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**Heathcoat Primary School**

**Art Curriculum – Progression of Key Skills and Knowledge**

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| Date | Review date | Subject leaders |
| 16.7.2021 | July 2022 | Christine Pearson |
| It is our intention that pupils will be taught a curriculum that:   * shows children that we value Art and Design and teaches them that it is an important part of their broad and balanced education. * provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. * engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It enables children to express themselves in a creative, imaginative manner through exploration and experimentation. * teaches the children a skills-based curriculum in the areas of drawing, painting, collage, 3D modelling or sculpture and printing. * Develops childrens’ observation and evaluation skills.   This document shows the planned progression of art knowledge and skills across the year groups. It can also be used to differentiate work appropriately for pupils working below age-related expectations (particularly SEND pupils). Potential greater depth pupils are encouraged to make more consistent and confident reference to the connections between Art in the classroom. When deepening their skills and knowledge, they are encouraged to work with greater independence and with a clear context. | | |

**Curriculum Organisation**

**Year A**

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| **Year group** | **Autumn** | **Spring** | **Summer** |
| **1** | Drawing | Painting | Collage |
| **2** | Printing | 3D | Free choice |
| **3** | Painting | Collage | Printing |
| **4** | 3D | Free choice | Drawing |
| **5** | Collage | Printing | 3D |
| **6** | Free choice | Drawing | Painting |
|  | Teachers may choose to create other pieces of artwork that relate to other curriculum areas within the time those topics are being taught, however the skills in each area of art need to be taught explicitly. | | |

**Year B**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year group** | **Autumn** | **Spring** | **Summer** |
| **1** | Printing | 3D | Free choice |
| **2** | Drawing | Painting | Collage |
| **3** | 3D | Free choice | Drawing |
| **4** | Painting | Collage | Printing |
| **5** | Free choice | Drawing | Painting |
| **6** | Collage | Printing | 3D |
|  | Teachers may choose to create other pieces of artwork that relate to other curriculum areas within the time those topics are being taught, however the skills in each area of art need to be taught explicitly. | | |

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|  | **Year A** | **Year B** |
| **2021- 2022** | Yr 1, 3 and 5 | Year 2, 4 and 6 |
| **2022- 2023** | Year 2, 4 and 6 | Yr 1, 3 and 5 |
| **2023- 2024** | Yr 1, 3 and 5 | Year 2, 4 and 6 |
| **2024- 2025** | Year 2, 4 and 6 | Yr 1, 3 and 5 |

