



# Art & Design Progression of Learning

## Woodstock CE Primary School

### National Curriculum Overview

Key Stage 1	Key Stage 2
<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>

Drawing			
EYFS	KS1: Years 1 & 2		KS2: Years 3 & 4
<ul style="list-style-type: none"> <li>☆ Use a range of media to make marks</li> <li>☆ Use and begin to control and range of media</li> <li>☆ Draw on different surfaces and in different scales</li> <li>☆ Produce lines of different thickness and tone using pencil</li> <li>☆ Experiment with chalk to create pictures</li> <li>☆ Start to produce different patterns and textures</li> </ul>	<ul style="list-style-type: none"> <li>☆ Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks</li> <li>☆ Name, match and draw lines and marks from observation</li> <li>☆ Draw on different surfaces with a range of media</li> <li>☆ Working from memory and imagination use line to create patterns and represent objects seen, remembered or imagined working</li> </ul>	<ul style="list-style-type: none"> <li>☆ Use drawing tools with increased control to investigate marks and represent observations, memories with purpose and intention</li> <li>☆ Draw carefully in line from observation, recording shape and positioning all marks and features with some care</li> <li>☆ Experiment tone by drawing light and dark lines, light and dark patterns and light and dark shapes – using different grades of pencils as well as</li> </ul>	<ul style="list-style-type: none"> <li>☆ Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil</li> <li>☆ Experiment with ways in which surface detail can be added to drawings</li> <li>☆ Experiment with different grades of pencil to create lines and marks</li> <li>☆ Experiment with different grades of pencils to draw different forms and shapes Explore shading</li> </ul>
			<ul style="list-style-type: none"> <li>☆ Draw objects from different viewpoints: above, below, front, back Plan, refine and alter their drawings as necessary</li> <li>☆ Show in their drawings that objects have a third dimension</li> <li>☆ Use different grades of pencils and other drawing implements to achieve variation in tone</li> <li>☆ Apply tone to a drawing in a simple way</li> </ul>
			<ul style="list-style-type: none"> <li>☆ Work from a range of sources including observation and photographs</li> <li>☆ Work in a sustained and independent way to create drawings</li> <li>☆ Develop close observational skills using view finders</li> <li>☆ Use simple perspective in their work using a single focal point and horizon</li> <li>☆ Show an awareness of proportion in drawing objects and figures</li> </ul>
			<ul style="list-style-type: none"> <li>☆ Work in a sustained and independent way to create detailed drawings</li> <li>☆ Develop close observational skills using a variety of view finders</li> <li>☆ Use different techniques for different purposes e.g. shading, hatching etc</li> <li>☆ Develop an awareness of scale and proportion in their drawings of landscapes e.g. foreground, middle</li> </ul>



<ul style="list-style-type: none"> <li>☆ Explore working on different surfaces and in different ways</li> </ul>	<ul style="list-style-type: none"> <li>☆ Explore lightening and darkening paint without the use of black or white</li> <li>☆ Experiment with different types of paint – powder, ready mix</li> <li>☆ Create textured paint by adding sand, plaster etc for an intended effect</li> <li>☆ Work on different scales.</li> <li>☆ Use a brush to produce marks appropriate to work e.g. small brush for small marks</li> </ul>	<ul style="list-style-type: none"> <li>☆ Know how to mix primary colours to make brown</li> <li>☆ Explore adding white to a colour to make tints</li> <li>☆ Explore adding black to a colour to make shades</li> <li>☆ Mix and match colours to artefacts, objects, given colours</li> </ul>	<ul style="list-style-type: none"> <li>☆ Build on understanding of the colour wheel, storing information through investigation on a colour spectrum</li> <li>☆ Explore complementary colours – colours opposite each other on the colour wheel</li> <li>☆ Work on different scales, selecting suitable brush size and type Introduce watercolour paints to create wash backgrounds</li> <li>☆ Experiment with different types of paint and making own paint</li> </ul>	<ul style="list-style-type: none"> <li>☆ Investigate how artists use warm and cool colours – create and use in own work building on understanding of tints and shades</li> <li>☆ Look at how artists paint foregrounds and backgrounds for perspective</li> <li>☆ Work with increasing detail, using appropriate brushes</li> <li>☆ Work with a range of paints: poster, acrylic and watercolour and investigate effects</li> </ul>	<ul style="list-style-type: none"> <li>☆ Use watercolour paints and small brushes to develop detail</li> <li>☆ Compose using fore, middle and background</li> <li>☆ Create images with lots of tone but using only one colour - monochrome</li> </ul>	<ul style="list-style-type: none"> <li>for a particular purpose e.g. watercolour for design work, washes, thick paint</li> <li>☆ Create a painting from a drawing</li> <li>☆ Use watercolour pencils</li> <li>☆ Use painting techniques as part of a mixed media at project</li> <li>☆ Explore how artists have used colour, texture and movement to express emotions e.g. in self-portraits</li> </ul>
<b>Key Artists</b>	<b>Key Artists</b>		<b>Key Artists</b>		<b>Key Artists</b>	
<ul style="list-style-type: none"> <li>☆ Kandinsky</li> <li>☆ Jackson Pollock</li> </ul>	<ul style="list-style-type: none"> <li>☆ Georges Seurat</li> <li>☆ Sonia Delaunay</li> </ul>	<ul style="list-style-type: none"> <li>☆ Georgia O’Keefe</li> <li>☆ Joan Miro</li> <li>☆ Klimt</li> </ul>	<ul style="list-style-type: none"> <li>☆ Leonardo Da Vinci</li> <li>☆ William Roberts</li> <li>☆ Paul Gauguin</li> </ul>	<ul style="list-style-type: none"> <li>☆ David Hockney</li> <li>☆ Yayoi Kusama ( Digital)</li> <li>☆ JMW Turner</li> </ul>	<ul style="list-style-type: none"> <li>☆ Monet (Impressionists)</li> <li>☆ Ernst Ludwig Kirchner</li> </ul>	<ul style="list-style-type: none"> <li>☆ Renoir</li> <li>☆ Frida Kahlo</li> </ul>

