focus on brush work, light for the time of day.</p> <p>Linked artists - Mary Cassatt, Berthe Morisot, Claude Monet, Auguste Rodin, Edgar Degas, Cezanne</p> <p>ARCHITECT</p> <p>Antoni Gaudi - Art Nouveau style, interested in Gothic architecture, buildings look like they have grown., like giant sandcastles.</p> <p>SCULPTURE</p> <p>Andy Goldsworthy (aspiration) (Sculpture and Photographer) Evaluate his work, create our own piece and then compare, evaluating our own piece.</p> <p>DESIGNER</p> <p>William Morris - wallpaper designer / printer</p> <p>ARTIST TO INSPIRE CHILDREN'S WORK</p> <p>Monet - Impressionism</p>

			<p>Mariusz Kaldowski (Polish artist) Review his artwork but look closely at the blossom tree work he has created, inspired by the impressionist movement</p> <p>Directly Compare with Van Gogh's Almond Blossoms</p> <p>Beryl Cook, aspiration, British contemporary artist</p> <p>JMW Turner - British, impressionist</p>
Year 4	<p>NC aims to ensure that all pupils:</p> <ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> About great artists, architects and designers in history. <p>-Experiment with the styles used by other ideas</p> <p>-Know how to identify the techniques used by different artists</p> <p>-Know how different artists developed their specific techniques</p> <p>-Know that their opinions of a piece of work can be justified, discussing the emotion, colour and feeling of a piece of work</p> <p>Skills</p> <p>Begin to recognise when art is from other cultures</p> <p>Say which artist they would like to meet and why</p> <p>Observe a range of famous European buildings with different architectural features.</p>	<p>collate reaction impact adhesive pulp inscription brittle</p>	<p>MOVEMENT</p> <p>Expressionism</p> <p>Expressionism refers to art in which the image of reality is distorted in order to make it expressive of the artist's inner feelings or ideas</p> <p>it is generally applied to art of the twentieth century. It may be said to start with Vincent Van Gogh and then form a major stream of modern art embracing, among many others, Edvard Munch, fauvism and Henri Matisse, Georges Rouault, the Brücke and Blaue Reiter groups, Egon Schiele, Oskar Kokoschka, Paul Klee, Max Beckmann, most of Pablo Picasso, Henry Moore, Graham Sutherland, Francis Bacon, Alberto Giacometti, Jean Dubuffet, Georg Baselitz, Anselm Kiefer and the neo-expressionism of the 1980s.</p> <p>ARCHITECT (aspiration)</p> <p>Jonathan Turner Wall - Architect based in Nottingham. Look at designing a room, extension or home.</p> <p>SCULPTURE</p> <p>Niki de Saint Phalle (aspiration / diversity) - Sculpture that is full of the joys of life! Use of moulding papier-mache around bottles to bring figures to life.</p>

			<p>DESIGNER Anni Albers - Textile designer using a loom and weaving</p> <p>ARTISTS TO INSPIRE CHILDREN'S WORK</p> <p>Dame Laura Knight - aspirational Impressionism Artist, risk taker and rebel from Nottingham She challenged stereotypes and pushed boundaries Portraits were not typical of her time. She worked with people in marginalised communities for her portraits. She was the 1st female of the Royal Academy for over 150 years. She was eventually accepted and made a Dame.</p> <p>Lubaina Himid - (aspiration/diversity) contemporary artist and curator. Himid was one of the first artists involved in the UK's Black Art movement in the 1980s and continues to create activist art which is shown in galleries in Britain, as well as worldwide. Himid was appointed MBE in June 2010 for "services to Black Women's Art" won the Turner Prize in 2017 and was made a CBE in the 2018 Queen's Birthday Honours "for services to art."</p> <p>Pablo Picasso - Cubism Piet Mondrian - Cubism</p>
Year 5	NC aims to ensure that all pupils:	complementary contrasting proportion perspective horizon panoramic	MOVEMENT Pop Art

	<ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> About great artists, architects and designers in history. <p>-Know that an artist's style can be replicated</p> <p>-Know how to compare the work of different artists, looking at similarities and differences of colour and emotion it evokes., discussing their opinion of the techniques used.</p> <p>-Know how artwork should be treated</p> <p>-Know why the artist made the choices for medium, style or techniques</p> <p>-Know that the pop art movement was is from 1950 onwards.</p> <p>-Know some artists who work in that style</p> <p>Skills</p> <p>-Use specific techniques used in an artist's style to replicate the style</p> <p>-Explain what the artist is trying to say about the subject matter</p>		<p>Late 1950s onwards, Pop artists like to poke fun at modern life and images often make people smile, resemble comic strips or commercial advertising, portraits of celebrities and artists, using acrylics, printing techniques.</p> <p>Linked artists - Andy Warhol, Roy Lichtenstein, Claes Oldenburg (who made sculptures in this style)</p> <p>ARCHITECT</p> <p>Zaha Hadid (aspiration) - British female architect. Look into the use of curves on buildings, consider the use and purpose of this.</p> <p>Defined a radical approach to architecture by creating buildings with multiple perspective points and fragmented geometry.</p> <p>SCULPTURE</p> <p>Donna Bramall - local sculptor using recycled materials</p> <p>Henry Moore - British Sculptor</p> <p>DESIGNER</p> <p>Jonathan Ive Former Chief Design Officer at Apple (aspiration)</p> <p>The winner of the Design Museum's inaugural Designer of the Year award in 2003 was Jonathan Ive (1967-), Chief Design Officer at Apple whose innovations include the iPod, iMac, iPhone and iPad.</p> <p>ARTISTS TO INSPIRE CHILDREN'S WORK</p> <p>David Hockney- Contemporary, British artist</p> <p>Bridget Riley - Op Art - drawing</p> <p>Romero Britto - Pop Art</p>
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			Andy Warhol – Pop Art
Year 6	<p>NC aims to ensure that all pupils:</p> <ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> About great artists, architects and designers in history. <p>-</p>	<p>Abstract, message, artist, craft maker, designer, architect, style, social, historical significance, themes tonal contrast impressionism eccentric reclusive interpretation iconic grade batik implementation mass-produce market-share on-trend</p>	<p>MOVEMENT Naïve Art Naïve art is usually defined as visual art that is created by a person who lacks the formal education and training that a professional artist undergoes. When this aesthetic is emulated by a trained artist, the result is sometimes called primitivism, pseudo-naïve art, or faux naïve art.</p> <p>ARCHITECT Ludwig Mies van der Rohe A great architect in Germany. Left to escape the National Socialists. Coined the phrase ‘Less is more’, focused on lines.</p> <p>SCULPTURE Alexander Calder – sculpture from wire – wanted to make a drawing in the air – made a mobile, and wire figures.</p> <p>DESIGNER (aspiration) Edward Barber and Jay Osgerby Designed London Olympic torch, the £2 coin</p>

