



Curriculum Progression Map

Art and Design-Drawing



Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING <i>(Including aspirational figures to be studied)</i>
F1	<p>30 - 50 months <i>To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects. Draw lines and circles using gross motor movements. Use one handed tools and equipment. Hold pencil between thumb and two fingers, no longer using whole hand grasp. Hold pencil near point between first two fingers and thumb and use it with good control.</i></p> <p>-Know that a pencil makes marks. -Know that the marks they make can represent objects familiar to them. -Know that different media make different marks and they begin to select these independently.</p> <p><i>Skills</i> -Experiment and explore with a range of mark making tools.</p>	<p>Pencil, lines, chalk, circle, round, straight, crayon</p>	<p>Curriculum is enhanced through continuous provision, both adult led and child led activities. Media available - chinks, pencils, felt tips, crayons, wax crayons, Autumn 1 Self-Portraits Autumn 2 Firework pictures Spring 1 Character drawings Spring 2 Creating a monster Summer 1 Farm animal pictures Summer 2 Safari animals</p>
F2	<p>40 - 60 months <i>To create simple representations of events, people and objects.</i> ELG <i>Represent their own ideas, thoughts and feelings through art.</i></p> <p>-Know that the spaces they create with lines can represent objects familiar to them. -Know that they can express their own thoughts and feelings and use art as a form of communication.</p> <p><i>Skills</i></p>	<p>Charcoal, pencil, pastel, pencil crayon, line, straight, round, wavy</p>	<p>Curriculum is enhanced through continuous provision, both adult led, and child led activities. Media available - chinks, pencils, felt tips, crayons, wax crayons, Autumn 1 Self- portraits Know that different media can be used to make a representation. Chalk drawings Explore different materials to make representations Using pastels as a medium to draw and create representations Using pencil to draw the gingerbread man Autumn 2</p>

	<p>-Observe their own face and to represent features of their face through drawing. -Explore different materials to draw - charcoal, pastels, chalk, pencil.</p>		<p>Space picture Spring 1 Handa's Surprise pastel pictures Drawing Spring Flowers Summer 1 Minibeast drawings</p>
<p>Year 1</p>	<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. -Know how to correctly hold and use tools for drawing, using a pincer grip. -Know how to draw lines that are curved, straight, looped, wavy, zig-zag, dashed, dotted. -Develop the control of the pencil for detail in their pictures. -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. -Know that a face is comprised of different shapes, observe these in isolation and practise drawing these.</p>	<p>Pencil, pencil grip, lines, shapes, straight, curved, wavy, dashed, dotted, zig-zag, looped pattern, look closely.</p>	<p>Autumn 1: Self portraits Spring 1: *Skills technique - using charcoal to develop pattern, texture, line, and shape to sketch a steam train. Aspiration Spring 2: *Look at work by L.S Lowry, 'The Old House'. Use drawing techniques to create an observational drawing of our school.</p>
<p>Year 2</p>	<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 charcoal, pencil and pastel to create art. -Know that a pencil can be applied using a variation in pressure (pincer grip) to create different densities of line</p>	<p>Spiral, vertical, horizontal, grade of pencil B, H, HB, soft, hard, texture, form, space, proportion, size, shape, detail, observe, close looking, face, features</p>	<p>Summer 2 HEALTH AND WELL- BEING 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) Aspiration and Diversity Study a range of artists, both contemporary and classic, male and female and from different cultures</p>

