



Churchside Federation
Curriculum Progression - Art



National Curriculum Overview

Key Stage One

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage Two

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Responding to Art

	EYFS	KS1	KS2	
Sticky Knowledge	know that an artist is a person that creates art	Know how paintings and art can impact on the mood. know how to make connections between different pieces of art	know that artists can talk about the skills they have used Know that artists can reflect on areas they need to improve know key facts about an artist's life	
Key Skills	To say what I like about an artists work To say what I do not like about an artists work	To say how a piece of art makes me feel Compare others works To ask questions about a piece of art describe what I can see and give an opinion about the work of an artist	To describe the work of a famous artist express an opinion on the work of a famous artist To use inspiration from the work of a famous artist To use key vocabulary to demonstrate knowledge and understanding To identify the techniques used by different artists. To use inspiration from famous artists to replicate a piece of work To reflect upon their work inspired by a famous notable artist and the development of their art skills To express an opinion on the work of famous, notable artists and refer to techniques and effect To offer facts about notable artists To use Key Vocabulary relating to the artist To give reasoned evaluations of their own and others work which takes account of context and intention	

Suggested Artists / Themes (Gooderstone for mixed year groups chose one of the artists)							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing Portraits/ Still life	Frieda Kharlo Self Portraits	Pablo Picasso Portraits	Rene Margitte	Andy Warhole	Salvador Dali	Paul Cezanne	Leonardo Da Vinci. (mona Lisa) Gustave Courbet. The desperate Man. Contrasting portrait
Painting /Printing Landscapes	Henri Matise	Pauk Klee Paul Klee uses shapes and colours in his artwork	Vincent Van Gogh Van Gogh lived from 1853-1890 Van Gogh's famous work includes Sunflowers Van Gogh liked to paint the places he visited and the everyday objects he saw.	David Hockney David Hockney was born in England David Hockney's style is Pop art	Nick Rowland William Morris	LS Lowry LS Lowry was from Lancashire and lived from 1887- 1976 LS Lowry's famous works include industrial landscape and going to work Lowry's style is described as naïve art painting Lowry's inspiration was urban life	
Sculpture		Andy Goldsworthy To know Andy Goldsworthy and Richard Long made sculptures using natural materials such as stones, leaves and sticks	Gordon Young To know Gordon Young is a public artist, which means he creates art in public spaces. Hull has a fish trail made of flat and 3D images	Stone Age pots To know that stone age people made pots and vessels using clay.		Antoni Guadi Antoni Gaudí was a Catalan architect from Spain Gaudí is best known for his intricate structures throughout Barcelona	Henry Moore Henry Moore was born in Yorkshire Henry Moore's best-known work features massive bronze sculptures. These are usually abstract versions of the human form and often contain hollow spaces. Giacometti Giacometti was born in Switzerland Giacometti's sculptures of the human form became larger, thinner and more elongated as the years passed by

							Giacometti once said that he wasn't sculpting the human body but rather the shadow it cast
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Drawing			
Year	Sticky Knowledge <i>The children will know ...</i>	Key Skills <i>The children will ...</i>	Vocabulary
EYFS	<p>know lines can be used to create different shapes</p> <p>know a self portrait is a drawing of yourself</p> <p>know shapes and lines can be used to represent facial features</p> <p>know that Ideas can be expressed through drawings</p>	<p>To give meaning to the marks they make</p> <p>To explore a variety of tools to make marks</p> <p>To hold a pencil with increasing control</p> <p>To draw on different surfaces and coloured paper</p> <p>To draw straight and curved lines</p> <p>To draw a detailed drawing using curved and straight line that</p> <p>To represent shapes and objects</p> <p>To use drawing to tell a story</p>	<p>Mark Making</p> <p>Soft</p> <p>Hard</p> <p>Spiral</p> <p>Wave</p> <p>zig zag</p> <p>Pencil</p> <p>chalk</p> <p>sticks</p> <p>crayon</p> <p>water</p>
1	<p>know that Ideas and feelings can be expressed through artwork</p> <p>Know that portraits can express feelings</p> <p>know the structure of a face</p> <p>know that lines can be made of different thicknesses</p> <p>know that texture can be created through rubbings</p> <p>know that to shade you need to move your pencil backwards and forwards</p> <p>know that the side of a pencil is used for shading</p> <p>Know that the background of a landscape picture needs to be created first and objects in the fireground created afterwards</p>	<p>To draw a face to express emotions</p> <p>To create moods in artwork</p> <p>To use a variety of drawing tools to draw light and dark lines.</p> <p>To use pastels to draw objects and people</p> <p>To create a landscape</p> <p>To use pastels carefully avoiding unwanted smudging</p> <p>To shade by shading, smudging and crosshatching</p>	<p>Drawing</p> <p>happy</p> <p>sad</p> <p>self</p> <p>portrait</p> <p>Feelings</p> <p>Me</p> <p>You</p> <p>Pencil/s</p> <p>Crayon/s</p> <p>Thick/ness</p> <p>Thin</p> <p>Line</p> <p>Shade</p> <p>crosshatch</p> <p>smudge</p> <p>Pastel</p> <p>background</p> <p>foreground</p>

