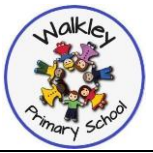


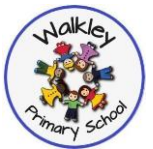
ART AND DESIGN: Progression and Sequencing of Art Knowledge, Understanding and Skills

	ART AND DESIGN KNOWLEDGE, UNDERSTANDING AND SKILLS							
	The components of media, materials, methods, techniques, processes and technical language underpin each element.							
	Exploring and Developing Ideas	Evaluating and developing work	Drawing	Painting	Sculpture	Collage	Printing	Work of Other Artists
EYFS	Children represent their own ideas, thoughts and feelings through art.	Selects appropriate resources and adapts work where necessary. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	Use graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Chooses particular colours to use for a purpose.	Explores what happens when they mix colours. Chooses particular colours to use for a purpose. Enjoy using a variety of tools including different size/ size brushes and tools i.e., sponge brushes, fingers, twigs. Explore working with paint on different surfaces and in different ways i.e., coloured, sized and shaped paper.	Enjoy using a variety of malleable media such as clay, papier Mache, Salt dough. Selects tools and techniques needed to shape, assemble and join materials they are using. Build a construction/ sculpture using a variety of objects e.g., recycled, natural and manmade materials.	Experiments to create different textures. Understands that different media can be combined to create new effects. Enjoy playing with and using a variety of textiles and fabric.	Uses simple tools and techniques competently and appropriately. Enjoy taking rubbings: leaf, brick, coin. Produce simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture.	ARTISTS: Eric Carle (collage) Wassily Kandinsky (painting) Martin Ridley (drawing)
Year 1	Ask and answer questions about the starting points for their work and the processes they have used. Recognise that ideas can be expressed through art. Try out a range of materials & processes and recognise they have different qualities.	Review what they and others have done and say what they think and feel about it.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Communicate something about themselves in their drawing. Create moods in their drawings. Draw using pencil and crayons.	Communicate something about themselves in their painting. Create moods in their painting. Choose to use thick and thin brushes as appropriate. Paint a picture of something they can see. Name the primary and secondary colours.			Explore printing simple pictures with a range of hard and soft materials e.g., cork, pen barrels, sponge. Create a print using pressing, rolling, rubbing and stamping. Print onto paper and textile. Design their own printing block.	ARTISTS: Marion Deuchars https://www.mariondeuchars.com/ (drawing) Nicole White (painting) M C Escher (tessellating prints)



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	Describe what can be seen and give an opinion about the work of an artist. Ask questions about a piece of art.		Use lines of different shapes and thickness. Use 2 different grades of pencil.	Mix and match colours, predict outcomes. Experiment with a variety of media; different brush sizes and tools. Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media.			Create a repeating pattern. Begin to identify forms of printing: books, posters pictures, fabrics.	
Year 2	Say how other artist/craft maker/designer have used colour, pattern and shape. Create an original piece of work in response to another artist's work. Use drawing to record and discover ideas and experiences. Use materials and techniques purposefully to achieve particular characteristics or qualities.	When looking at creative work express clear preferences and give some reasons for these. Identify what they might change in their current work/ future work. Understand how evaluating creative work during the process, as well as at the end, helps feed the process.	Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Use three different grades of pencil in their drawing (4B, 8B, HB) Create different tones using light and dark. Show patterns and texture in their drawings. Use a viewfinder to focus on a specific part of an artefact before drawing it. Begin to use a sketchbook to plan and develop simple ideas.		Impress and apply simple decoration techniques: impressed, painted, applied. Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use tools and equipment safely and in the correct way. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.	Cut and tear paper and card for their collages. Gather and sort the materials they will need. Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media, equipment and textures. Look and talk about what they have produced, describing simple techniques and media used. Use a sketchbook to plan, collect and develop ideas		ARTISTS: Yayoi Kusama (Sculpture) Georgia O'Keefe (drawing) Collage linked to people who positively changed the world