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| Progression Map | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Drawing | | | | | |
| • Understanding that different mark makers may be used to create different effects.  • Know how to make a range of types of marks with pencils and pastels. (To investigate the possibilities.) This in response to a range of stimulus including story and music. (Thick, thin, light, dark etc.)  • Know that different marks can represent different moods and movements.  • Know and use appropriate vocabulary when describing marks.  • Know how to make own tools for mark making using different found materials.  • To talk about own work and that of others. | • Look closely at natural objects, talk about different aspects and know how to make a controlled drawing. • Know how to represent texture and tone by using a variety of different marks.  • Begin to use a sketch book and know why sketchbooks are important to artists  • Use a variety of drawing techniques such as hatching, scribbling, stippling and blending to create light /dark lines. | • Know with more understanding how artists employ the visual element of tone (light and dark) and be able to explain its impact and use it in own work (adding white and black).  • Comparing ideas and approaches.  • Developing an image using the imagination.  • Discussing work and deciding what to adapt and develop further in their images.  • Explore pattern using the elements of line, colour and shape.  • Apply knowledge of different colour combinations to explore how chosen effects can be achieved.  • Know how to use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.  • Begin to have knowledge of objects having a third dimension and perspective. | • Know when and have skill to produce thick and thin lines and a vary of tonal qualities.  • Draw for a sustained period of time (30-40 mins), choosing different types/ grades of pencil to achieve aims, particularly variations in tone.  • Further develop skill of drawing with perspective and proportion.  • Routinely use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material for future works. | • Producing observational drawings and apply knowledge selecting and using a range of media.  • Using imagination and experience to construct and draw the unknown.  • Experimenting with the use of rubbers to draw in the negative.  • Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material for future works. Start to develop their own style using tonal contrast and mixed media.  • Develop further simple perspective in their work using a single focal point and horizon  • Sustained drawing period – more than one session. | • Discussing and reviewing work and making modifications.  • Know how to make detailed drawings using a magnifying glass.  • Enlarging designs developed in the sketchbook. Know and understand the importance of tone in figurative imagery.  • Working within a group to develop work using a chosen method. Understanding and investigating the variety of methods and different media used by artists for portrait work. Apply knowledge of different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. |
| Painting | | | | | |
| • Know how to create surfaces for painting.  • Know and name secondary colours and predict how to create them.  • Hold paint brushes correctly and paint in two directions. • Work in different scales and select the appropriate paintbrush. • Apply paint within shape boundaries. • Use imagination to produce a painted image. | • Know and use with increasing independence techniques of pattern making, colour mixing, and brush control.  • Know how to mix paint to required consistency (develop technique of adding small amounts of white and black paint), using both Ready Mix and powder paint  • Know how to and produce colour tints using white paint.  • Create tones by adding greys.  • Know how to apply paint by using selected (and a range of) brush strokes.  • Develop brush control and pattern making.  • Creating patterns through selected use of colour and shape.  • Create a colour wheel independently | • Comparing and commenting on their own and others’ work.  • Collecting visual and other information for the development of ideas.  • Know how to make and create a range of light and dark colours from the primary and secondary range.  • Compare and contrast images from a range of artists.  • Know how to mixing primary colours to create secondary colours.  • Know what abstract art is and, in simple terms, describe its potential appeal. | • Using fine brushes with increasing skill and precision to produce careful, marks onto painted shapes.  • Know about and use contrasting tones of colour. • Exploring the application of colour reflecting the style of particular artists.  • Know how to select, mix and apply colours to reflect studied artists.  • Know how to use a viewfinder to produce a series of sketches.  • Know how to use the wash technique of wet on wet.  • Working in the environment to produce direct observational paintings. | • Responding to the work of a contemporary artist.  • Know how to systematically record and collect visual information to inform ideas.  • Apply knowledge and understanding of the use of contrasting, adjacent colours.  • Apply knowledge and skill by producing images by mixing and matching colours and patterns in response to a piece of patterned fabric.  • Know how to use a range of tools and techniques to develop, modify and enhance work.  • Develop a sense of composition, scale and proportion in their paintings.  • Mix and use contrasting and complimentary colour | • To improve knowledge of line and contour from direct observation.  • To work collaboratively on a large scale to produce a group piece.  • To adapt and modify work as it progresses.  • Compare and contrast the use of acrylic paint and watercolours  • Mix and match colours to create atmosphere and light effects.  • Start to develop their own style of painting through the development of e.g. colour, tone, shade, pattern, texture.  • Mix colours, tints, tones and shades with confidence knowing which works well in their work. |
| Collage | | | | | |
