

Christ Church CE Primary School



The Arts

Art & Design Progression of Skills

Intent

At Christ Church CE Primary School, we value and are dedicated to the teaching of Art and Design. We see this as a fundamental part of school life and are committed to providing an 'Arts Rich Curriculum' for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning. Our Art curriculum develops creativity, sets challenges, engages and inspires children and equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We endeavour for children to develop a range of artistic skills using a broad range of techniques and media, to develop confidence and self expression alongside an appreciation for artists and their works. We strive for children to be inspired by trips to galleries and visits from artists to school alongside their art lessons in school. Pupils are provided with an Art Knowledge Organiser which is also shared with parents at the beginning of each term to specify the knowledge, skills and vocabulary to be acquired and an overview of content. As school we have placed strong emphasis on the development of our Arts education and are currently working towards our Platinum Arts Mark Award through continuing to develop and enrich our arts curriculum, having already gained Gold Arts Mark status.

There are a number of key documents that support our planning and delivery of Art & Design:

- National Curriculum mapping document
- Teacher and Child-friendly Knowledge Organisers for each unit
- The journey of a Christ Church Child in Art & Design
- Vocabulary Progression document
- Intent, Implementation and Impact document
- Enrichment opportunities



Development Matters- EYFS	Art and design National Curriculum: key stages 1 and 2	
In EYFS children’s learning will be supported by the use of the Development Matters guidance document. The areas of learning titled Expressive Arts and Design and Being Imaginative set out that children should be given opportunity to in Nursery: • Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc In Reception • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. ELG	National curriculum in England Purpose of study Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Aims 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 • 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. Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study	
	Key Stage 1 Pupils should be taught: • 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.	Key Stage 2 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. Pupils should be taught: • 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.

Coverage in Art and Design						
Autumn	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Materials & Shape Henri Matisse <i>Collage</i>	Pop Art Portraits Andy Warhol & Peter Blake <i>Drawing & Painting</i>	Line Pablo Picasso <i>Drawing & Painting</i>	Fashion Vivienne Westwood <i>Textiles</i>	Texture Gustav Klimt <i>Printing & Collage</i>	Pattern William Morris <i>Drawing & Printing</i>
Spring	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Beautiful Bugs MacGowan & Hodsmen <i>Drawing & Sculpture-clay</i>	Our Local Environment Hundertwasser <i>Painting & Collage</i>	Egyptian Art Sculpture-clay	Water Lillies Monet <i>Drawing & Painting</i>	Brazilian Art L7M & Romero Britto <i>Drawing & Painting</i>	Digital Art Yayoi Kusama & David Hockney <i>Digital Media & Collage</i>
Summer	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Painting and Mixed Media Kandinsky and Jasper Johns <i>Painting & Printing</i>	Natural Environment Jun Mitani & Nahoko Kojima <i>Sculpture & Collage</i>	Sun Flowers Van Gogh <i>Painting & Collage</i>	Abstract Art Gerrard Richter & Jackson Pollock <i>Printing & Painting</i>	Installation Art Cai Guo-Qiang <i>Sculpture</i> (Digital media)	Exploring Identity Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett <i>Combining Media-drawing, painting, collage</i>

Key	
Drawing	
Painting	
Sculpture	
Printing	
Collage	
Textiles	
Digital media	

Enhancements.
In addition to our planned curriculum we hold an annual arts week. This allows us to revisit areas such as sculpture (year 6 clay), Textiles (in Key stage 1) and Digital Art. The element of <i>Drawing</i> will run through each and every Art and Design unit, as will the use of sketchbooks to gather information and develop ideas.

Arts Week Focus					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Drawing</i>	Textiles	<i>Printing</i>	<i>Collage</i>	<i>Drawing-Architecture-perspective</i>	Sculpture-Clay