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Year 3	Compare the work of different artists. Explore work from other cultures. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques. Select and use appropriately a variety of materials and techniques in order to create their own work.	Reflect upon what they like and dislike about their work in order to improve it. Identify what they might change in their current work/ future work. Understand how evaluating creative work during the process, as well as at the end, helps feed the process.	Develop intricate patterns/ marks with a variety of media (charcoal). Use their sketches to produce a final piece of work. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Use different grades of pencil shade, to show different tones and texture. Begin to show an awareness of objects having a third dimension and perspective.	Predict with accuracy the colours that they mix. Know where each of the primary and secondary colours sits on the colour wheel. Create a background using a wash. Use a range of brushes to create different effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. (Mix their own brown. Make tints by adding white. Make tones by adding black) Confidently create different effects and textures with paint according to what they need for the task. Create mood in their paintings. Confidently control the types of marks made and experiment with different effects and			Make a printing block. Make a 2-colour print. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Experiment with overprinting motifs and colour. Demonstrate experience in combining prints taken from different objects to produce an end piece. Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. Create repeating patterns.	Drawing: Stone age cave paintings ARTISTS: Frida Khalo (painting) Printing: Delita Martin https://theartofeducation.edu/2020/10/05/october-9-printmakers-to-inspire-learning/
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				textures inc. blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and show understanding of complimentary colours.				
Year 4	Experiment with different styles which artists have used. Explain art from other periods of history. Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential. Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions and demonstrate inquisitive exploration. Investigate the nature and qualities of different materials	Discuss and review own and others work, expressing thoughts and feelings explaining their views. Adapt their work according to their views and describe how they might develop it further. Reflect regularly upon their work, throughout the creative process. Look to the work of others (Pupils and artists) to identify how to feed their own work.	Begin to show facial expressions and body language in their sketches. Identify and draw simple objects, and use marks and lines to produce texture. Organise line, tone, shape and colour to represent figures and forms in movement. Show reflections. Explain why they have chosen specific materials to draw with. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Further develop drawing a range of tones, lines using a pencil.		Experiment with and combine materials and processes to design and make 3D form. Sculpt clay and other mouldable materials. Make a slip to join to pieces of clay. Decorate, coil, and produce maquettes model for a larger piece of work) confidently when necessarily. Model over an armature: newspaper frame for Modroc. Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours	Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media, equipment and textures. Gather and sort the materials they will need. Join fabric using glue. Create part of a class patchwork. Create individual and group collages. Use different kinds of materials on their collage and explain why they have chosen them. Use repeated patterns in their collage. Use a sketchbook to plan, collect and develop ideas, to record textile		ARTISTS: David Hockney (drawing) Sculpture: Sokari Douglas Camp Collage: Gee's Bend Quilters

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	and processes.		Include in their drawing a range of technique and begin to understand why they best suit.		and collect source material for future works. Adapt work as and when necessary and explain why.	explorations and experimentations as well as try out ideas Plan a design in a sketchbook and execute it.. Look and talk about what they have produced, describing simple techniques and media used.		
Year 5	Experiment with different styles which artists have used. Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information. Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information. Understand sketchbooks are places to explore personal creativity, and as such they	Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Look to the work of others (Pupils and artists) to identify how to feed their own work.		Create a range of moods in their paintings. Express their emotions accurately through their painting and sketches. Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.	Experiment with and combine materials and processes to design and make 3D form. Sculpt clay and other mouldable materials. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish Gain experience in modelling over an armature: newspaper frame for Modroc. Use recycled, natural and manmade materials to create sculptures, confidently and		Print using a number of colours. Create an accurate print design that meets a given criteria. Print onto different materials. Demonstrate experience in fabric printing. Continue to gain experience in overlaying colours. Start to overlay prints with other media. 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.	Research the work of an artist and use their work to replicate a style. ARTISTS: Lowry (painting) Molly Mahon and William Morris (printing)

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	should be experimental, imperfect, ask questions, demonstrate inquisitive exploration. Use acquired technical expertise, combined with beginning to listen and trust “instinct” to help make choices, to make work which effectively reflects ideas and intentions.				successfully joining. Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why.		Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Develop their own style using tonal contrast and mixed media.	
Year 6	Make a record about the styles and qualities in their work. Say what their work is influenced by. Investigate, research and test ideas and plans using sketchbooks and other approaches. Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions,	Provide a reasoned evaluation of their own and professional work which takes account of the starting points, intentions and context behind the work.	Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Identify and draw simple objects, and use marks and lines to produce texture. Use shading to create mood and feeling. Organise line, tone, shape and colour to represent figures and forms in movement. Use sketchbooks to collect and record visual information	Explain what their own style is use a wide range of techniques in their work. Explain why they have chosen specific painting techniques. Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc.		Justify the materials they have chosen combine pattern, tone and shape. Use sketchbooks to collect and record visual information from different sources. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.		Explain the style of art used and how it has been influenced by a famous artist. Understand what a specific artist is trying to achieve in any given situation. Understand why art can be very abstract and what message the artist is trying to convey. ARTISTS: Paul Nash, Horace Pippin (painting) Jean Michel Basquiat/ (mixed Media) Zaha Hadid (architecture – drawing)

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	demonstrate inquisitive exploration. Independently select and effectively use relevant processes in order to create successful and finished work.		from different sources as well as planning and collecting source material for future works. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion.	blocking in colour, washes, thickened paint creating textural effects.				
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Areas which have been greyed out are due to the curriculum map not covering the given skill within that year group. Where this is the case, coverage will need to occur in previous/ following year groups.

Research links:

Y1: <https://isfdn.org/art-docent-lessons/1st-grade/artists-paint-their-feelings>

Y4: <https://www.sleep.com/sleep-design/history-black-quilting>