	<p>-Know how to begin to add pattern and texture by adding dots and lines.</p> <p>- Know how to select and use lines for different purposes - spiral, vertical and horizontal lines.</p> <p>-Begin to understand that there are different grades of pencil and they make different marks.</p> <p>-Know how and why to select and use three different grades of pencil when drawing</p> <p><i>Skills</i></p> <p>-Draw for a sustained period, focusing on details on an object</p> <p>-Draw bodies, beginning to consider proportion.</p> <p>-Draw faces with more detail than previously shown, considering the size and position of e.g. features in relation to each other.</p> <p>-Control the types of marks made with a range of media - pencils, crayons, rubbers, pastels, felt-tips, charcoals, pens, chalk.</p>		<p>throughout the year. Learn about them and from them by studying their work, lives and inspirations.</p>
<p>Year 3</p>	<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>-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> <p>- Begin to use the side of the pencil to add shading to detail.</p> <p>-Begin to use shape and colour to represent reflection.</p> <p>-Plan, refine and alter their drawings as necessary.</p>	<p>Pencil hatching, cross-hatching, effects, different pencil densities, texture, lighter, darker, shadow, depth, facial features.</p>	<p>Autumn 1</p> <p>Begin to use sketch books to practise skills and review before completing their final pieces.</p> <p>Self-portraits using sketching skills, hatching and cross-hatching, to create shadows.</p> <p>Spring 1</p> <p>Experiment sketching techniques with pastels</p> <p>Recognise when Art is from different historical periods</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>- Recognise the difference between hatching and cross-hatching.</p> <p>- Sketch lightly, know that there is no need to use a rubber to correct mistakes</p> <p>- Use a sketchbook to plan, collect and develop ideas. Record media explorations and experimentations as well as try out ideas.</p>		
<p>Year 4</p>	<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> <p>- Alter and refine drawings and describe the changes using the appropriate art vocabulary.</p> <p>- Explain the effect of different pencils.</p> <p>- Evaluate their work and make appropriate changes, using their sketchbooks to develop ideas.</p>	<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>
<p>Year 5</p>	<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>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,</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>Op Art - Bridget Riley, using patterns and lines</p> <p>Self-portraits to show mood, feeling and body language</p>

	<ul style="list-style-type: none"> - Know how to use shading to create mood and feeling. - Know how to represent body language when drawing. - Know how to organise line, tone, shape and forms in movement. - 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><i>Skills</i></p> <ul style="list-style-type: none"> - 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. - 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 - Start to develop their own style using tonal contrast and mixed media. 		
<p>Year 6</p>	<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 holding the pencil at varying angles and applying pressure will create different light and hatching effects and experiment with this. - Know that light can affect the appearance of people and objects from different directions. - Know that shadows add depth and dimension to drawn objects 	<p>Dashing, feathering, scumbling, embossing, angles, pressure, silhouette, depth, dimension, blending, movement, depth, shadow, hatching, cross-hatching, contour hatching, stippling, stippling, smudging</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>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>

	<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>-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><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 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>	
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Map

Art and Design-Painting

Curriculum Progression



Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING

		<i>(Including aspirational figures to be studied)</i>	
F1	<p>30 - 50 months <i>To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.</i> <i>Draw lines and circles using gross motor movements.</i> <i>Use one handed tools and equipment.</i> <i>To develop a preference for forms of expression.</i> <i>To explore colours and how colours can be changed.</i> <i>To capture experiences and responses with a range of media.</i></p> <p>-Know that paints make marks. -Know that an easel can be used to hold paper for painting. -Know that paint pots hold different colour paints. -Know the colour names, red, yellow and blue, green and orange -Know that paintings need to dry on the drying rack</p> <p><i>Skills</i> -Begin to hold a paintbrush near the top -To be able to match colours</p>	<p>Paint, paint pot, easel, brush, colour names, dry, wet, paper, marks, match, picture</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>Autumn 1 Train painting Autumn 2 Colour mixing Spring 1 Sponge painting Spring 2 Gruffalo Painting Summer 1 Mud marble pictures Summer 2 Painting animal patterns</p>
F2	<p>40 - 60 months <i>To create simple representations of events, people and objects.</i> <i>To choose a particular colour for a purpose</i> ELG <i>Represent their own ideas, thoughts and feelings through art.</i> <i>Develop their own ideas through selecting and using materials and working on processes that interest them.</i> <i>They talk about the features of their own work.</i> <i>Talk about the ideas and processes which have led them to make designs or images.</i> <i>They handle equipment and tools effectively.</i> <i>To safely use and explore a variety of tools, materials and techniques, experimenting with function, colour, design, texture and form.</i></p> <p>-Know that an easel can hold paper when painting. -Know that paint pots hold different colour paints. -Know that different colours can be combined to produce a new colour. -Know that paintbrushes need to be washed before changing colour.</p>	<p>Painting, easel, wet, strokes, colour names, wet, dry, runny, thick, thin, mix, tainted, wash, dirty, fresh, clean, paintbrush, thick, thin</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>Autumn 1 Bear Painting Create simple representations</p> <p>Autumn 2 Autumn Tree Painting Owl Painting Stickman Painting</p> <p>Spring 1 Shape paintings and printing Colour mixing Rainbow painting</p> <p>Spring 2 Vegetable painting Painting Spring flowers with inspiration from Vincent Van Gogh</p>