| • To know how to respond in simple terms to the work of artists (i.e. Andy Goldsworthy and Richard Long).  • To tear, overlap and stick materials.  • To know what they might change in their current work.  • To know what constitutes hot and cold colours  • Develop the knowledge to be able to discuss and develop work as it progresses.  • To work with others on a large-scale collaborative project.  • To know and understand the concept of complimentary colours and cut, tear and arrange primary and complementary coloured papers.  • Develop cutting and sticking skills.  • Adapt work according to their views.  • Know how to fold and crumple pares to achieve a variety of textures. | | • Show developing ability to modify and adapt work as it progresses.  • Developing ability to respond to the work of Paul Klee (or other artist) by referring to use of primary and complementary colours.  • Developing cutting and sticking skills.  • Know how to arrange and assembling horizontal and vertical, thick and thin paper strips to achieve specific effects.  • Adapt and modify ideas with increasing independence. • Know about positive and negative imagery and how it has been used.  • Collaborating with others on a large-scale project. | | • Developing knowledge and understanding through exploratory and experimental approaches to collage techniques and processes.  • Know how to layer and overwork.  • Apply knowledge to select and developing ideas for own work.  • Apply knowledge to select materials by colour and texture according to their intentions.  • Adapting and modifying own work and commenting on the work of others. | |
| 3D sculpture | | | | | |
| • Develop understanding of line, shape, colour and pattern.  • Developing awareness of pattern, colour and shape in the natural environment  • Learning the techniques of pulling, pinching and smoothing clay to produce forms in response to a stimulus.  • Knowing and understanding that the clay will harden and retain the pattern that has been produced.  • Know the process involved when making a plaster cast and how indentations into the clay produces raised areas in the plaster.  • Know how to impress patterns and texture  • Develop skills of rolling, pinching, kneading, impressing • Produce a decorated 3D form and apply surface design. • Reviewing and modifying designs as they progress.  • Learn the process of rolling and inlaying material of different colours into a slab.  • Listening and responding to a story as a starting point for 3D work.  • Forming clay slabs by rolling, pinching and pulling coloured material.  • Using techniques already learned and applying these to imaginative work in 3D. | | • Create larger ware by using slab, pinch or coil techniques.  • Recording and collecting ideas to inform their designs. • Responding to the work of a famous artist and making connections with their own work.  • Know how to transpose 2D designs onto a 3D form.  • Review own work and that of others.  • Recording developing work in sketchbooks.  • Know how to develop simple linear designs based on natural forms.  • Understanding the idea of design relating to a purpose. • Using research and sketchbook work to explore designs.  • Modifying designs according to purpose.  • Adapt, modify and refine a work in progress.  • Work collaboratively to produce artwork.  • Adapt and modify work through class and group discussion. | | • Develop observational skills to record figurative form.  • Develop knowledge of ways of recording ideas and processes used in the development of their sculptures.  • Review own work and that of others.  • Know how to use PVA glue and tissue to produce a paper form.  • Develop knowledge and understanding of recording first-hand observations directly into clay.  • Comparing and commenting upon the ideas, methods and approaches of others. | |
| Printing | | | | | |
| • To explore direct printmaking with a variety of objects. • To investigate the possibilities of direct and overprinting using primary colours. • To make, and print with, negative stencils.  • To make a clay slab relief block for printmaking.  • To print onto a variety of different surfaces.  • To print with positive and negative stencils.  • To investigate layering and overlapping colours when printing.  • To develop clay slab relief printing with tissue inlays to produce unique state prints.  • To develop the process of direct printing using found objects, selected colours and surfaces.  • To identify similarities and differences in the work of designers.  • To apply knowledge and understanding of materials and processes in developing responses  • Create a simple mono-print (apply printing ink to a surface, draw into the ink and take a print)  • Create repeated patterns using print. | | • To use a roller and printing ink to experiment with mark making.  • To review what they and others have done and say what they think and feel about it.  • To develop the use of tools and techniques.  • To select colours and surfaces to develop ideas.  • To record and reflect in sketchbooks.  • To print coloured, repeated patterns onto selected surfaces.  • To develop monoprinting skills  • To transpose designs into monoprints.  • To transpose design onto relief blocks.  • To investigate different monoprinting techniques. | | • To produce a reduction print block using Press Print.  • To discuss work as it progresses and develop ideas.  • To identify what they might change in their current work.  • To record and reflect on the reduction printing process.  • To combine different printmaking processes in developing their work.  • To research and respond to the work of printmakers.  • To select and develop ideas, from direct observation.  • To use natural form as a starting point.  • To compare ideas and adapt their work according to their views.  • To adapt work according to views and describe how they might develop further.  • To reflect on and record the development of ideas. | |
| Vocabulary | | | | | |
| Drawing | | | | | |
| Year 1 and 2 | | Year 3 and 4 | | Year 5 and 6 | |
