

Lord Deramore's Primary School Art and Design Curriculum Progression Plan

Intent: The subject of art and design is seen as very important at Lord Deramore's. It gives children the opportunity to learn and develop practical and creative skills, and go on to use these skills in their own individual way. Children are given the knowledge and vocabulary to talk about, understand and enjoy pieces of art. The work of designers and artists from around the world can be appreciated and used as inspiration. In our school, art and design are often taught in a cross curricular way, allowing for a deeper understanding of the time or place the art or artist comes from. It is the ideal medium to reflect different cultures around the world, as well as the cultures within our diverse school community. Art and design allow the learner to express their own ideas and feelings in a visually creative way, and for their own creative ideas to be valued. An enthusiasm for art and design at this stage may encourage some of our young people to develop a life-long enthusiasm, which, one day, may lead to employment in the creative industries.

Implementation: Art is planned across each phase and will, where possible, be inspired by the termly topic. Art themes and skills are on a two or three year cycle depending on the number of classes in the phase. From Phase 2 onwards, work involves the use of sketch books to practise and develop skills that build towards a final piece of work. Enrichment activities including visitors, experiences and educational visits are carefully planned to enhance the topic and provide first hand and memorable experiences. Progression across each year group and phase is outlined in the progression document, along with key vocabulary, knowledge and skills that children will be taught.

Impact: Art knowledge and skills are assessed by teaching staff throughout a topic and reported at the end of each year via each child's school report. Assessment may be made through observation, talking with children, recorded work. Art subject lead and SLT assess impact and teaching through book trawls, pupil voice, learning walks and lesson observations