			<p>PAINTERS TO INSPIRE CHILDREN'S WORK</p> <p>Henri Rousseau - Naïve Art Torres-Garcia - Naïve Art Eric Ravilious - modern British combat artist, Combat Art Linked to WWII Paul Klee - oil painting and printing techniques</p>
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Art at A Glance

Year Group	Art Movements	Artists	Designers	Craft-Makers	Architect	Artists linked to movement
Foundation Two		George Seurat Van Gogh Paul Klee Bridget Riley Sonia Delauney Matisse Mona Georgia O'Keeffe Yvonne Coomber Guiseppe Arcimboldo Isatou Cessay James Brunt		Barbara Hepworth		Georges Seurat - pointillism Van Gogh - modern art, post-impressionism Paul Klee - Abstract Bridget Riley - Op Art Sonia Delauney - Modern Art Matisse - Expressionism
Year One		Romero Britto - pop art Henri Matisse - Post Impressionism	Andy Warhol - self portraits		Friedensreich Hundertwasser	Romero Britto - pop art 'Teddy Bear' Henri Matisse - Post Impressionism Kandinsky - abstract
Year Two		Lieve Verschuer - Dutch Golden Age painter Claude Monet Tinga Tanga School of artists such as Beth Kimwele and Noel Kaganda Jackie Morris contemporary	Carol Lander (print maker)		Sir Christopher Wren Roma Agrawal	Carol Lander - figurative Beth Kimwele - pointillism, semi-abstract Jackie Morris - contemporary Claude Monet - Impressionism

		artists and illustrators who take inspiration from nature. Martin Wiscomb Steve Antony - illustrator				
Year Three	Impressionism	Monet Mariusz Kaldowski Van Gogh Beryl Cook JMW Turner Edgar Degas	William Morris	Andy Goldsworthy	Antoni Gaudi	<p>Linked artists to Impressionism - Mary Cassatt, Berthe Morisot, Claude Monet, Auguste Rodin, Edgar Degas, Cezanne</p> <p>Antoni Gaudi - Art Nouveau style</p> <p>Andy Goldsworthy - contemporary</p> <p>William Morris - Romanticism, Aestheticism, Symbolism,</p> <p>Monet - Impressionism</p> <p>Mariusz Kaldowski - impressionism</p> <p>Van Gogh - Japanism style</p> <p>Beryl Cook, aspiration, British contemporary artist</p> <p>JMW Turner - British, impressionist</p>
Year Four	Cubism	Lubaina Himid Pablo Picasso Cubism artists- Salvador Dali Pablo Picasso, Piet Mondrian.	Anni Albers Paul Smith - textiles/designer	Niki de Saint Phalle Paul Smith (textiles/designer)	Jonathan Turner Wall	<p>Linked Artists to Cubism - Pablo Picasso, George Braque, Robert Delauney, Juan Gris</p> <p>Lubaina Himid - contemporary artist and curator.</p> <p>Pablo Picasso - Cubism</p>

						Piet Mondrian - Cubism Dame Laura Knight - aspirational, female
Year Five	Pop Art	David Hockney Bridget Riley Romero Britto Andy Warhol	Jonathan Ive Former Chief Design Officer at Apple	SCULPTURE Donna Bramall - local sculptor using recycled materials Henry Moore - British Sculptor	Zaha Hadid	Linked artists to POP ART movement- Andy Warhol, Roy Lichtenstein, Claes Oldenburg (who made sculptures in this style) David Hockney- Contemporary, British artist Bridget Riley - Op Art - drawing Romero Britto - Pop Art Andy Warhol - Pop Art
Year Six	Naïve Art	Paul Klee Eric Ravilious Henri Rousseau Torres-Garcia Mondrian Sonia Delannoy Van Gogh Kandinsky Jackson Pollock	Christopher Rayburn	Alexander Calder - sculpture	Ludwig Mies van der Rohe	Torres-Garcia and Henri Rousseau- Naïve Art Ravilious - Modern Abstract art, Surrealism, Cubism