| bold, crawling, curved, dark/light, feel, hard/ soft, Imagination, marks, shapes, soft, spiky, straight, straw, stroke, surface, swaying, texture, thick/ thin, twigs, wavy, wriggling, zigzag, arrange, back, behind, beside, between, bumpy, compare, dark/light, different, display, freeze, hard/soft, in front of, jagged, next to, prickly, record, repeating, respond, shiny, surface, texture, thick/thin, tools, viewpoint, wavy | | Adapt, blend, close-up, colour combination, compare, copied, crosshatching, develop, enlarge, graphite, hard, soft, highlight, horizontal, image, imagination, interesting, light, dark, line, mark, memory, modify, oil, overwork, parallel, pattern, pressure, repeat, resist, scale, section, select, sort, tone, variety, vertical, Analysing, colour combination, composing, contour, define, direction, divide, experimenting, exploring, flowing line, graphic marks, images, lace, linear, lines, marks, pencil control, proportion, reference, respond, selecting, shapes, tonal quality | | Scale, smudge, tone, line, image, light, dark, layering, overlay, acetate, imagination, comparison, methods, negative, graphite, portrait, vigorously, positive, negative, element, line, shape, colour, texture, pattern, form, enlarging, portrait, figurative, light, mid- tone, dark, print, paint, mosaic, tone, media, methods | |
| Painting | | | | | |
| Year 1 and 2 | | Year 3 and 4 | | Year 5 and 6 | |
| Mixing, thick/thin, palette, brush strokes, direction, straight, curved, flowing, shape, light, dark, horizontal, lines, strokes, pop art, imagine, shape, feelings, colour, response, pattern, line, space, stepping stones, surfaces, building up, collage, prime, emulsion, mathematical shape names, primary colours, tints, multi-media, imagination | | Collections, colour families, review, tint, tone, fold, arrange, light/dark, strokes, impasto, dabs, compare, contrast, abstract art, primary and secondary colours, scissors, technique, layers, Irregular, shapes, surface, texture, brush strokes, light/dark, tone, contrast, repeated, viewfinder, application, enlarge, reflect, palette, wet on wet, moistened, landscape, seascape, wash, environment, observational, horizon | | Layers, abstract, linear, acetate, transpose, layered, vibrant, unrealistic, viewfinder, contrasting, photo-real image, palettes, expressive, adjacent, fauvist, review, modify, fabric, extend, applicators, modify, natural forms, viewpoints, representing, weathered surfaces, abstract, brushwork, response, acetate, linear, outline, contour, enlarge, overwork, heavy, infill, still life, multi-media, angles, observational, built-up surface, cubist, movement, inks, stains, dyes, adapt, transpose, modify | |
| Collage | | | | | |
| Year 1 and 2 | | Year 3 and 4 | | Year 5 and 6 | |
| Environment, overlapping, sticking, arranging, collage, hot, cold, sort, select, stripes, texture, soft, spiky, shiny, dull, rough, smooth, font, capital, develop, Complementary, primary colours, secondary colours, cut, torn, scale, spiral, arranging, adjacent, select, sort, divide, next to, beside, curved, straight, flowing, space, narrow, linear strips, assemble, surface | | Pathways, direction, crossing, overlapping, complementary colours, vertical, horizontal, optical illusion, adapt, modify, positive, negative, response, associated, familiar, reflecting, compare, position, arrange, motion, torn, represent, torso, limbs, figures, overlapping, translucency, distortion, portrait, photographic, facial, starting, point, transposing, adapt, modify, equivalent, unique, reworking, overworking, individual, multiple, | | collage materials, viewfinder, direct observation, natural objects, select, lines, shapes, colour, tones, texture, pattern, overlapped, develop, inks, stains, overworking, layering, event, symbol, represent, adapt, modify, patterning, geometric shapes, viewfinders, aspects, select, layering, pastels, scanning, linear, spiral, cubist, dimension, viewpoints, multi-media, 2d and 3d, representing, figurative, composition, adapt, develop, modify, overwork, enhance | |
| 3D sculpture | | | | | |
| Year 1 and 2 | | Year 3 and 4 | | Year 5 and 6 | |
| line, pattern, shape, besides, next to, between, natural environment, pull, pinch, smooth, decorate, roll, clay slab, impression, press, harden, hard/soft, plaster, reservoir, set, reverse, symbol, represents, surface, modify, review, slab, inlay, coil, rolling, forming, pinching, pulling, imagination | | layer, form, review, decoration, prime, cylinder, transfer, slab, inlay, terracotta, roll, embed, surface, harden, curves, coils, linear, Cast, mould, purpose, style, construct, embellish, modify, refine, packaging, display, advertise, adapt, coil, inner, outer, spiral, base, vertical, fabric, forming, dipping, wrapping, twisting | | Distance, shading, movement, joints, position, suitable, supported, sculptural, figurative, response, wrapping, smooth, process, record, tearing, limited palette, translucent, brushing, form, technique, inlay, trim, representation, pinching, pulling, stroking, smoothing, relationship, pendant, decoration, fine, series, scale, form, mask, cultures, assemble, positioning, modification, | |
| Printing | | | | | |
| Year 1 and 2 | | Year 3 and 4 | | Year 5 and 6 | |
| primary colours, print, printing pad, blocks, beside, overprint, surface, stencil, negative, dabbing, stroking, tone, darker/lighter, feathered, stencil, layered, favourite, water based, slab, ink-up, relief impression, relief block, texture, corrugated, raised, rubbing, | | positive, negative, stencil, tearing, overlapping, layering, light, dark, surface, torn, multiples, impression, overprinting, unique, translucent, transparent, opaque, direct prints, printing pad, peeling, ink-up, low relief, response, design, pattern, wrapping paper, wallpaper, inking-up, directions, rotate, raised, texture, effect, underneath, experiment, monoprinting, scratched, peeling, pressure, record, reflect, annotated, animal markings, response, repeat, pattern, | | starting point, explore, design, textiles, scratching, pressure, process, adapt, modify, press print, indented, firmly, starting point, linear, transpose, transfer, relief, repeat, seal, surface, directions, firmly, face down, flip, rotate, reverse, press print, reduction printing, incisions, inverted, edition, individual, annotated, record, combination, overlaid, linear, response, printmaker | |