	<p>-Know that water needs to be changed once dirty to avoid tainting the colour.</p> <p>-Know the colour names - red, yellow, pink, green, orange, blue, black, white, brown, grey, silver, gold</p> <p>-Know why a colour has been chosen</p> <p><i>Skills</i></p> <p>-Using a pincer grip to hold a paintbrush correctly, near the top.</p> <p>-Observe and select the appropriate colour to what is being represented.</p> <p>-Explore what happens when colours are mixed.</p> <p>-Begin to mix paints</p> <p>-Explore different mark making equipment with paint.</p>		<p>Summer 1 Castle painting</p> <p>Autumn 2 Sunflower Pastel pictures</p>
<p>Year 1</p>	<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> <p>- Know what happens when white and black are added to primary colours.</p> <p>- Know that different sized paintbrushes make different strokes and lines.</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>Paint, primary, secondary, colour names, blot, brush, grip, mix</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</p> <p>Autumn 2: Study 'Starry Night' by Vincent Van Gogh. Look at the technique of 'pointillism'. Use the 'pointillism' technique to create their own painting.</p> <p>Spring 1: *Printing-Study work by Jean Dominique Metzinger which involves block printing with paint. Create a 'through the window' landscape picture using Metzinger's printing technique.</p> <p>Summer 1: *Study the works of Piet Mondrian, identifying the technique he uses in his work. Explore using 2D shapes, block colours and thick lines to create a picture of what we saw at Sutton Lawn.</p> <p>Summer 2: *Look at the artwork of Romero Britto, link with our learning journey question about toys.</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>Year 2</p>	<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>-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>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>Aspiration and Diversity</p> <p>Autumn 1 - Explore colour mixing using the work of Kandinsky, particularly 'Concentric Circles'</p> <p>Autumn 1 - explore the work of printmaker Carol Lander and work in her style to create work in the style of her 'Summer Moon' piece.</p> <p>Autumn 2- Paul Klee 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)</p> <p>Spring 1 - Explore the work of Gwen John and how she represented animals in her art.</p> <p>Spring 2 - Study the Tinga Tanga School of artists such as Beth Kimwele and Noel Kaganda (Africa link)</p> <p>Summer 1 - Jackie Morris and Lois Ehlert contemporary artists and illustrators who take 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>

	<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>Year 3</p>	<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 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>-Know that poster / powder paint gives a more vibrant bold effect and that watercolours are more muted, subdued and softer</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 what complimentary colours are and what happens when they are mixed together.</p> <p><i>Skills</i></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>Tone, effects, textures, complimentary colours, bold, vibrant, subdued, muted, softer.</p>	<p>Spring 2 Creating a blossom tree: Explore different types of paint Make tertiary colours by mixing secondary colours together Explore with watercolours and poster paint Mix colours to match a picture 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 Summer 1 Mix colours to make natural, earthy colours</p>
<p>Year 4</p>	<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>	<p>Blurred lines, straight lines, texture, blend, tints, shades, tones, primary, secondary, tertiary colours.</p>	<p>Self - portraits - mixing flesh colours Lubaina Himid</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 mix flesh colours on hands and faces. -Know how to use colours to reflect mood in artwork. -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) -Know that paint can be mixed with different media (e.g. sand, wood shavings) to create new effects and texture. -Know and explain the different types of paint have on a painting. -Know which tools and materials to use to make blurred and straight lines.</p> <p><i>Skills</i> -Use primary colours to make secondary and tertiary colours effectively and apply when painting. -Blend with water colours. -Explore how blurred lines a can be achieved by painting. -Mix and use tints, shades and tones.</p>		<p>Pablo Picasso, George Braque, Robert Delauney, Juan Gris</p>
<p>Year 5</p>	<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. 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 -Identify a focal point in a painting -Explain how to colour match. -Explain how colour can create a focal point.</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>