<p>2</p>	<p>Know that different grades of pencil can create different effects know that different pencils can be used to create lighter or darker gradients. – HB (lighter), 4B (medium), 8B (darker). know that the higher graded the pencil, the darker the gradient. know that stippling means to create a pattern using small dots. Cross-hatching means to shade by crossing lines closely together.</p>	<p>To use 3 different grades of pencil To shade 3 different gradients of pencil To use stippling, hatching and cross hatching to create texture To select the correct grade of pencil to create the effect I want To use charcoal, pencil and pastel To discuss use of shadows</p>	<p>Feelings Yourself Me Pencil Thick/ness Thin Line Grade Shade Charcoal Pastel View Tone/s Light Dark Pattern Texture stippling hatching cross hatching silhouette</p>
<p>3</p>	<p>know that feelings can be shown through drawing facial expressions know that shading needs to be darker to show shadows. know that to build depth to a piece of artwork, items in the background would be smaller and items in the foreground would be bigger to draw the observer’s attention</p>	<p>To begin to show an awareness of objects having a third dimension and perspective To demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. To indicate facial expressions in drawings To demonstrate improved accuracy when drawing people and faces To use different media to achieve variations in line, texture, tone, colour, shape and pattern</p>	<p>Expression Facial Shade Tone/s Texture/s Sketch/es Explanation Dimension Form Shape</p>
<p>4</p>	<p>Know that shading can create mood and feeling know that different grades of pencil are used to achieve variations in tone know how to use line, tone and colour to show movement in artwork know how to draw key features of a face to show expression</p>	<p>To Identify and draw the effect of light To show reflections in my art To show an understanding of scale and proportion To experiment with different grades of pencil and other implements to achieve variations in tone To make marks on a range of media To have opportunities to develop further drawings featuring the third dimension and perspective To begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms To show an understanding of how to show facial expressions</p>	<p>Facial expression Body language Sketch/es Marks Lines Texture Tone Shape Colour Represent Figures Forms Movement</p>

			Reflection Materials
5	Know how to use shading to create mood and feeling know how to organise line,tone shape and colour to represent figures and forms in movement Know how to show the effect of light on an object	To draw Portraits using proportion and symmetry To understand the effect of light on an object or person from different directions To draw for a sustained period of time at an appropriate level To work in a sustained and independent way to create a detailed drawing. To develop a key element of their work: line, tone, pattern, texture. To use different techniques for different purposes i.e. shading, hatching within their own work. To start to develop their own style using tonal contrast and mixed media.	Shade Create Mood Feeling Line Marks Texture Tone Shape Figures Forms Movement Express emotion Reflections Materials
6	Know which media to use to create maximum impact . know how to use a full range of pencils, charcoal or pastels when creating a piece of observational art.	To work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. To use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. To draw for a sustained period of time over a number of sessions working on one piece.	style line tone pattern texture shading hatching impact media observational art

Painting / printing /Textiles			
Year	Sticky Knowledge <i>The children will know ...</i>	Key Skills <i>The children will ...</i>	Vocabulary
EYFS	know that red, blue and yellow are the primary colours know that blending paint means to have two colours which mesh together to create a new colour. The effect of paint on paper can be achieved using tools other than paint brushes.	To hold a paintbrush with increasing control To select and use appropriate paintbrushes (thickness and bristle shape) to create my desired effect To paint familiar objects to create a piece of artwork experiment with using the primary colours To discuss what happens when I mix two colours together To talk about their piece of artwork	Painting Brush Colour Mix primary red yellow blue
1	know the more black added, the darker the colour will be know the more white added, the lighter the colour will be	To name the primary colours To show how people feel in paintings	shade tone

