St. Peter's CE Primary and Nursery School
Art and Design Curriculum Progression (FS-Year 6)

<table>
<tr><th>EYFS</th><th colspan="2">KS1</th></tr>
<tr><td></td><td>Year 1</td><td>Year 2</td></tr>
<tr><td colspan="3">ELG: Creating with Materials
Children at the expected level of development will:
• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
• Share their creations, explaining the process they have used.
• Make use of props and materials when role playing characters in narratives and stories.
ELG Being Imaginative and Expressive
• Invent, adapt and recount narratives and stories with peers and their teacher.
• Sing a range of well-known nursery rhymes and songs.
• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</td><td colspan="2">The National Curriculum for art and design aims to ensure that all pupils:
• Produce creative work, exploring their ideas and recording their experiences
• Become proficient in drawing, painting, sculpture and other art, craft and design techniques
• Evaluated and analyse creative works using the language of art, craft and design
• Know about great artists, craft makers and designers and understand the historical and cultural development of their art form

KS1 End Points:
• Can use a range of materials creatively to design and make products.
• Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
• Can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
• To know 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.</td></tr>
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	EYFS	Year 1	Year 2
Drawing *Substantive Knowledge* 	*Continuous provision in the Foundation Stage enables children to safely use and explore a variety of drawing and mark-making implements. They can freely choose and experiment. During Review time, classes have the opportunity to talk about their creations, explaining the processes they have used.*	**To analyse the creative works of Still Life artists.** *(Focusing on: David Hockney, Samuel John Peploe)*	**To know that artists often develop their work through a series of sketches and have different practices.** *(Focusing on: Paul Cezanne, Yayoi Kusama, Giuseppi Acomboldo, Kathleen Ryan (sculpture). These have represented fruit in different ways).*
Drawing *Disciplinary Knowledge and Skills* (Pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, Ipads) 	(Nursery) **To explore making marks.** (Begin to use tools safely to make marks) (Reception) **To draw with some detail, talking about shapes and patterns.**	**To use drawing to develop and share an experience.** *(Use pencils, crayons, pastels to share an experience from Forest School)*	**To use sketching pencils 2B HB 4B to explore lines, tone and texture.** *(Use pencils to experiment and create an observational drawing).*

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	EYFS	Year 1	Year 2
Colour and Painting *Substantive Knowledge* 	(Nursery) **To look at the work of Wassily Kandinsky.** (Reception) **To safely use and explore a variety of tools, experimenting with colour.** *(Naming colours and mixing colours Self-Portraits)*	**To explore and experiment how primary colours make secondary colours.**	**To know the relationship between mood and colour.** *Focusing on:* Colour as Emotion - Hope and Joy. VINCENT VAN GOGH Colour as Emotion - Sadness and Despair. PABLO PICASSO Colour as Emotion - Noise and Activity. ANDRÉ DERAIN Colour as Emotion - Fun and Excitement. JIM DINE)
Colour and Painting *Disciplinary Knowledge and Skills* 	(Nursery) **To experiment with applying paint and naming colours.** *(Using fingers and brushes)* (Reception) **To explore and experiment with light and dark tones.** *(Adding white to primary colours)* (Reception) **To create closed shapes with continuous lines using mixed media.** *(Link to Kandinsky)*	**To create an observational painting.** *(Use of pencils, watercolours and pastels – Link to Spring Flowers)*	**To use paint to explore colour, shape and texture.** *(This could be done through observational or from imagination and/or link to colour and mood).* *(NB: To add texture to paint, you can incorporate materials like sand, sawdust or baking soda into the paint before applying it, or use tools like sponges, combs).*

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	EYFS	Year 1	Year 2
Sculpture and Form *Substantive Knowledge* 	***To know that Andy Goldsworthy is an environmental artist.***	**To know that Tim Pugh is an environmental artist, using natural materials to explore form, space and to express ideas.**	**To discuss the differences between natural and man-made forms.** *Focus on British sculptures. Manmade art e.g. Andy Scott (Kelpies) Barbara Hepworth, Antony Gormley (Angel of the North)*
Sculpture and Form *Disciplinary Knowledge and Skills*  (3D work, clay, dough, boxes, dough, wire, paper sculpture)	(Nursery) **To place and arrange natural objects.** (Reception) **To explore and experiment with colour and texture.** *(Arranging objects and looking at Andy Goldsworthy)* (Reception) **To use clay to pinch, pull and shape to create a Diva lamp.** *Continuous provision enables children to design and make models freely. They explore different tapes and glues to join materials.*	**To experiment with making regular patterns on surfaces.** *(Creatively place and arrange a collection of natural and manmade objects).*	**To create your own temporary sculpture which has been inspired by another artist's work.**