	<p>-Explain the difference between complimentary and contrasting colours (acrylic).</p> <p>-Know which type of paint works most effectively when stippling.</p> <p>-Know how to use smudging techniques when painting.</p> <p>-Know how to use acrylic paint.</p> <p><i>Skills</i></p> <p>-Use complimentary and contrasting colours.</p> <p>-Use stippling technique learnt using pencil and apply to using paint.</p> <p>-Use primary colours to create secondary and tertiary colours and vary shades and tones appropriately to the task.</p> <p>-Apply the techniques of stippling, washing, splattering, under painting and layering when using acrylic paint.</p> <p>-Work in a sustained and independent way from observation, experience and imagination.</p> <p>- 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 Start to develop their own style using tonal contrast and mixed media.</p> <p>-Explore printing on fabric, selecting the appropriate printing technique.</p>		
<p>Year 6</p>	<p><i>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.</i></p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> • <i>To create sketch books to record their observations and use them to review and revisit ideas</i> • <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i> <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>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>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>

- Explain colour and paint choices for creating atmosphere and light effects.
- Know which works of art have used complimentary and harmonious colours and understand how to work in this style.
- Know how to use oil paint to create artwork.
- Know how to apply the technique of scumbling when painting.

Skills

- Use shading and perspective to create form and texture.
- Observe the positions of people in action.
- Develop ideas using different or mixed media.
- Use primary colours to create secondary and tertiary colours and vary shades and tones effectively.
- Mix and use tints, shades and tones effectively.
- Use scumbling technique over dry paint and wet paint and understand the difference in outcomes.
- Use the skills of scumbling, glazing, wet on wet (alla prima), blending when working with oil paints.
- Be familiar with layering prints.
- Be confident with printing on paper and fabric.



Art and Design-Sculpture, Textiles and Collage

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING <i>(Including aspirational figures to be studied)</i>
F1	<p>30 - 50 months To be interested in and describe the texture of things. To capture experiences and responses with a range of media. Use one handed tools and equipment.</p> <ul style="list-style-type: none"> -Know that materials can be joined with glue or tape. -Know that malleable materials can be changed using squeezing, stretching, twisting, rolling, pinching and using tools. -Begin to understand tools need to be used safely. <p><i>Skills</i></p> <ul style="list-style-type: none"> -Explore sculpture through continuous provision using block play, construction in a small and large scale. -Make snips in paper with scissors 	Squeeze, stretch, twist, roll, pinch, glue, tape, stick, sticky, scissors, build, make, glue stick	<p>Pupils have the opportunity to explore and create in the creative area, block play and large outdoor creations in the continuous provision. Resources available to be used include: construction play, cardboard, tubes, planks, natural materials, glue, tape, fixings and fastenings, boxes, pots</p> <p>Autumn 1 Harvest hat Autumn 2 Diwali lamps Spring 1 Bear collage pictures Spring 2 Mermaid cone person - cutting skills Summer 1 Paper plate collages - Farm animals Summer 2 Playdough safari animals</p>
F2	<p>40 - 60 months To experiment to create different textures To understand that different media can be combined to create new effects. To manipulate materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources. To use simple techniques confidently and appropriately. To select the appropriate resources and adapt work where necessary. To use simple tools to effect changes to materials. ELG To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	Schange, pinch, twist, roll, stretch, rolling pin, cutters, fix, tape, making tape, glue, glue stick, box modelling, inside out, stick, collage, transient art, block play, build, construct, clay, wet, dry, decoration, impress, tools, scissors, cut, sculpture, model, paper, art straws, pipe cleaners,	<p>Pupils have the opportunity to explore and create in the creative area, transient art, block play and large outdoor creations in the continuous provision. Resources available to be used include construction play, cardboard, tubes, planks, natural materials, glue, tape, fixings and fastenings, boxes, pots Children also have access to malleable materials (dough) to create sculptures and 3D forms</p> <p>Autumn 1 Using clay to create a clay pig, using fine motor skills to add detail. Beanstalk collage - combining materials to create a desired effect. Create a harvest hat - fine motor skills, cutting skills, joining</p>