	<p>know the primary colours know the primary colours can not be made know the secondary colours know that colours can be mixed to create new colours know that a repeating pattern can be created using objects to print know there are different techniques that we can use as painters to achieve different effects.</p>	<p>To create moods in artwork To print using paint To mix primary colours to create all the secondary colours To make a colour wheel To make a colour lighter by adding white paint to it To make a colour darker by adding black paint to it</p>	<p>tint primary secondary mix lighter darker portrait print pattern</p>
2	<p>know a thin brush is used for finer detail know a thick brush is used for larger areas know a print is a copy of something know a shade is when you add black to a colour know a tint is when you add white to a colour know when adding paint to a picture, you must be careful that colours do not run. This means that they join together to make a colour you didn't want know that paint can be layered to create texture on a painting know that paint can be layered to create depth on a painting know there are different techniques that we can use as painters to achieve different effects. Know what a repeating pattern is</p> <p>Know what a print is (compare to other methods of art).</p> <p>Identify parts of artwork that have been printed.</p>	<p>To print by using rolling, stamping, pressing and rubbing To create tints and tones, and use the vocabulary of primary and secondary colours To mix primary colours to make secondary colours and use a colour chart to develop vocabulary To use a range of brushes for a specific purpose To create texture through layering paint To use a printing block</p> <p>To develop texture when printing.</p> <p>To design a printing block</p> <p>To recognise a repeating pattern</p> <p>To create a printing block</p>	<p>Print Thick Thin Copy Shade Tone Layer depth wash Repeat, pattern, block, print, colour, texture, thick, thin</p>
3	<p>Know that paint can be layered to add texture know how to make a printing block Know what colour they want to make and how to make it know how to create a background using a watercolour wash</p>	<p>To predict with accuracy the colours that they mix To create a background using a watercolour wash</p> <p>To make a printing block</p>	<p>Background Wash Range Brushes Different effects Predict Accuracy Colours Mix Primary Secondary Colour wheel</p>
4	<p>Know that paints have different properties – watercolour for soft images / oil paint for thick and textured Know how to print onto different materials using at least 4 colours.</p>	<p>To successfully use shading, tone and brushstrokes to create mood and feeling To printing onto different materials To use a range of brushes to create different effects in painting</p>	<p>Create Colours Mood Shading Feeling</p>

			Print Different Materials Colours Accurate Design
5	<p>know what 'hue' means.</p> <p>Know how to create an accurate print design following a given criteria</p> <p>Know that complimentary colours are directly opposite on a colour wheel</p> <p>know that complimentary colours are used to make images 'pop'</p> <p>know that harmonious colours sit beside each other on a colour wheel</p> <p>know that objects in the foreground are drawn bigger than those in the background to get depth perspective</p>	<p>To create an accurate print design following given criteria</p> <p>To use knowledge of shade and tint, know how to mix variations of dark, mid and light colours.</p> <p>To create a colour wheel to show the complementary and harmonious colours</p> <p>To show an understanding of how the complimentary colours can make an image stand out</p>	<p>Shading</p> <p>Create</p> <p>Mood</p> <p>Feeling</p> <p>Express emotion</p> <p>Organise</p> <p>Line</p> <p>Tone</p> <p>Shape</p> <p>Represent</p> <p>Figures</p> <p>Forms</p> <p>Movement</p> <p>Complimentary</p> <p>Harmonious</p> <p>hue</p>
6	<p>know that by mixing different primary colours with black different hues of black can be created</p> <p>Know that when complimentary colours are mixed they will become muted</p> <p>Know that negative space is the empty space around and between objects</p>	<p>Explain what their own style is</p> <p>Explain why they have chosen specific painting techniques</p> <p>Print using a number of colours</p> <p>Create an accurate print design that meets a given criteria</p> <p>Print onto different materials</p> <p>To overprint to create different patterns</p>	<p>muted</p> <p>Own style</p> <p>Wide range techniques</p> <p>Choose</p> <p>Specific</p> <p>Paint techniques</p> <p>Negative space</p> <p>Overprint</p> <p>Create</p> <p>Patterns</p> <p>Method</p> <p>Effectiveness of printing</p>

