

Progression and CPverage in Art and Design, Statutory requirements (National Curriculum) 2019 20

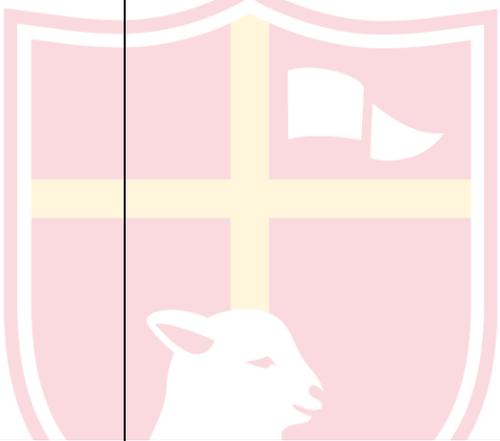
	<p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques 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>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:</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. 	<p>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:</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.
Phase	<p>KS1 Year 1 Year 2</p>	<p>LKS2 Year 3 Year 4</p>	<p>UKS2 Year 5 Year 6</p>
Themes	<p>Y1, Autumn 1 – Farm Life Y1, Autumn 2 – Kings and Queens Y1, Summer 1 – Space</p>	<p>Y3, Autumn 2 – Mayans Y3, Summer 1 – Difference</p>	<p>Y5, Autumn 1 – Japan Y5, Summer 2 – Contradictions and Extremes: North America</p>

	<p>Y2, Autumn 1 – Indian Faith Y2, Spring – Africa Y2, Summer 1 – Toys and games</p>	<p>Y3, Summer 2 – Our Journey from Prehistoric Britain to the Iron Age Y4, Autumn 2 – Antarctica Y4, Summer – Invasion: Armies and Ideals Y4, Summer 1 – Local Study/ Krindlekrax</p>	<p>Y6, Autumn 1 – HerStory Y6, Spring – Fact or fantasy? Y6, Summer 1 – We are geographers</p>
<p>Line, shape and Form Sketchbook evidence.</p>			
	<ol style="list-style-type: none"> 1. To introduce a range of tools which can produce marks on a variety of backgrounds. 2. (pencils, biros, chalks, pastels, crayons, felt pens etc.) 3. Use parts of a pencil to create mark making effects. 4. (straight, wavy, jagged, smudgy, dots, circles etc) 5. To begin to produce simple observational drawings of objects. 6. Looking at portraiture and discussing what proportion is when drawing features of a face. 7. Look at a range of examples of kings and queens portraits by artists. 8. To introduce techniques to create a range of tones using graded pencils. 	<ol style="list-style-type: none"> 1. To look closely during observational drawings. 2. To appreciate that tones can provide depth to drawings 3. To draw using a range of media. (pencils, biros, chalk, pastels, oil pastels, felt pens etc) 4. Use viewing frames to focus on detail. Know that things further away in a composition are smaller. (looking at perspective used in art.) 5. To create a range of tones using graded drawing pencils. 6. To know that things further away are lighter and greyer. 7. To explore light and dark through use of charcoal, chalk and pastel. 	<ol style="list-style-type: none"> 1. To demonstrate the illusion of depth using different tones, white and black with charcoal, pastel. 2. To create the illusion of depth by drawing and the use of tone and lines. Introduce the idea of hatching (cross hatching) 3. To use viewing frames to focus on detail and to have a basic understanding of perspective. 4. To be able to exaggerate features/proportions in portraiture for effect and purpose. 5. To be able to demonstrate the illusion of depth using line, tone and hatching. 6. To draw using a range of media and make careful

	<p>9. To develop an awareness of textures and tones in man-made and natural objects.</p> <p>10. To use a range of mark makers to reproduce textures observed.</p> <p>11. To produce recognisable observational drawings of simple objects (begin to incorporate tone and texture.)</p>	<p>8. To practice drawing shapes to build up a drawing to add further detail. (The understanding that there is a process to drawing and where to begin.)</p>	<p>observations when drawing. Paying attention to detail and proportion.</p> <p>7. To use viewing frames to focus on details. To compose pictures with foreground, background and applying skills of perspective. To apply this skill when observing buildings and architecture.</p>
Colour			
	<p>1. To use the colour wheel to identify colours to mix.</p> <p>2. Look at colour used in connection with an artist.</p> <p>3. To be able to apply the paint using different applicators.</p> <p>4. (brush sizes, sponges, stamps.)</p> <p>5. To hold the applicators correctly.</p> <p>6. To learn whole school painting skills.</p> <p>7. (cleaning and maintaining equipment.)</p> <p>8. To experiment with pastels and mark making to blend colours.</p> <p>9. To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary.(light, dark, pale. Etc)</p> <p>10. To make various tints of a primary colour.</p>	<p>1. Learn about the simple colour wheel and be able to mix simple colours (pink, orange, purple, green and brown.) Primary and secondary colours.</p> <p>2. Learn to apply paints with control and using the correct equipment.</p> <p>3. Start to think about the composition of their work.</p> <p>4. To understand what paint used to be made of in prehistoric Britain and to make their own colour palette using natural products.</p> <p>5. To imitate cave paintings using a variety of media (paint, ink, pastels) to understand the purpose of why paintings were</p>	<p>1. To learn how to apply paint with increasing control. To choose and use the correct size brush. To use different types of paint for different effects.</p> <p>2. To use black and white to make different tones of one colour. To be able to mix 3 different colours.</p> <p>3. To experiment with applying different thicknesses of paint for effect using a variety of tools. (card, sponges and palette knives with acrylic)</p> <p>4. To use an artist for inspiration (Japanese artist Hokusai discuss how the original is a wood block print made with ink on paper.)</p>