<b>Printing</b>						
EYFS	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6	
<ul style="list-style-type: none"> <li>☆ Make rubbings of the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>☆ Print with a range of hard and soft materials e.g. corks, pens, cotton reels, sponges</li> </ul>	<ul style="list-style-type: none"> <li>☆ Create repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>☆ Work in greater detail when relief printing - making printing blocks</li> </ul>	<ul style="list-style-type: none"> <li>☆ Print with two colour overlays</li> </ul>	<ul style="list-style-type: none"> <li>☆ Create designs for prints by simplifying initial drawings/sketches</li> </ul>	<ul style="list-style-type: none"> <li>☆ Colour mix through printing, create prints with at least three colour overlays</li> </ul>
<ul style="list-style-type: none"> <li>☆ Print with a variety of natural and manmade objects</li> </ul>	<ul style="list-style-type: none"> <li>☆ Take rubbings to understand and inform their own textured prints and patterns</li> </ul>	<ul style="list-style-type: none"> <li>☆ Create simple relief printing blocks e.g. with string and card</li> </ul>	<ul style="list-style-type: none"> <li>☆ Use two colour overlays when relief printing</li> </ul>	<ul style="list-style-type: none"> <li>☆ Create repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>☆ Extend printing methods using Collagraph (on card/lino)</li> </ul>	<ul style="list-style-type: none"> <li>☆ Use printing techniques as part of a multi-media project e.g. prints onto dyed fabrics</li> </ul>
<ul style="list-style-type: none"> <li>☆ Develop simple patterns by printing with objects</li> </ul>	<ul style="list-style-type: none"> <li>☆ Make simple monochrome prints</li> </ul>	<ul style="list-style-type: none"> <li>☆ Explore lines, marks, shapes and tones through monoprinting (using polystyrene tiles)</li> </ul>	<ul style="list-style-type: none"> <li>☆ Design a complex pattern made up from two or more motifs and printed a tiled version</li> </ul>	<ul style="list-style-type: none"> <li>☆ Combine prints to produce an end piece</li> </ul>	<ul style="list-style-type: none"> <li>☆ Through printing show increasing use of tools to control line, shape, texture and tone</li> </ul>	
<ul style="list-style-type: none"> <li>☆ Print with block colours</li> </ul>	<ul style="list-style-type: none"> <li>☆ Monoprint by marking into ink, or drawing onto the back of paper which has been placed on ink, controlling line</li> </ul>	<ul style="list-style-type: none"> <li>☆ Experiment with overprinting motifs and colour</li> </ul>				

	and tone using tools or pressure		
<b>Key Artists</b>	<b>Key Artists</b>	<b>Key Artists</b>	<b>Key Artists</b>
☆ Motoi Yamamoto ☆ Eric Carle	☆ Frank Stella ☆ Andy Warhol	☆ Vincent Van Gogh ☆ Eric Gill ☆ Joe Tilson	☆ Neville Brody ☆ Marthe Armitage ☆ Jean Dubuffet