NC	KS1 – To use drawing to develop and share their ideas, experiences and imagination						
	KS2 – To improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal]						
D	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	In EYFS children will: Explore a range of drawing media such as chalk, pencil, crayon, pen, graphite stick. Draw using whole body movements on a large scale. Draw from observation/ stimulus. Draw to music. Draw freely to express own ideas. Draw collaboratively. Create simple representations of event, people and objects. Experiment with mark making in different materials e.g. flour, sand, mud. Investigate textures by	Experiment with a variety of media; pencils, oil pastels, graphite sticks, chalk Observe and draw shapes from observations Name, match and draw lines/marks from observations Work with care and focus, enjoying making drawings Investigate tone by drawing light/dark lines and shading. Investigate textures by describing, naming, rubbing, copying	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Draw on different surfaces with a range of media. Name, match and draw lines/marks from observations. Draw shapes in between objects and invent new shapes Control the types of marks made with the range of media. Work with care and focus, enjoying making drawings which are unrushed.	Combine drawing media in a single drawing e.g. pencil and pen, charcoal and pen. Work from a variety of sources including objects, artworks, photographs. Try new techniques for drawing- continuous line drawing. Draw for longer periods of time at an appropriate level. Apply tone in a drawing in a simple way, finger blending, hatching, stippling. Apply a simple use of pattern and texture in a drawing e.g stippling, drawing on top of work. Use sketchbooks to collect and	Experiment with different grades of pencil and other drawing implements to create lines and marks. Work on a variety of scales Consider scale and proportion Create accurate observational drawings Experiment with ways in which surface detail can be added to drawings. Draw for a sustained period of time at an appropriate level. Apply tone in a drawing and begin to show an awareness of objects having a third dimension.	Combine media and use different techniques or purpose e.g. different style of shading, patterns, lines and textures. Work from a variety of sources including observation and photographs to develop own work. Draw from different viewpoints considering horizon lines. Begin to consider perspective. Work in a sustained and independent way to create a detailed drawing. Develop key elements of their work (line, tone, pattern, texture)	Select appropriate media and techniques to achieve a specific outcome Confidently select and combine media when drawing to create the desired effect Adapt drawings according to evaluations and discuss further developments Develop drawing with perspective and focal points. Draw for a sustained period of time over a number of sessions. Start to develop their own style using tonal contrast and mixed media. Identify artists who have worked in a
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	describing, naming, rubbing and copying. Look at artwork by famous artists.	Begin to use sketchbooks as a way to record our ideas.	Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes Investigate textures by describing, naming, rubbing, copying Develop the use of sketchbooks to collect and record information.	record visual information from different sources.	Identify and draw the effect of light. Create textures with a wide range of drawing implements and a range of marks. Use a sketchbook to collect and develop ideas.	Use different techniques for different purposes i.e. shading, hatching within their own work. Use a sketchbook to collect and develop ideas, reflecting on these continually.	similar way to their own work. Confidently use a sketchbook to collect and develop ideas.
<u>Vocabulary</u>	Draw Mark Movement Round Straight Spiral dark light big small	Dark Draw Light Pattern Shade Thick Think Tone Sketch Drawing tools	Bold Bright Line Pattern Portrait Repeat Shade Tone	Blend Continuous Line Refine Shade Shape Texture Tone Stippling Hatching	Impressionist Landscape Scenery stippled Viewpoint Contrast Scale Dimension Proportion	Abstract Geometric Graffiti Hue Intense Medium Elaborate Perspective Contrast Tonal	Composition Continuous Decorative Enlarge Intricate Mood Pastel Traditional Recurring
	<u>Enrichments</u> <u>Links</u>	<u>Enrichments</u> <u>Links</u> History- How have toys changed. Science- Plants Geog-My Local Area.	<u>Enrichments</u> <u>Links</u> History- Liverpool RE- Christmas, Good News	<u>Enrichments</u> <u>Links</u> Science-Light Science-Rocks	<u>Enrichments</u> <u>Links</u> History- local transport. Geography- Lake district	<u>Enrichments</u> <u>Links</u>	<u>Enrichments</u> <u>Links</u> History-Ancient Greece

NC KS1 - to use painting 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 KS2 – to improve their mastery of art and design techniques, including painting with a range of materials.							
Painting	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	N: Explore colour and colour-mixing N: Show different emotions in their drawings and paintings, like happiness, sadness, fear. N: Explore, use and refine a variety of artistic effects to express their ideas and feelings. R: Create collaboratively sharing ideas, resources and skills.	Begin to use a paint brush to make purposeful and considered marks.	Use a variety of tools and techniques including different brush sizes and types.	Work on a range of scales e.g. thin brush on small picture etc	Can select the appropriate tools to use when painting to create a desired effect	Can confidently select the tools they will need to create a desired effect.	Work in a sustained and independent way, developing own style.
	In EYFS children will: Explore a range of painting tools, brushes, sponges, rollers.	Can work creatively on a variety of scales.	Create imaginative work from a variety of sources e.g. photograph, artwork	Create imaginative work from a variety of sources e.g. observational drawing/ object, photograph	Create imaginative work from a variety of sources e.g. fashion, photograph, landscape	Create imaginative work from a variety of sources e.g. observational drawing, themes	Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music