Art	Phase 1		Phase 2		Phase 3		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge & skills	<p>Know about some famous works of art – painting, sculpture, collage and drawing</p> <p><i>Expressive Arts and Design: Creating with Materials: ELG:</i> Explore a variety of materials, tools and techniques e.g. pencils, pens and brushes of different thicknesses, finger paints and printing tools, Look at and talk about what they have done, explaining the process they went through</p> <p><i>Physical Development: Fine Motor Skills: ELG:</i> using scissors to cut safely.</p> <p>Use a range of materials creatively to explore, develop and share their ideas, experiences and imagination and begin to design and make product</p>		<p>Know about the work of a range of artists, craft makers and designers</p> <p>Further use drawing, painting and sculpture to explore, develop and share their ideas, experiences and imagination.</p> <p>Explore and develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Introduce the use of sketch books to practice different skills</p>		<p>Know about great artists, architects and designers in history</p> <p>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>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p>		
Expectations	<p>Create a simple representation of a person Use different sized pencils and brushes to explore different effect that can be made. Explore a variety of different media. Name primary and secondary colours. Talk about the pictures they have made. Look at pieces of art by famous artists.</p>	<p>Show how people feel in paintings and drawings by including mouth facial expressions. Use pencils to create lines of different thickness. Know that the use of different lines and colour creates moods in art work. Choose the media they would like to work in. Create a repeating pattern in print. Use IT to create a picture. Name the secondary colours and explain how to make them. Describe what you see in a piece of work and give an opinion. Ask questions about a piece of art.</p>	<p>Show how people feel in paintings and drawings by including some facial expressions. Choose three different grades of pencil when drawing. Explore how to use charcoal, pencil and pastel. Create a printed piece of art by pressing, rolling, rubbing and stamping. Make a clay pot. Join two clay finger pots together. Use different effects within an IT paint package. Mix paint and create all secondary colours. Mix and create brown paint. Create tints with paint by adding white. Create tones with paint by adding black. Discuss how artists have used colour, pattern and shape.</p>	<p>Show simple facial expressions in drawing and painting. Use different grades of pencil to shade and show different tones and textures. Use range of paint brushes to create different effects. Use sketch books to learn new skills and techniques. Use charcoal, pencil and pastel effectively to create simple drawings. Combine digital images with other media in art. Use IT to create art with my own work and that of others. Create the colours on a colour wheel. Create a background using a wash. Identify different techniques used by artists. Compare the work of different artists. Recognise art from different cultures. Recognise when art is from different historical periods.</p>	<p>Show more complex facial expressions in painting and drawing. Use marks and lines to show texture. Use line, tone, shape and colour to represent figures and forms in movement. Show reflections in art. Use sketch books to practise skills, building to a larger piece of work. Use charcoal, pencil and pastel to draw more complex pictures, including shading to make an object look 3D. Print onto different materials using at least four colours. Sculpt clay and other mouldable materials. Integrate digital images in art. Know about analogous colours. Choose the most effective colours for a piece of art work. Experiment with styles used by other artists. Explain some of the features of historical art.</p>	<p>Show more complex facial expressions and body language in painting and drawing. Identify and draw objects, using marks and lines to produce texture. Successfully use shading to create mood and feeling. Organise line, tone, shape and colour to represent figures and forms in movement. Use shading to create mood and feeling. Express emotion in art work. Use sketch books to develop skills and prepare for a piece of art work. Use charcoal, pencil and pastel effectively to produce art work. Create an accurate print design following criteria. Use images create, scanned and found, altering where necessary. Know about and make complimentary colours. Know about a specific artist in depth and use their work to replicate a style.</p>	<p>Create images of faces and bodies using a variety of different media. Choose the best tools and materials for a piece of artwork. Explain why they have used different tools to create art. Choose the most effective technique for the activity they are doing. Explain why they have used specific techniques to create art. Use sketch books to practise and plan for a piece of art work. Overprint to create different patterns. Use feedback to make amendments and improvement to art. Use a range of e-resources to create art. Use their knowledge of colour to choose what they will use for a piece of art work, explaining their choices. Explain the style of work and how it was influenced by a famous artist.</p>
Vocabulary	<ul style="list-style-type: none"> lines, eg thin, bold, faint, wavy, broken colours, eg bright, dull, light, dark colour mixing, eg thick, thin, watery, blending bright and dull and light and dark colours shapes, eg long, oval, curvy textures, eg smooth, crinkly, rough materials, eg natural, made, recycled types of textile and fabric, eg velvet, net, lace, satin visual qualities, eg colour, form, texture tactile qualities, eg flexible, soft, shiny, smooth, coarse, texture, hard, soft, rough, smooth, bumpy, rigid, pliable natural materials, eg grasses, bark, pebbles, rushes, leaves 		<ul style="list-style-type: none"> visual images, eg photograph, picture, illustration, painting, collage, sequence design, eg plan, outline, shape collage, eg combining, overlapping, layering, tessellation, mosaic, montage print, eg monoprint, press print, stencil print, stippling, block print, roller, printing ink, calico, hessian lines and marks, eg lines, dots, squiggles, patches, hatching and cross hatching, tone, texture shapes in nature, eg long, thin, rounded, regular, symmetrical, flowing colour in nature, eg colours of the seasons, earth colours, colours of corn textures and surfaces in nature, eg smooth, prickly, shiny, furry skills of observation and recording, eg viewpoint, viewfinder, drawing, camera, photograph 		<ul style="list-style-type: none"> surfaces and textures of building materials, eg polished, matt, weathered, irregular tone and lighting viewpoints and angles figurative and abstract images monochrome and multi-coloured print relief print, collograph (card block print) materials and processes, eg painting, collage, print making, mixed media acrylic paint, slab, mould, slip, impressed and incised pattern and texture still life natural and made forms viewpoint, viewfinder composition, arrangement eg arrangement of shapes, colours, lines, background, foreground 		