## Sculpture & Form

EYFS	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6
☆ Explore a range of malleable media such as clay, papier mache, salt dough, play dough ☆ Impress and apply simple decoration ☆ Make 3D models from junk and natural materials	☆ Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells ☆ Experiment with constructing and joining recycled, natural and manmade materials ☆ Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping ☆ Manipulate malleable materials e.g. salt dough, play dough, plasticine, clay for a purpose e.g. create a tile, simple pot, animal ☆ Develop slab techniques - change the surface of a malleable material e.g. adding texture to a tile	☆ Make 3D models by constructing materials and using Papier Mache and paint to add a final finish Plan, design and make models from observation or imagination ☆ Manipulate clay to create a simple thumb pot ☆ Create surface patterns and textures onto clay looking at cultural decoration from historic time periods ☆ Join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D form	☆ Manipulate materials to make a new 3D form e.g. human figure ☆ Use clay to create a coil pot using joining techniques to add detail e.g. handles ☆ Use covering materials such as Modroc or modelling clay to create 3D models ☆ Use smoothing techniques to create a desired finish before painting ☆ Add final finishes to models using paint/glazing techniques
<b>Key Artists</b>	<b>Key Artists</b>	<b>Key Artists</b>	<b>Key Artists</b>
☆ Henry Moore	☆ Alexander Calder ☆ Joan Miro ☆ Antoni Gaudi ☆ Molly Williams	☆ Giacometti ☆ Robin Day ☆ Rodin ☆ Charles Rennie Mackintosh ☆ Barbara Hepworth	☆ Yayoi Kusama (Installations) ☆ Anish Kapoor ☆ Zaha Hadid ☆ Anthony Gormley

## Textiles

EYFS	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6
☆ Decorate a piece of fabric ☆ Explore joining fabrics to make a simple picture or product ☆ Weave natural and manmade products	☆ Match and sort fabrics and threads for colour and texture ☆ Change and modify threads and fabrics - knotting, fraying, plaiting, twisting, pulling threads ☆ Add shapes with glue or stitching ☆ Apply decoration using beads, buttons, feathers etc ☆ Apply colour using printing, dyeing, fabric crayons	☆ Use a variety of techniques e.g. printing, dyeing, weaving, stitching to create different textural effects ☆ Extend understanding of joining fabrics by using more than one type of stitch (running and cross stitch) ☆ Experiment with adding detail to fabric by gluing or stitching ☆ Add colour and pattern to fabric using dyes, printing and resist paste and batik ☆ Weave paper and found materials to	☆ Use fabric to create a 3D art form ☆ Produce a two-colour dye ☆ Add colour and pattern to a fabric using batik with more than one colour ☆ Combine techniques to produce an end piece e.g. embroidery over tie dye ☆ Use a number of different stitches creatively to join fabrics and create patterns/textures ☆ Use a range of techniques to add decoration e.g. plaiting,

	☆ Cut and shape fabrics Join two pieces of fabric using stitching	☆ Weave materials e.g. carrier bags or ribbon a bike wheel, natural materials on a weaving board looking at colour and texture	represent an image e.g. landscape	pinning, stapling, stitching, sewing
<b>Key Artists</b>	<b>Key Artists</b>		<b>Key Artists</b>	<b>Key Artists</b>
☆ Andy Goldsworthy	☆ Lucienne Day	☆ Jo Atherton ☆ Aboriginal Art	☆ William Morris ☆ Kaffe Fassett	☆ Faith Ringoldd ☆ Indian Art ☆ Bridget Riley ☆ Islamic Art ☆ M C Escher ☆ African Art & Adire

<b>Collage</b>						
<b>EYFS</b>	<b>KS1: Years 1 &amp; 2</b>		<b>KS2: Years 3 &amp; 4</b>		<b>KS2: Years 5 &amp; 6</b>	
☆ Create simple collages using fabrics and materials, looking at colour and texture	☆ Create images from a variety of media e.g. magazines, fabric, crepe paper	☆ Collect, sort, name and match colours appropriate for an image	☆ Develop skills of overlapping and overlaying to place objects in front or behind in a collage	☆ Experiment with creating mood, feeling, movement and areas of interest using different media	☆ Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects	☆ Select and use found materials with art media and adhesives to assemble and represent an image or stimulus
	☆ Arrange and glue materials to different backgrounds	☆ Create and arrange shapes appropriately	☆ Experiment with techniques to make mosaics	☆ Use collage as a means of collecting ideas and information and building a visual vocabulary	☆ Embellish a surface using a variety of techniques, including drawing, painting and printing	
	☆ Sort and group materials by properties e.g. colour and textures	☆ Select and use textured paper for an image				
		☆ Fold, crumble, tear and overlap papers and other materials				
		☆ Work on different scales				
<b>Key Artists</b>	<b>Key Artists</b>		<b>Key Artists</b>		<b>Key Artists</b>	
☆ Mondrian ☆ Matisse	☆ Linda Caverley	☆ Marc Chagall (stained glass)	☆ Paul Klee	☆ Eduardo Paolozzi ☆ Annegret Soltau	☆ Roy Lichtenstein (Digital Collage and Art) ☆ Derek Gores	☆ Alan Aldridge ☆ Banksy ☆ Lola Dupre

**PURPOSE OF STUDY & AIMS**

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.

