



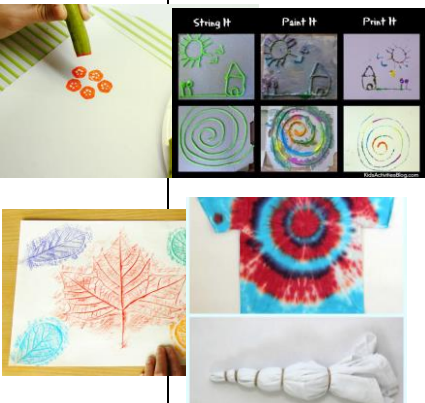


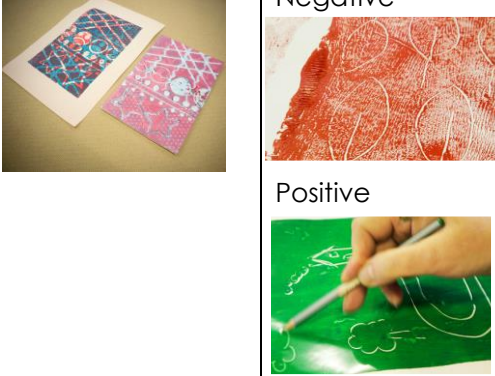


## Progression in Art & Design









### Art Statement of Intent:









Our curriculum for Art is more than merely lessons and objectives. We have worked hard to design it around a fully immersive experience in which, over the course of their time with us, pupils get to understand, develop skill and create using as many diverse mediums and methods as possible. We approach the subject in a skills based manner as opposed to theme or topic driven stimuli. We feel by approaching the subject in this way the pupil's learning and progression through the skills is much clearer. Once these skills are established they can then be adopted to enrich other curriculum areas. We passionately believe that the teaching of Art should be a creative process, in which pupils have the opportunity to experiment and take risks with their work. For us, the focus is not on the final outcome of a piece of work but upon the creative journey that lead to the piece being created. Through this process children develop a deeper understanding of the skills they are learning and gain their own identity as young artists. Ofsted recognises that work which looks great at first glance can often hide poor learning outcomes. Our approach intends to create confident, independent artists who can articulate and value their own creative journeys.

<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>ELG</b>	<b>NC Programme of study</b>					
<p><b>Creating with Materials</b>  <u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role-playing characters in narratives and stories.</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- 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.</li> </ul>		<p>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.</p> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- 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]</li> <li>- about great artists, architects and designers in history.</li> </ul>			

Printing	Use of media	Potato/veg printing  Rubbings.	<u>Relief printing</u> using string and clay to make an impression  <u>Resist printing</u> dying fabrics.	<u>Collagraph printing</u> using a variety of textures and materials to create one image.	<u>Relief printing</u> using polystyrene tiles and a tool to engrave design.	<u>Mono printing</u> explore working both positively and negatively	<u>Lino printing</u>  Positive/negative spaces.	<u>Screen printing</u> using stencils  Positive/negative spaces.
	Example							
	Objective	<ul style="list-style-type: none"> <li>- experiment with different ways of making marks</li> <li>- explore different textures within their environment</li> </ul>	<ul style="list-style-type: none"> <li>- recognise pattern within their environment.</li> <li>- Use printed marks to create a pattern.</li> <li>- experiment with the effect different tools can be used to create an imprint.</li> <li>- discuss/reflect upon how their print was created.</li> </ul>	<ul style="list-style-type: none"> <li>- design patterns of increasing complexity and repetition.</li> <li>- make purposeful choices regarding textures and materials e.g. I will use bubble wrap as it will create small circular shapes.</li> </ul>	<ul style="list-style-type: none"> <li>- explore patterns and shape, creating designs for printing.</li> <li>- Talk about the processes used to produce a simple print.</li> <li>- begin to explore layering techniques.</li> <li>- combine previously learnt techniques with new.</li> </ul>	<ul style="list-style-type: none"> <li>- children begin to explore making a print using positive and negative spaces (not necessarily using the language of).</li> <li>- children modify and adapt print to achieve a desired outcome.</li> </ul>	<ul style="list-style-type: none"> <li>- children create a bank of initial samples with small cuts of lino experimenting with:</li> <li>- thickness of lines cut</li> <li>- amount of paint used on surface</li> <li>- how to make a positive and negative design.</li> <li>- build up layers and colours/textures.</li> </ul>	<ul style="list-style-type: none"> <li>- cut out existing stencils (newspaper prints etc.)</li> <li>- Design own stencil using knowledge of positive and negative spaces.</li> <li>- be confident printing on both paper and fabric.</li> <li>- work relatively independently</li> </ul>