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	EYFS	Year 1	Year 2
Pattern & Printing *Substantive Knowledge* 	(Nursery) **To develop simple patterns by using objects and hands/feet.**	**To know that printmaking is a means of experimenting and expression.**	**To know the British printer Mary Collett and design your own press print.**
Pattern & Printing *Disciplinary Knowledge and Skills*  (Printing: found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, string)	(Reception) **To explore printing using different textures and objects.** *Continuous provision enables children to explore stencils, pens, crayons, sponges to create designs and explore textures. Pupils can use the outdoor area to find materials, create rubbings and chalk on the playground.*	**To use different surfaces to create a crayon rubbing.** *(tear, cut and layer paper to create different effects and work collaboratively as a group)*	**To imprint drawing onto a polystyrene print and use rollers to apply print paint.**

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Theoretical Knowledge **Artists/sculptures/designers** *Exposing children to different ways of working*	*Kandinsky (Circles/wheels)* *Andy Goldsworthy*	*Paul Klee* *Tim Pugh* *David Hockney* *Samuel John Peploe (Still life)*	*Sculpture: Andy Scott , Barbara Hepworth* *Antony Gormley* Mary Collett Color as Emotion - Hope and Joy. VINCENT VAN GOGH Color as Emotion - Sadness and Despair. PABLO PICASSO Color as Emotion - Noise and Activity. ANDRÉ DERAIN Color as Emotion - Fun and Excitement. JIM DINE
Vocabulary Skills	"Doing" words – painting, drawing, printing, modelling, pressing, sketching. Naming tools and materials.	*Drawing*: Line, texture, shape, shades. Describe colours and tones. Descriptive words based on touching, looking and feeling – hard, soft, rough, smooth, cold, warm, happy, sad.	Linking colour to items e.g. raspberry, pillar box red, orange, lime. Arrange, 3D, colour, camouflage, tone, layer, contrasting colours. Organisational words: repeat, overlap, symmetry, regular, irregular.
Visits and Visitors	Wildlife Trust Centre, Sarah Evans (Silk painter), British Ironworks Oswestry, Ellesmere Sculpture Trail, Town Hall Art Gallery, Shewsbury Museum and Art Gallery		

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<table>
<tr><th colspan="5">KS2</th></tr>
<tr><td></td><td>Year 3</td><td>Year 4</td><td>Year 5</td><td>Year 6</td></tr>
<tr><td></td><td colspan="4">Pupils should be taught:
To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas
To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
about great artists, architects and designers in history.
KS2 End Points:
Has learnt to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.
Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
Demonstrates knowledge of great artists, architects and designers in history.</td></tr>
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	Year 3	Year 4	Year 5	Year 6
Drawing *Substantive Knowledge* 	**To know how to create textures with different drawing implements: pencil, oil pastels, charcoal.** **To know that Stephen Wiltshire is a British architectural artist and is known for his ability to draw a landscape from memory.**	**To know the local area has different architectural influences that are indicative of their era.** *(Focus on: Ironbridge and Thomas Farnolls Pritchard, Thomas Telford)*	**To know how to use scale and can give the impression of depth within a representation of a landscape.** *Ansel Adams.* **To know that artists in history have different representations.** *(I know the still life artists: Paul Cézanne, Henri Matisse, Roy Lichtenstein).*	**To recognise the art of key artists and begin to place them in key movements or historical events.**
Drawing *Disciplinary Knowledge and Skills*  (Pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, Ipads)	**To use a sketchbook to experiment with different grades of pencil and other implements and create a final piece of work.**	**To experiment with different shading techniques of hatching and cross hatching.**	**To use sketching pencils to develop an awareness of scale in drawing of landscapes.** **Link this to Ansel Adams.* **To develop an awareness of composition, scale and proportion in drawings.** *(NB: Arranging a group of objects to make a personal response – *Link this to different artists have different representations)*	**To depict movement and perspective in drawings.** *(Using techniques; hatching, side strokes, cross hatching)* *(David Shepherd)*

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	Year 3	Year 4	Year 5	Year 6
Colour and Painting *Substantive Knowledge* 	**To have an awareness of the variety and qualities of colour in the environment.** *(NB Focus on primary and secondary colours and where they sit on the colour wheel)*	**To identify and evaluate the works of Georgia O'Keeffe.** **To name complementary colours.**	**To analyse the works of Van Gogh; Starry Night and Sunflowers.**	**To analyse artists use of colour, texture, linear work to portray emotion.** *Edvard Munch, Henri Moore.*
Colour and Painting *Disciplinary Knowledge and Skills*	**To create a painting composition based on Alfred Wallis, considering the shapes of objects as part of the overall composition.** *(NB Focus on: applying colour in different ways e.g. dotting, stippling, scratching, splashing).*	**To create an abstract painting.** *(NB Focus on shade, tone of colours and show an understanding of using complimentary colours).*	**To create an image with lots of tone but using only one colour.**	**To produce a mixed-media piece, layering colour to create texture and give reasons for my choice of colour.** *(NB: Develop scratch technique/oil pastels/sketching pencils/watercolours for a wash).*