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

Teaching should ensure that investigating and making includes exploring and developing ideas and evaluating and progressing work. Knowledge and understanding should inform this process.

KEY STAGE 1	KEY STAGE 2
<p>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.</p> <p><b>Pupils should be taught about:</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>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.</p> <p><b>Pupils should be taught about:</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>

## ONGOING ART & DESIGN SKILLS

- Knowledge and understanding
- Use of related vocabulary & terms
- Exploring and developing ideas
- Investigating and making art, craft and design
- Evaluating and developing work through techniques
- Breath of study to include knowledge of artists and their work to include knowledge of artists and their work and key artistic movements

CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	<p><b>INTO THE WOODS</b>  <b>Link Artist – Andy Goldsworthy (Collage)</b>  <b>Art in Nature</b>                      Pattern, texture, form: use a range of materials creatively to create and use a wide range of patterns and colours. Identify manmade and natural patterns. Choose for effect and purpose</p>	<p><b>PASSPORT TO BRITAIN</b>  <b>Textiles</b>                      Looking at cultural patterns, traditional folk art and creating a collaborative wall hanging by all children in KS1.</p>	<p><b>MEMORY BOX</b>  <b>Photography/ Multimedia</b>                      Children take photographs, or bring in old photographs and after editing these create a photomontage of memories. Alternatively, children can create a memory box of photos or movie clips that may include special things or times.</p>
B	<p><b>AROUND OUR WORLD</b>  <b>Link Artist – William Morris</b>  <b>Printmaking</b>                      Using everyday objects to create patterns inspired by different cultures including looking at typography. Use buttons, feathers, sticks, hand and finger prints, potatoes or string.</p>	<p><b>CASTLES &amp; DRAGONS</b>  <b>3D Work</b>                      A sculptural project will be a perfect introduction to architecture. Children will have the opportunity to explore space and structure and interior and exterior. The key to this approach is to keep the materials and techniques simple and effective – for example make sure the materials are easy to cut and easy to join together – so that the making inspires, not blocks, the imagination of the children.</p>	<p><b>FIGHTING FIT</b>  <b>Painting and Drawing</b>  <b>Link Artist – Degas and self Portraits by Gauguin and Picasso</b>  <b>Impressionists, Cubism</b>                      Line, shape: use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, feelings) and known shapes (geometric) to create self portraits.                      Colour, space: Refine skills in painting and develop ideas. Children choose to use own experiences or imagination. Focus on using colour and space for effect.</p>

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CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	<b>FIELD TO FORK</b> Giuseppe Arcimboldo Mixed Media/ Collage	<b>TOMB RAIDERS</b> Clay work Making Egyptian Jewellery Line Drawing – exploring hieroglyphics	<b>EUROPE EXPLORED</b> Cardboard Sculpture - Architecture European Artists and Movements – Pointillism, Impressionists, Cubism
B	<b>EARTH MATTERS</b> Printmaking Recycled Art and Sculpture – Sea Sculptures from Plastic	<b>CITY OF SPIRES</b> Link Artists – Matthew Rice, JMW Turner & Paul Klee Observational Drawing Textiles	<b>RAIDERS &amp; INVADERS</b> Mosaics/ Markmaking Romans/Stone Age (Cave Paintings)



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CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	<p><b>MEET THE GREEKS</b>                      Link Artist – Myron                      Sculpture and Observational Drawing                      Clay work – Greek Temples                      Children to look at work by Ancient Greek sculptors and create their own models out of Modroc and look at figure drawing.</p>	<p><b>AMAZON ADVENTURE</b>                      Link Artist – Henri Rousseau                      Pastels</p>	<p><b>WAR &amp; PEACE</b>                      Link Artist – LS Lowry                      WW 2 Posters                      Printmaking</p>
B	<p><b>RULE BRITANNIA</b>                      Link Artist – Banksy                      Satirical Street Art &amp; Graffiti                      Using mixed media to create larger pieces of collaborative work.</p>	<p><b>IN THE BEGINNING</b>                      Link Artist – Peter Thorpe                      Patterns/Texture                      Exploring patterns within science to create Abstract Art</p>	<p><b>GOING GLOBAL</b>                      Film and Music                      Creating short films, lyrics etc that highlight current global issues – renewable energy, climate change, endangered species etc.</p>