	<p>To use what they have learnt about media in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings. They handle equipment and tools effectively.</p> <p>-Know that the shape of malleable materials can be changed and manipulated for a purpose and that they can change it to represent an image or object. -Know that reclaimed items can be used to create different forms and functions. -Know that boxes (e.g. cereal boxes) need to be turned inside out, reassembled and then painted. -Know that collage is a piece of art that is created by sticking materials to a background. -Know that any object can be used to create art, including natural materials, food, reclaimed items and block play. -Know that clay is different to dough, that clay needs to be wet. -Know that objects can be impressed for decoration. -Know how tools need to be handled.</p> <p><i>Skills</i></p> <p>-Explore sticking different objects and textures to a backing to create a collage. -Explore sculpture through continuous provision using block play, construction in a small and large scale. -Cut shapes using scissors. -Use glue and masking tape to join and fasten. -Use rolled up paper, art straws and pipe cleaners to make structures, objects and sculptures.</p>		<p>Autumn 2 Bonfire collage, Clay Diva pots - Diwali festival Use simple clay tools and fine motor skills to effect changes, impress sequins to create a new effect Creating poppies - effect changes to materials to make a representation of a poppy for Remembrance Sunday Clay hedgehogs - impress materials to create decoration and new effects Owl Collage Making a Stick man - using any object to create art</p> <p>Spring 1 Animal Mask Collage Sculpting dough baskets using dough (Handa's Surprise) Great Wall of China and Chinese buildings sculpture using construction Jungle Collage</p> <p>Spring 2 Dough chicks</p> <p>Summer 1 Clay dragon sculptures Minibeast salt dough sculptures Summer 2 Plant collage</p>
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 To use a range of materials to design and make products <p>-Know how to cut, roll and coil materials</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>-Know that patterns can be incorporated into their product.</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 make an imprinted piece of art by rolling, rubbing, stamping</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>		<p>Autumn 1: Study 'Tiger in a Tropical Storm' by Henri Rousseau. Use the technique of collage to create a jungle picture.</p>
<p>Year 2</p>	<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 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 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 how to fold, tear, crumple and overlap papers.</p> <p>-Know how to strengthen models by adding newspaper to boxes.</p> <p><i>Skills</i></p> <p>-Develop texture for effect.</p> <p>-Arrange materials before gluing into place.</p> <p>-Create textured collage from a variety of media.</p>	<p>Collage, form, tools and names, texture, reclaimed, structure, sculpture, object, tear, fold, crumple, strengthen, strong, weak, crumple, fold, arrange</p>	<p>Aspiration and Diversity</p> <p>Summer 2 - Study the work of Kirsty Elson (contemporary sculptor) and work in her style</p>

<p>Year 3</p>	<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 join two pics of clay using the hatching technique. -Know that a coiling method can be used to make a pot. -Know that materials need to be selected carefully based on their properties for strength and effect. -Know that a sketchbook can be used to collect ideas. -Know that overlapping, tearing, folding and layering creates images and represents textures.</p> <p><i>Skills</i></p> <p>-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. -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</p>	<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 Creating a sculpture using natural materials in Sherwood Forest. (Andy Goldsworthy)</p> <p>Spring 1 Using paper mâché and clay to create a stone age settlement.</p> <p>Summer 1 Use paper mâché to create volcanoes to use in a science experiment.</p>
<p>Year 4</p>	<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 	<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, marquetttes, draft, scale model, sculpt, construct</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>

	<ul style="list-style-type: none"> 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 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"> Skills <p>-Cut complex shapes from different mediums.</p> <p>-Decorate, coil and produce maquettes (rough draft or scale model)</p> <p>-Make informed choices about the 3D technique chosen.</p> <p>-Show an understanding of shape, space and form.</p> <p>-Plan, design, make and adapt models.</p> <p>-Talk about their work, understanding that it has been sculpted, modelled or constructed</p> <p>-Match the tool to the material</p> <p>-Combine skills more readily</p> <p>-Choose collage or textiles as a means of extending work already achieved</p>		
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 	<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>