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	Year 3	Year 4	Year 5	Year 6
Sculpture and Form *Substantive Knowledge* 		**I know the works of Alexander Calder and can compare the work of different sculptors.**	**To have an increasing awareness of different sculptural designs in the UK.**	**To explore a range of great artists, architects, and designers in history.**
Sculpture and Form *Disciplinary Knowledge and Skills*	**To construct a simple tile base and layer/join shapes on to it to create a 3D form.** *(Pupils to design tile first before making)*	**To use sculpture knowledge to make a personal response.** *(Design first and make wire sculpture using observations and*	**To manipulate materials to make a new 3D form.** *(Pupils to design first and work on large scale, Modroc/paper mache)*	**To design and create a clay sculpture, using techniques to create three-dimensional effect.**

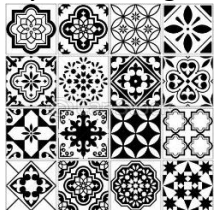
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 (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)		*imagination in small groups or individual)*		
	Year 3	Year 4	Year 5	Year 6
Pattern & Printing *Substantive Knowledge* 	**To explore and examine the works of William Morris.**	**To know collagraph is a means of printing.** *British Printmaker Suzi Thompson.*	**To analyse and explore patterns.** *(E.g. Patterns on church stain glass windows, building patterns/architecture).*	**To analyse and discuss the works of a printmaker.**

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Pattern & Printing *Disciplinary Knowledge and Skills*  (Printing: found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, string)	**To design a pattern that includes two or more motifs.** *(NB: Using cardboard and string)*	**To design and create a collagraph.**  *(NB: Combine and glue different media to create texture and then print).*	**To design a pattern using geometric design and repeating elements.**	**To design and create intricate printing patterns, using two/three colour overlays.** *(Polystyrene prints)*
Theoretical Knowledge **Artists/sculptures/designers**	<u>Painting:</u> Alfred Wallis <u>Pattern and Printing:</u> William Morris <u>*Clay sculpture:*</u> Catherine Hepworth, Antony Gormley	Margaret Mae Renee Mackintosh Georgia O'Keefe <u>*Sculptures:*</u> Alexander Calder, Richard Deacon, Elizabeth Berrien, <u>Printing:</u> Suzi Thompson <u>Architects</u>: Thomas Farnolls Pritchard, Thomas Telford.	Jackson Pollock Van Gogh Ansell Adams (photographer) Bridget Riley Explore Patterns on architecture/churches.	Henri Rousseau Edvard Munch Henry Moore Andy Warhol David Shepherd Monet <u>*Printing:*</u> Andy Warhol Caledonia Curry <u>Designers:</u> Mary Quant, Alexander McQueen
	• Artists to include painters, portrait artists, landscape artists, abstract and conceptual artists, print makers, illustrators and graffiti artists all from different world cultures, periods or artistic movements • Crafts people potters, ceramicists, weavers, jewelers, glass makers, furniture makers, textile artists in weave and print, stone masons, letter cutters, toy and automata makers and craftspeople working in traditional, cultural and heritage industry craft forms to include preservation and conservation. • Designers (product and systems designers, book designers, illustrators, typographers, graphic designers, fashion and textile designers, interior and exhibition designers, stylists and advertisers.			

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<tr><td></td><td colspan="4">

- Architects.
- Film makers, digital designers, photographers, TV, media and animators.

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<tr><td>Vocabulary</td><td>Understanding the meaning of matching, dark and light colours, hot and cold, lines, shades, blend, contrast.

Observation.
Sculpting, modelling, wearing, hanging, pottery, relief, texture, construction, engraving, kiln.

Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</td><td>Sculpture, join, craft.

Complementary colours, contrasting colours.

Portrait, landscape.
Sculpting, modelling, wearing, hanging, pottery, relief, texture, construction, engraving, kiln.</td><td>Two dimension, three dimension, focal point, movement.

Tessellation, modify, adapt, proportion.

Block printing.

colour, foreground, middle ground, background, abstract, emotion,</td><td>Refine, adapt.

Explain and justify preferences towards different styles and artists.

Design Ideas to suit intention.

Composition, scale, proportion, hue, tint, mood, interpret.</td></tr>
<tr><td>Visits and Visitors</td><td colspan="4">Sarah Evans (silk painter).
Ellesmere Sculpture Trial.
British Ironworks Centre & Shropshire Sculpture Park, Oswestry.
Wem Town Hall
Shrewsbury Museum and Art Gallery</td></tr>
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