	Work on a variety or scales and surfaces.	.Experiment with tools and techniques e.g watercolours, mixing media	Experiment with tools and techniques e.g. layering, mixing media, outlining	Experiment with different techniques in stippling, dry brush, outlining.	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects	Carry out preliminary studies, trying out different media and materials and mixing appropriate colours	Purposefully control the types of marks, brushstrokes used to create desired effect.
	Explore a range of types of paint, block, powder, poster.						
	Explore colour mixing.	Name different types of paint inc watercolour, poster paint	Name different types of paint in watercolour, poster paint and acrylic and their properties	Create different effects and textures with paint	Explore different brush strokes and consider why / when they might be used	Confidently control the types of marks made and experiment with different effects and textures	Use colours and brushstrokes to create atmosphere and light effects
	Learn how to care for painting supplies, hanging apron, cleaning brushes/ pots etc.						
	Paint to music.	Mix and match colours to artefacts and objects	Mix primary shades and tones by adding white and black.	Mix colours and know which primary colours make secondary colours	Mix and use tints and shades using white, grey and black to alter paint.	Be able to identify primary secondary, complementary and contrasting colours and mix own colours confidently using prior knowledge.	Work with complementary colours
	Paint from real life stimulus/ photographs.	Identify primary colours by name					
	Look at artwork by famous artists.				Select colour to reflect mood	Discuss how colour can be used to express ideas, feelings and mood	Select colour to express feelings
	Brush Paint Wet Mix Colours Move Drip	Brush size Cold Mix Paint Primary Print Secondary	Detail Metallic Object outline Scale Texture	background Brush mark foreground Layers middle ground Still life vibrant	Complimentary Impressionist Landscape Scenery stippled Tertiary colour Viewpoint	Abstract Geometric Graffiti Hue Intense Medium Splattered	Accentuate Batik Contour Direction Focus Movement

	Splash Apron Pot Palate Big Small	Warm			Water resistant	Sprayed	Rhythm Technique
<u>Vocabulary</u>	<u>Enrichments</u> Links UW-Autumn leaves Spring flowers PSED-Portraits Taking turns CL- Vocab development PD- Gross motor/ fine motor	<u>Enrichments</u> Links	<u>Enrichments</u> Links <u>Y2 Computing- 2 draw a picture.</u>	<u>Enrichments</u> Links	<u>Enrichments</u> Links	<u>Enrichments</u> Links Geography- Rainforests	<u>Enrichments</u> Links

NC	KS1 – To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space						
	KS2 – To improve their mastery of art and design techniques						
Printing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Print with a range of objects e.g. bottle tops, duplo, flowers, leaves.	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge	Create printing blocks using a relief or impressed method	Create printing blocks using a relief or impressed method	Create printing blocks by simplifying an initial sketch book idea	Create printing blocks by simplifying an initial sketch book idea
	Learn that we can repeat printing to make patterns.	Make simple marks on rollers and printing palettes	Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils			Use relief or impressed method	Use relief or impressed method
	.	Build repeating patterns and recognise pattern in the environment	Design more repetitive patterns	Create repeating patterns	Create repeating patterns	Create prints with three overlays	Combine different printing techniques within the same piece of artwork
	.	Create simple printing blocks with press print	Experiment with overprinting motifs and colour	Print with two colour overlays	Print with two colour overlays		
		Make rubbings to collect textures and patterns.	Make rubbings to collect textures and patterns.			Work into prints with a range of media e.g. pens, colour pens and paints	Work into prints with a range of media e.g. pens, colour pens and paints

[illegible]

NC KS1 – To use sculpture to develop and share their ideas, experiences and imagination KS2 – to improve their mastery of art and design techniques sculpture with a range of materials						
Sculpture	EYFS	Year 1	Year 2	Year 3	Year 5	Year 6
	In EYFS children will learn to: N. Explore different materials freely, in order to develop their ideas about how to use them and what to make. N. Develop their own ideas and then decide which materials to use to express them. R. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Manipulate malleable materials in a variety of ways including rolling and kneading	Experiment with constructing and joining recycled, natural and manmade materials	Plan, design and make models from observation or imagination	Shape, form, model and construct from observation or imagination	Shape, form, model and construct from observation or imagination
		Explore sculpture with a range of malleable media	Use simple 2-D shapes to create a 3-D form	Join clay adequately and construct a simple base for extending and modelling other shapes	Use recycled, natural and man-made materials to create sculptures	Plan a sculpture through drawing and other preparatory work
		.Change the surface of a malleable material e.g. build a textured tile	Understand the safety and basic care of materials and tools	Create surface patterns and textures in a malleable material	Plan a sculpture through drawing and other preparatory work	Produce intricate patterns and textures in a malleable media
	Manipulate malleable materials in a variety of ways including rolling and kneading	. Understand the safety and basic care of materials and tools				