	<ul style="list-style-type: none"> 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 ideas, plan and refine them.</p> <p>-Know that recycled, natural and manmade materials can be used to create sculptures.</p> <p>-Know the joins needed to assemble</p> <p>-Know the difference between a physical and visual texture.</p> <p>-Know how to secure work to continue at a later date.</p> <p>.</p> <p><i>Skills</i></p> <p>-Decorate, coil and produce maquettes (rough draft or scale model)</p> <p>-Develop skills in using clay including slabs, coils, slips etc.</p> <p>-Use a range of media to create a collage.</p> <p>-Use recycled, natural and man-made materials to create sculpture.</p> <p>-Join fabrics in different ways including stitching</p> <p>-Use different grades of needle and threads</p> <p>-Plan a sculpture through drawing and other preparatory work.</p> <p>-Explore using Modroc as a means of making a simple 3D sculpture.</p>		
<p>Year 6</p>	<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>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>

-know that work can be finished in different ways: glaze, paint, polish

-Know that work can be constructed around armatures (wire frame) or over constructed foundations using materials such as Modroc.

-Know how to work in a safe and organised way.

-Know how to combine pattern, tone and shape

Skills

-Use a sketchbook to plan how to join parts of the sculpture.

-Recognise sculptural forms in the environment: furniture, buildings

-Create models on a range of scales



Curriculum Progression Map



Art and Design-Artists, Craft makers and Designers

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)
F1	<p>30 - 50 months</p> <ul style="list-style-type: none">Shows interest in different occupations and ways of life. <p>Know that there are different occupations, Know that there are different ways of life.</p> <p>Skills</p>		<p>Aspiration explore the job of people who work in the art field:</p> <p>Artist Photographer Designer Architect Art teacher Illustrator</p>

	Talk about the different jobs people do.		
F2	<p>ELG They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Know that an artist is a person who creates drawings, paintings or sculptures Know that they can say if they like or dislike a piece of art</p> <p>Skills Talk about an artist Say that they like or dislike a piece of art</p>	Artists, drawing, sculpture, painting, paint, like, dislike, light, dark, monochrome, shapes,	<p>Aspiration and Diversity Autumn 1 - Look at the works of Paul Klee and create artwork in this style through printing, transient art, collaging, painting - link to looking at buildings with Three Little Pigs Autumn 2 Barbara Hepworth- sculpture Bridget Riley -English artist. Study monochrome paintings and difference between light and dark - link work to Light and Dark / Nocturnal animals Spring 1 - Study works of Sonia Delaunay and create art using shapes - printing, transient art, painting, stencilling, drawing - linked to maths work Spring 2 - Van Gogh - look at still life paintings - children to create their own of a vase of flowers - link to work on Spring Summer 1 - Look at collaging techniques and the works of Matisse - create a snail or other minibeast picture in this style - linked to topic work on minibeasts Summer 2 - Recap Van Gogh and study the Sunflower painting and create a detailed painting of a sunflower head - linked to topic work on plants Look at the painting style of artists like Georges Seurat and paint an under the sea picture using the pointillism style - linked to Under the Sea topic</p>
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. 	Different, same,, materials, comparison collection	<p>Aspiration Autumn 1: Study 'Tiger in a Tropical Storm' by Henri Rousseau. Use the technique of collage to create a jungle picture.</p>