	<ul style="list-style-type: none"> made materials, eg fabric, card, clay tiles, plastic reclaimed materials, eg made for one purpose and used again for another purpose 	<ul style="list-style-type: none"> visual qualities, eg shape, pattern, decoration, natural, mathematical shapes, patterns, symmetry tactile qualities, eg malleable, form, three-dimensional, relief (raised surface) features of buildings, eg materials, surfaces, doorways, window sills, slates, tiles, murals composing images, eg background, composition, figures, pose, expression, character mixed media related or contrasting colours sculpture, eg maquette, sculptor, designer 	<ul style="list-style-type: none"> 'family of colours', eg blues and purples source material, eg design, abstraction, geometric, traditional visual and tactile elements, eg shape, form, space, pattern, line techniques, eg coiling, slabbing, weaving, assembling, glueing, stitching visual and tactile qualities, eg shiny, scaly drawing skills, eg reflections, shadows, shading, hatching and cross hatching, hardness of pencils Painting skills: colour, tone, tints, brush techniques, water colour, acrylic movement, eg action, repetition, sequence, drift, dynamic, flowing, motion, rhythm, shifting, forceful human form, eg pose, position, gesture, open/closed shape facial expression, eg expressive, contorted, exhausted, joyous change, eg alter, convert, reorganise, transform, vary lines and shapes, eg border, expressive, boundary, contour, edge, outline, profile, silhouette tone, eg lightness, shade, contrast colour, eg brilliant, glowing, dark, faded, expressive representation, eg depict, portray, figurative, abstract landscape, eg viewpoint, perspective, foreground, background architecture, eg scale, enlarge visual elements, eg relative size, colour, texture, pattern, detail, form
Long Term Planning Link	<p>Continuous Provision – workshop, painting area, dough/clay -</p> <p>Year A and B</p> <p>Drawing – Artist of the month Paul Klee, toys from home/school (Toys/Our World)</p> <p>Painting – Artist of the month Edward Saidi Tingatinga, Frida Kahlo – Adventures, imaginative landscapes (Heroes/Adventures)</p> <p>Sculpture – Artist of the Month Barbara Hepworth (Journeys/Schools)</p>	<p>Year A</p> <p>Sculpture – clay Medusa heads, historical Roman sculptures - (Romans)</p> <p>Painting – 17th Century (contemporaneous) paintings (Great Fire of London) Artists–Ron Embleton, David Best</p> <p>Collage – seasonal trees/weather photograph collage (Weather) York</p> <p>Photographer- Dave Zdanowicz</p> <p>Year B</p> <p>Painting and printing – collagraph prints (textures creating a printing block to print a picture e.g. string, cardboard, corrugated card, matchsticks) (Explorers)</p> <p>Drawing – pencil sketches of the old school (schools now and then)</p> <p>Painting – landscapes e.g. holiday Artist- David Hockney</p> <p>Destinations/journeys, artist work (On the Move)</p>	<p>Year A</p> <p>Range of Materials– landscapes and people, Artist - Picasso (World War II)</p> <p>Sculpture – clay and papier-mache pots Artist/genre – Greek pots (Ancient Greeks)</p> <p>Drawing from Observation/Painting – landscape watercolours (Rivers) Artist- JMW Turner and Anna Vialle (parent) Compare styles</p> <p>Year B</p> <p>Printing with polystyrene blocks - Great Artists study and reproduce William Morris (Victorians)</p> <p>Drawing Imaginative (Anglos Saxons and Scots)</p> <p>Sculpture – Canopic jars (Egyptians)</p> <p>Year C</p> <p>Painting – Viking Scene – wax resist, watercolour, textured paint, collage (Anglo Saxons and Vikings)</p> <p>Pastel and charcoal Artist - Lascaux cave paintings – cave paintings (Stone Age)</p> <p>Collage and Pencil drawing – chocolate wrappers (Chocolate) Pop Art- Compare Warhol and Lichenstein</p>
Enrichment / Cultural Capital	Visit to Yorkshire Sculpture Park	RAY art competition	Arts Award (Molly Newton) Visit to the Chocolate Story