	Artist study	Julia Burns	Vivien Prideaux	Suzie Mackenzie	William Morris	Jerry Di Falco, Donna Gallant, William Christopherson, Tamara Sorkin, Engelina Zandstra, Kathryn Arnold, Robert Arnold, John Tooma, Dale Wilhite, Suzanne Benton, Michael Weatherly, Vanilia Majoros	Gerard Hobson (local artist)	Andy Warhol, Banksy
<b>Sculpture</b>	Use of media	Paper mache  Playdough plastacine	Sculpture (recycling/ fruit)	Make paper. Make sculpture from paper.	Carving from clay/ vegetables.	'found/natural' items	Modroc	Wire sculpture
	Examples							
	Objective	- explore malleable materials independently using skills such as rolling, squashing, moulding.	- experiment with constructing recycled and natural materials. - make purposeful choices for materials used.	- make 3D forms by cutting, folding and rolling. - explore shape and form more confidently.	- design and plan a piece of work. - mould and carve malleable and rigid materials. - understand the safety and basic care of tools and materials.	-plan, design, make and adapt work. - use a variety of materials and techniques, understanding and explaining why each was chosen.	- plan a sculpture through initial sketches. - demonstrate an understanding of shape and form. - create a sculpture with increasing independence.	- manipulate materials with increasing skill. - discuss and evaluate their own work.
	Artist study		Archimboldo	Roberto Benavidez, Nate Lewis, Li Hongbo, Lauren Clay	Aaron Angell	Andy Goldsworthy	Barbara Hepworth Henry Moore	Kathy Miles

<b>Drawing</b>	Use of media	chalk, crayons, felt tip pens and pencils.	pencils, crayons, pastels, felt tip pens, chalk.	pencils, pastels, felt tip pens, chalk.	pencils, pastels, charcoals, chalk.	pencils, pastels, charcoals, chalk.	pencils, pastels, charcoals, chalk, pen, ink.	pencils, pastels, charcoals, chalk, pen, ink.
	Objective	<ul style="list-style-type: none"> <li>-to understand the difference in the marks they make with varying tools and begin to select them accordingly.</li> <li>-to experiment with the pressure applied and its effects when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>- begin to control the types of marks made with the range of media.</li> <li>- draw on different surfaces with a range of media.</li> <li>- observe and draw landscapes.</li> </ul>	<ul style="list-style-type: none"> <li>-control the types of marks made with the range of media.</li> <li>-develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> <li>-plan and develop simple ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-develop technique in using different grades of pencil and other implements to draw different forms and shapes.</li> <li>-begin to show an awareness of objects having a third dimension and perspective.</li> <li>-complete initial sketches as preparation for DT projects/paintings etc.</li> <li>-plan, refine and alter their drawings.</li> </ul>	<ul style="list-style-type: none"> <li>- experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</li> <li>- develop drawings further featuring the third dimension and perspective.</li> <li>- awareness of scale and proportion in their work.</li> <li>- alter and refine drawings and describe changes using art vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-work in a sustained independent way</li> <li>- have opportunities to develop simple perspective in their work using a single focal point and horizon</li> <li>- accurate representations of composition, scale and proportion in their work.</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate a wide variety of ways to make different marks with wet (pen/ink) and dry (pencil/charcoal) media.</li> <li>-draw for a sustained period of time over a number of sessions working on one piece.</li> <li>-use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> </ul>
	Artist study	<u>Pencil Artists</u> Adonna Khare Paul Cadden Kelvin Okafor <u>Local Artist</u> Ric Liptrott (York) <u>Charcoal Artist</u> Peter Podmore						

Painting	Use of media	Colour mixing/ powder paints.	Tints/shades using paint.	Colour wheels	Water colour	Oil paints (small scale due to cost of materials)	Digital artwork
Objective	<p>Finger/hand/foot painting</p> <p><u>Process art</u> driven by pupil interest with a focus upon process not outcome.</p>  	<p><u>Tints/shades</u> using paint.</p> 	<p><u>Colour wheels</u></p>  <p><u>Pointillism</u></p> 	<p><u>Water colour</u></p> 	<p><u>Oil paints</u> (small scale due to cost of materials)</p> 	<p><u>Digital artwork</u></p> 	<ul style="list-style-type: none"> <li>- think creatively, independently and imaginatively.</li> <li>- begin to learn about the physical limitations and possibilities of materials.</li> <li>- understand primary and secondary colours, mixing these using two types of paint.</li> <li>- know how to hold and use tools correctly.</li> <li>- Use different brush types and sizes.</li> <li>- mix secondary colours to explore shades and tones of tertiary colours.</li> <li>- experiment with tools and techniques incl. layering, mixing media, scraping through etc.</li> <li>- explore scales e.g. large brush on large surface.</li> <li>- know which primary colours make secondary and use associated vocabulary.</li> <li>- experiment with different effects and textures.</li> <li>- work confidently on a range of scales.</li> <li>- make and match colours with increasing accuracy.</li> <li>- use more specific colour language; tint, shade, tone, hue.</li> <li>- choose and use paints and tools appropriately.</li> <li>- demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>- creative imaginative work from a variety of given stimulus/sources.</li> <li>- Carry out preliminary studies, testing media and materials and mixing colours appropriately.</li> <li>- Work from a variety of sources' inc. those researched independently.</li> <li>- show an awareness of composition within their work.</li> </ul>

	Artists study		Mondrian Kadinsky	Hester berry	Georges Seurat, aboriginal artwork.	Georgia O'Keefe, Thoman Moran, James McNeill Whistler, Winslow Homer, John Singer Sargent, Paul Klee	Monet	Romero Britto, Jason Naylor
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## **Resources**

Access art PDF – printmaking (G Drive > Art> Printing)

Access art website (subscription)

Print making video - <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-printmaking-with-different-materials/zhytscw>