	<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 Can ask questions about a piece of Art Select a favourite piece of art and say why it is their favourite.</p>		<p>Autumn2: Study 'Starry Night' by Vincent Van Gogh. Spring 1: *Printing-Study work by Jean Dominique Metzinger which involves block printing with paint. Create a 'through the window' landscape picture using Metzinger's printing technique. Spring 2: *Look at work by L.S Lowry, 'The Old House'. Use drawing techniques to create an observational drawing of our school. Summer 1: *Study the works of Piet Mondrian, identifying the technique he uses in his work. Explore using 2D shapes, block colours and thick lines to create a picture of what we saw at Sutton Lawn. Summer 2: *Look at the artwork of Romero Britto, link with our learning journey question about toys.</p> <p>Architect - Gustave Eiffel</p>
<p>Year 2</p>	<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>	<p>Architect, architecture, structure, abstract, contemporary, image, foreground, back ground, artist, printmaker, craftsperson, sculpture, sculptor</p>	<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 colour mixing using the work of Kandinsky, particularly 'Concentric Circles' Autumn 1 - explore the work of printmaker Carol Lander and work in her style to create work in the style of her 'Summer Moon' piece. Autumn 2- Paul Klee and how he represented the built environment. Linked to study of cities and London. Autumn 2 - Study the work of the Dutch painter Lieve Verschuier and his</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 Say how they think the artist made the piece of work Observe a range of buildings with different architectural features around the world and explore creatively.</p>		<p>use of colour to represent landscapes, seascapes and the sky. (GFOL) Autumn 2 - study the work of architects Sir Christopher Wren and contemporary structural engineer Roma Agrawal (London) Spring 1 - Explore the work of Gwen John and how she represented animals in her art. Spring 2 - Study the Tinga Tanga School of artists such as Beth Kimwele and Noel Kaganda (Africa link) Summer 1 - Jackie Morris and Lois Ehlert contemporary artists and illustrators who take inspiration from nature. Summer 2 - Study the work of Kirsty Elson (contemporary sculptor) and work in her style. 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>
<p>Year 3</p>	<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. Know that art can be from different historical periods Know the role of architects</p> <p>Skills Explain some of the features of art from historical periods 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 Impressionism - Art and the fleeting moment 1870 - 1930 Landscapes, portraits, scenes of everyday life, with focus on brush work, light for the time of day. Linked artists - Mary Cassatt, Berthe Morisot, Claude Monet, Auguste Rodin, Edgar Degas, Cezanne</p> <p>ARCHITECT Antoni Gaudi - Art Nouveau style, interested in Gothic architecture, buildings look like they have grown., like giant sandcastles.</p> <p>SCULPTURE Andy Goldsworthy (aspiration) (Sculpture and Photographer) Evaluate</p>

			<p>his work, create our own piece and then compare, evaluating our own piece.</p> <p>DESIGNER William Morris - wallpaper designer / printer</p> <p>ARTIST TO INSPIRE CHILDREN'S WORK</p> <p>Monet - Impressionism 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 Beryl Cook, aspiration, British contemporary artist JMW Turner - British, impressionist</p>
<p>Year 4</p>	<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 identify the techniques used by different artists Know how different artists developed their specific techniques Know that their opinions of a piece of work can be justified, discussing the emotion, colour and feeling of a piece of work 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>collate reaction impact adhesive pulp inscription brittle</p>	<p>MOVEMENT Cubism - reality broken apart 1907 - 1930 In an age of revolution, images were made that seemed to destroy rules of traditional art, using angular shapes, earth colours, newspaper clippings and other everyday objects used as part of the artwork. Linked Artists - Pablo Picasso, George Braque, Robert Delauney, Juan Gris</p> <p>ARCHITECT (aspiration) Jonathan Turner Wall - Architect based in Nottingham. Look at designing a room, extension or home.</p> <p>SCULPTURE Niki de Saint Phalle (aspiration / diversity) - Sculpture that is full of the</p>

	<p>Begin to recognise when art is from other cultures Say which artist they would like to meet and why Observe a range of famous European buildings with different architectural features.</p>		<p>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>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." Pablo Picasso - Cubism Piet Mondrian - Cubism</p>
<p>Year 5</p>	<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. 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>complementary contrasting proportion perspective horizon panoramic</p>	<p>MOVEMENT Pop Art 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. Linked artists - Andy Warhol, Roy Lichtenstein, Claes Oldenburg (who made sculptures in this style)</p> <p>ARCHITECT</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>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> <p>Andy Warhol - Pop Art</p>
<p>Year 6</p>	<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>	<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</p> <p>Surrealism</p> <p>From 1920 - 1970</p> <p>Combining people, objects and ideas in surprising ways</p> <p>Linked Artists to movement - Frida Kahlo, Salvador Dali, Rene Magritte, Alberto Giacometti</p>

• About great artists, architects and designers in history.

