

Easton C of E Academy
Art Curriculum Progression

	Current skills and techniques coverage		To Develop in Term 5 and 6			
EYFS	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. Expressive Arts and Design Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 					
	KS1			KS2		
	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
National Curriculum Aims	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate 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 forms. 					
Subject Content	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • 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 			<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 [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history 		

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Skills and Techniques	Creating Ideas	<p>For instance:</p> <ul style="list-style-type: none"> • Work from observation and known objects • Use imagination to form simple images from given starting points or a description • Begin to collect ideas in sketchbooks • Work with different materials • Begin to think what materials best suit the task 	<p>For instance</p> <ul style="list-style-type: none"> • Develop sketch books • Use a variety of ways to record ideas including digital cameras and iPads (Y3) • Develop artistic/visual vocabulary to discuss work • Begin to suggest improvements to own work • Experiment with a wider range of materials • Present work in a variety of ways 	<p>For instance</p> <ul style="list-style-type: none"> • Select and develop ideas confidently, using suitable materials confidently • Improve quality of sketchbook with mixed media work and annotations • Select own images and starting points for work • Develop artistic/visual vocabulary when talking about own work and that of others
	Drawing / Mark making	<p>For instance:</p> <ul style="list-style-type: none"> • Begin to control lines to create simple drawings from observations • Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel • Hold a large paint brush correctly • Make marks using paint with a variety of tools • Consider consistency when applying paint • Colour within the line • Draw on smaller and larger scales • Begin to add detail to line drawings 	<p>For instance:</p> <ul style="list-style-type: none"> • Use sketchbooks to record drawings from observation • Experiment with different tones using graded pencils • Include increased detail within work • Draw on a range of scales • Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) • Use of tracing 	<p>For instance:</p> <ul style="list-style-type: none"> • Use first hand observations using different viewpoints, developing more abstract representations • Introduce perspective, fore/back and middle ground • Investigate proportions • Use a range of mediums on a range of backgrounds •

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Working with Colour	<p>For instance</p> <ul style="list-style-type: none"> • Recognise and name primary and secondary colours • Mix primary colours to make secondary colours • Share colour charts to compare variations of the same colour • Create and experiment with shades of colour and name some of these • Recognise warm and cold colours • Create washes to form backgrounds • Explore the relationship between mood and colour 	<p>For instance:</p> <ul style="list-style-type: none"> • Mix and match colours (create palettes to match images) • Lighten and darken tones using black and white • Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) • Experiment with watercolour, exploring intensity of colour to develop shades • Explore complementary and opposing colours in creating patterns 	<p>For instance:</p> <ul style="list-style-type: none"> • Build on previous work with colour by exploring intensity • Develop watercolour techniques • Explore using limited colour palettes • Investigate working on canvas experiment with colour in creating an effect • Mark make with paint (dashes, blocks of colour, strokes, points) • Develop fine brush strokes
Printing	<p>For instance:</p> <ul style="list-style-type: none"> • Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control • Develop controlled printing against outline /within cut out shapes 	<p>For instance</p> <ul style="list-style-type: none"> • Use roller and ink printing. Use simple block shapes formed by children • Blend two colours when printing • Experiment with screen printing • Design and create motifs to be turned into printing block images • Investigate techniques from paper printing to work on fabrics 	<p>For instance</p> <ul style="list-style-type: none"> • Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point

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	Sculpture	<p>For instance:</p> <ul style="list-style-type: none"> • Pupils will know what clay is and where it comes from. Pupils will shape clay into balls, slabs and coils • Pupils will imprint into clay with different objects • Pupils will wedge clay to prepare it. Pupils will join using 'score and slip'. • Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures • Investigate a range of different materials and experiment with how they can be connected together to form simple structures • Look at sculptures and try to recreate them using everyday objects/range of materials • Begin to form own 3D pieces • Consider covering these with papier-mâché • Look at sculptures by known artists and natural objects as starting points for own work 	<p>For instance:</p> <ul style="list-style-type: none"> • Pupils will create a pinch pot. • Pupils will mould a 3D plant sculpture. • Pupils will create a coiled pot using a pinch pot as a base. Pupils will experiment and design a unique lid design. Pupils will develop mastery of joining clay effectively to be visually pleasing • Create work on a larger scale as a group 	<p>For instance</p> <ul style="list-style-type: none"> • Pupils will know what the four different types of clay are. • Pupils will mould clay with a focus on delicacy and precision. • Pupils will demonstrate proficiency with clay. Pupils will design a sculpture, considering the emotional response created. Pupils will learn to consider the viability of designs. Pupils will know that you can sculpt clay around something, like foil, to build larger sculptures • Design and create sculpture, both small and large scale • Use objects around us to form sculptures • Develop confidence working with clay adding greater detail and texture
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	Textile and Collage	<p>For instance:</p> <ul style="list-style-type: none"> • Develop collages, based on a simple drawing, using papers and materials • Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc) • Weave using recycled materials - paper, carrier bags • Investigate a range of textures through rubbings • Simple batik work • Develop tearing, cutting and layering paper to create different effects • Weave with wool 	<p>For instance</p> <ul style="list-style-type: none"> • Research embroidery designs from around the world, create own designs based on these • Sew simple stiches using a variety of threads and wool • Make felt • Develop individual and group collages, working on a range of scales • Introduce fabric block printing • 	<p>For instance</p> <ul style="list-style-type: none"> • Weave using paintings as a stimulus / the natural world • Create detailed designs which can be developed into batik pieces
Knowledge about artists	<p>For instance:</p> <ul style="list-style-type: none"> • Describe the work of artwork of artists such as Rodin (sculpture) Van Gogh (colour) Georges Braque/Pablo Picasso (collage) • Consider works from different cultures e.g. Chinese block prints of aboriginal art 	<p>For instance:</p> <ul style="list-style-type: none"> • Use the work of artists to replicate ideas or inspire own work e.g. Look at the work of David Hockney e.g. photo montages (drawing) Consider the work of artists e.g. Lowry (colour) • Abstract paintings by Picasso (colour) • Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol) 	<p>For instance:</p> <ul style="list-style-type: none"> • Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as Cezanne, Derain, Van Gogh (colour), Lichtenstein , Hokusai (Printing) • Consider work of Cornelia Parker, Kate Malone (sculpture) • Consider the work from other cultures e, g Asia 	