	Explore sculpture with a range of malleable media	Manipulate malleable materials for a purpose, e.g. pot, tile				Develop skills in using clay inc. slabs, coils, slips, etc
	Children explore sculpting with 'junk' materials using tape/ glue to join.					
<u>Vocabulary</u>	Stick Glue Layer Paper Material Card Dough Sculpt Cut Shaoe	Collage Colour Glue Join layer Materials Shape Texture	Colour washing Curl Fold Ink Manipulate Pleat Printing Sculpture	Clay Glaze Modelling Pottery Sculpt Smooth Symmetry uneven	Installation art Interact Location Props Scale Three dimensional Analyse Display Features Mixed media	Clay Glaze Modelling Pottery Sculpt Smooth Symmetry Uneven Slab Coil Slip Intricate
	<u>Enrichments</u>	<u>Enrichments</u>	<u>Enrichments</u>	<u>Enrichments</u>	<u>Enrichments</u>	<u>Enrichments</u>
	<u>Links</u>	<u>Links</u>	<u>Links</u>	<u>Links</u>	<u>Links</u>	<u>Links</u>

NC KS1 – To use a range of materials creatively to design and make products KS2 – To improve their mastery of art and design techniques with a range of materials							
Collage	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	N: Join different materials and explore different textures.	Create images from a variety of media e.g. photocopies, crepe paper, magazines etc scales	Create images from a variety of media e.g. photocopies material, fabric, crepe paper,, magazines etc	Use collage as a means of collecting ideas	Use collage as a means of collecting ideas and information and building a visual vocabulary.	Add collage to a painted, printed or drawn background	Use a wider variety of techniques, colours and textures etc when designing and making pieces of work- including Digital media
	In EYFS children will: Use tape and/ or glue to stick a range of papers/ mterials. Children will learn to layer papers and scrunch these. Children will create artworks using found materials and loose parts. Children will collage with natural materials and encounter a range of textures.	Arrange and glue materials to different backgrounds	Create and arrange shapes appropriately	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures	Develops experience in embellishing, using a range of joining techniques	Use a range of media to create collages	Digital Collage ***Record, collect and store visual information using digital cameras/ ipads Present recorded visual images using software e.g. Photostory, Use a graphics package to create and manipulate new images
		Sort and group materials for different purposes e.g. colour texture	Collect, sort, name match colours appropriate for an image.			Use different techniques, colours and textures etc when designing and making pieces of work	
		Overlap materials when sticking.	Fold, crumple, tear and overlap papers	To create, select and use textured paper for an image.	Textiles ***Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects	Use collage as a means of extending work from initial ideas	
		To use scissors to cut in straight and curved lines.	To use scissors to cut out circles and more complicated shapes.	To use scissors to confidently and neatly cut out complicated			

NC	KS1 – To learn 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. to use a range of materials creatively to design and make products KS2 – to create sketch books to record their observations and use them to review and revisit ideas To about great artists, architects and designers in history. To evaluate and analyse creative works using the language of art, craft and design						
Exploring and Developing ideas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	N.Explore different materials freely, in order to develop their ideas about how to use them and what to make. N.Develop their own ideas and then decide which materials to use to express them. R.Return to and build on their previous learning, refining ideas and developing their ability to represent them. R.Watch and talk about dance and performance art, expressing their feelings and responses	Record and explore ideas from first hand observations.	Record and explore ideas from first hand observations	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
	Explore and develop their own ideas using a	Develop their ideas – try things out	Develop their ideas – try things out, change their minds	Develop their ideas – try things out,	Develop their ideas – try things out,	Develop their ideas – try things	Develop their ideas with increasing
		Begin to ask and answer questions about the starting points for their work as part of a group discussion.	Ask and answer questions about the starting points for their individual work	. Question and make thoughtful observations about starting points and select ideas to use in their work.	Question and make thoughtful observations about starting points and select ideas to use in their work, use annotations to remember ideas.	Question and make thoughtful observations about starting points and select ideas to use in their work, use annotations to remember ideas and reflect.	Question and make thoughtful observations about starting points and select ideas to use in their work, use annotations to remember ideas and reflect.

NC	KS1 – To learn 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. KS2 – To create sketch books to review and revisit ideas To learn about great artists, architects and designers in history						
Evaluating and Developing work	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	N.Develop their own ideas and then decide which materials to use to express them. R.. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Review what they and others have done and say what they think and feel about it.	Review what they and others have done and say what they think and feel about it.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
			Identify what they might change in their current work or develop in future work	Identify what they might change in their current work or develop in future work	Adapt their work according to their views and describe how they might develop it further	Adapt their work according to their views and describe how they might develop it further	Adapt their work according to their views and describe how they might develop it further
			Begin to annotate work in sketchbook.	Annotate work in sketchbook, beginning to reflect on ideas and methods.	Annotate work in sketchbook, reflecting on their views and how ideas are developing.	Annotate work in sketchbook, reflecting on how they may take work further and how their ideas have developed over time.	Annotate work in sketchbook, confidently reflecting on their own work.
Questions	What are you making?	What are you making?	Tell me about ...you are making.	Tell me about ...you are making	Tell me about what you are making	Tell me about ...you are making	Tell me about ...you are making