Know that art can be abstract, and that the artist is trying to convey a message
Know the qualities and styles of their own work, in relation to an artist.
Know that SURREALISM movement happened between 1920 - 70, that combined things in surprising ways.
Know some artists who worked in this movement.
Know the artists' impact on the world
Know the artists' movement and period

Skills

Explain the style of art used and how it has been influenced by an artist
Understand what an artist is trying to achieve in any given piece of art
Talk about the social or historical significance of the artwork
Discuss the main themes of the artwork
Compare the artwork to other artwork by the same artist or of other artists
Explain their emotional response to the artwork

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.

SCULPTURE

Alexander Calder - sculpture from wire
- wanted to make a drawing in the air
- made a mobile, and wire figures.

DESIGNER (aspiration)

Edward Barber and Jay Osgerby
Designed London Olympic torch, the £2 coin

PAINTERS TO INSPIRE CHILDREN'S WORK

Frida Kahlo - self-portraits, Surrealism
Torres-Garcia - Naïve Art
Eric Ravilious - modern British combat artist, Combat Art
Linked to WWII
Paul Klee - oil painting and printing techniques

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		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 Piet Mondrian - Cubism L.S Lowry - Naïve Art Metzinger - Cubism Rousseau - Naïve, post-	Andy Warhol	Andy Goldsworthy	Gustave Eiffel	Romero Britto - pop art Piet Mondrian - Cubism L.S Lowry - Naïve Art Metzinger - Cubism Rousseau - Naïve, post-impressionism Van Gogh - pointillism

		impressionism				
Year Two		Lieve Verschuur Paul Klee Gwen John Tinga Tanga School of artists such as Beth Kimwele and Noel Kaganda Jackie Morris and Lois Ehlert contemporary artists and illustrators who take inspiration from nature.	Carol Lander	Kirsty Elson	Sir Christopher Wren Roma Agrawal	Kandinsky - Abstract Paul Klee - Abstract Carol Lander - figurative Lieve Verschuur - Dutch Golden Age Gwen John - post impressionism Beth Kimwele - pointillism, semi-abstract Jackie Morris - contemporary Lois Ehlert - contemporary

		Martin Wiscomb Kandinsky				
<i>Year Three</i>	<i>Impressionism</i>	Monet Mariusz Kaldowski Van Gogh Beryl Cook JMW Turner	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 Andy Goldsworthy - contemporary William Morris - Romanticism, Aestheticism, Symbolism, Monet - Impressionism Mariusz Kaldowski - impressionism Van Gogh - Japanism style Beryl Cook, aspiration, British contemporary artist</p>

						JMW Turner - British, impressionist
Year Four	Cubism	Lubaina Himid Pablo Picasso Piet Mondrian	Anni Albers	Niki de Saint Phalle	Jonathan Turner Wall	Linked Artists to Cubism - Pablo Picasso, George Braque, Robert Delauney, Juan Gris Lubaina Himid - contemporary artist and curator. Pablo Picasso - Cubism Piet Mondrian - Cubism
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	Zaha Hadid	Linked artists to POP ART movement- Andy Warhol, Roy Lichtenstein, Claes Oldenburg (who made sculptures in this style)

				Henry Moore - British Sculptor		David Hockney - Contemporary, British artist Bridget Riley - Op Art - drawing Romero Britto - Pop Art Andy Warhol - Pop Art
Year Six	Surrealism	Paul Klee Eric Ravilious Frida Kahlo Torres-Garcia	Edward Barber and Jay Osgerby	Alexander Calder - sculpture	Ludwig Mies van der Rohe	Surrealism Artists - Frida Kahlo, Salvador Dali, Rene Magritte, Alberto Giacometti Torres-Garcia - Naïve Art Ravilious - Modern Paul Klee - Expressionism, Abstract art, Surrealism, Cubism