Sculpture/collage			
Year	Sticky Knowledge <i>The children will know ...</i>	Key Skills <i>The children will ...</i>	Vocabulary
EYFS	<p>know that 3D artwork can be created by using objects and sticking them onto the surface</p> <p>know that artwork can be created by collaging, which means using different materials and sticking them onto a surface, such as paper</p>	<p>To hold play dough tools with increasing control</p> <p>To manipulate play dough to create objects familiar to them</p> <p>To use clay tools safely</p> <p>To select the correct tools I need to create an effect</p>	<p>Cut</p> <p>Bend</p> <p>Stick</p> <p>Join</p> <p>Fold</p> <p>Smooth</p>

	know that sticking materials to a surface is called collaging	To use materials, such as paper and card to collage by sticking to a surface	Rough
1	<p>know sculptures are pieces of art that are three dimensional</p> <p>know malleable means that a material can be easily moved or pressed into a different shape</p> <p>know sculpting means making different shapes to create a piece of three-dimensional art.</p> <p>know moulding means to change the shape of something.</p> <p>know tools can be used to change the shape of malleable materials and make marks on it.</p> <p>know clay is a suitable material to sculpt as it is malleable</p> <p>know different materials can be cut, rolled or coiled to change them</p> <p>know different materials can be used to create a collage</p> <p>Know the size of material can change the effect of your collage</p>	<p>To shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>To manipulate malleable materials in a variety of ways including rolling, pinching and kneading</p> <p>To use tools and equipment safely and in the correct way.</p> <p>To consider the size of the pieces of materials you use when creating a collage.</p>	<p>Cut</p> <p>Roll</p> <p>mould</p> <p>manipulate</p> <p>coil</p> <p>carve</p> <p>sculpt</p> <p>Texture</p> <p>Tools</p> <p>Shape/s</p> <p>Model</p> <p>Fold</p> <p>Bend</p> <p>Curve</p> <p>Clay</p> <p>Malleable</p>
2	<p>know that clay is a natural material</p> <p>know that clay is a malleable material which can be moulded and manipulated into different shapes</p> <p>know different clay tools can be used to achieve different effects</p>	<p>To mould manipulate and join clay</p> <p>To join clay using score, slip, stick and smooth technique</p> <p>To explore sculpture of malleable materials and manipulate malleable materials for a purpose</p>	<p>Create</p> <p>Individual/group collage</p> <p>Different materials</p> <p>Repeated pattern</p>
3	<p>know a pinch pot is made from a single ball of clay</p> <p>know hand built pots are made with your hands, fingers and basic hand tools</p> <p>know how to join clay using scratch and slip</p>	<p>To manipulate clay to make a pinch, coil or slab pot</p> <p>To join clay using scratch and slip method</p> <p>To create shapes out of clay by scoring</p> <p>To use tools to add detail and texture to clay</p> <p>To use paint brushes to apply materials when creating collage.</p>	<p>Clay</p> <p>Manipulate</p> <p>Join</p> <p>Pinch</p> <p>Coil</p> <p>Slab</p> <p>Scratch</p> <p>Slip</p> <p>Scoring</p> <p>Form</p> <p>Pattern</p> <p>Texture</p> <p>Shape</p>
4	<p>To know what armature is</p> <p>To know that layering or overlapping materials can create different effects.</p>	<p>To make constructions that require cutting, bending and sticking of cardboard and paper</p> <p>To use an armature to support modelling. - Papier mache over simple moulds.</p> <p>To explore pattern, line, texture and shape</p> <p>To layer with a variety of materials</p>	<p>Mouldable</p> <p>Material</p> <p>Experiment</p> <p>Combine materials</p> <p>Processes</p> <p>Design</p> <p>3d form</p>

		To consider colour and texture of the materials you use.	Ceramic Mosaic Combine Visual Tactile
5	To know that how you display your artwork impacts its appeal To know how to successfully develop and communicate a concept	To Investigate how scale, display location and interactive elements impact 3D art. To Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. To Persevere when constructions are challenging and work to To problem solve more independently.	Experiment impact plan Combine Processes Design 3d form Sculpt Clay Moldable materials
6	To know an armature provides a structure to sculpt over To know how to create shapes using paper armature	To compare 2 different sculptures To Compare ideas and methods in the work of artists To shape, form model and join materials with confidence To use armature to create a sculpture To confidently problem-solve, edit and refine to create desired effects and end results	Create Models Range of scales Open to interpretation Audience