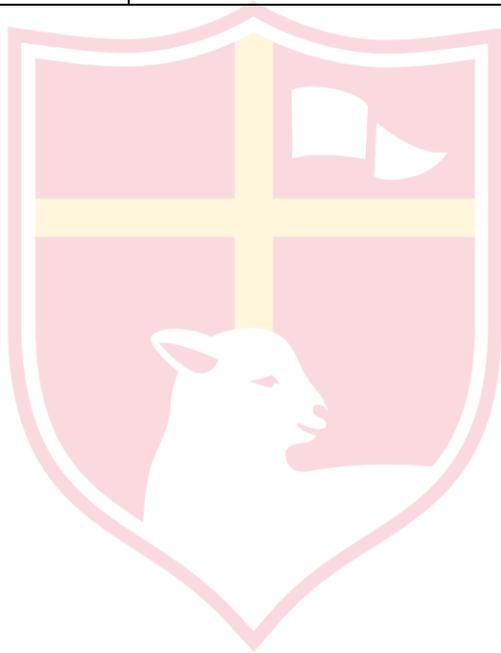
	<p>11. To look at the meaning of colour in connection with a culture. (African)</p> <p>12. Explore an artist and use their work to imitate and copy a colour palette. (eg Paul Klee)</p> <p>13. To improve ability of applying paint in a controlled manner.</p> <p>14. To learn whole school painting skills.</p>	<p>left behind and how they first came into being.</p> <p>6. To be able to mix graduations of one colour</p> <p>7. (eg. Dark green to light green by adding white and yellower greens by adding yellow etc.)</p> <p>8. To learn how to apply paint with increasing control. Choose and use different types of paint for different effects.</p> <p>9. (look at the colour wheel discuss what complimentary colours are and contrasting colours. Discuss the feeling of the colours – linked to emotions.)</p>	<p>5. To be able to mix any colour needed without assistance.</p> <p>6. Learnt how to apply paint with increasing control and choose the correct brush size and select different types of paint for effect.</p> <p>7. To understand that colour has meaning and to select colour appropriate for their outcome to evoke a feeling or emotion.</p>
Pattern			
	<p>1. To examine textiles with a simple repeat pattern.</p> <p>2. To create simple patterns using stencils or shapes.</p> <p>3. To develop skills of cutting, tearing, fringing, fraying, twisting and shaping paper.</p> <p>4. To produce a paper weave pattern.</p> <p>5. Revise previous knowledge of patterns. What is a repeating pattern?</p>	<p>1. To explore symmetrical patterns looking at a variety of art.</p> <p>2. Research mosaics to form patterns concentrating on the use of colour for effect.</p> <p>3. To understand the use of the Mayan masks and to use this to design an individual outcome with meaning.</p> <p>4. Experiment to produce a simple print. (A simple print</p>	

	<ol style="list-style-type: none"> 6. Look at artists that have used repeating patterns and discuss likes and dislikes. (eg Andy Warhol) 7. Create a whole class canvas of prints to be displayed in the classroom. (African print) 8. Look at an artist who has used a colour palette to imitate and create an original pattern.(using a variety of objects, tools, applicators, Andy Warhol) 	<p>block using card, string and other materials.)</p> <ol style="list-style-type: none"> 5. To be able to create individual designs using a variety of materials. 6. To arrange patterns and shapes to create an abstract outcome. 	
Form			
	<ol style="list-style-type: none"> 1. To be introduced to sculpture looking at various artists. 2. Explore discussion around what they like or dislike. 3. To be introduced to modelling using the medium paper mache, mod roc to recreate a recognisable sculpture. (rocket) 4. To reinforce understanding that sculpture is viewed from all angles. 5. To produce a recognisable 3D representation practicing using a range of resources.(plasticine, dough, reclaimed materials, plastic coated wire, paper etc) 6. To create simple sculpture using clay. (Diwali lamp) 	<ol style="list-style-type: none"> 1. To understand that a sculpture can be created by the removal of material as well as adding material. 2. To provide opportunities to produce individual and group sculpture representing an ongoing class topic using reclaimed materials. 3. To research the proportions of the human body looking at <u>Leonardo Da Vinci</u> and how art can be mathematical. (You are approx. 7.5 to 8 heads tall. etc) 4. To look at the artist (<u>Alberto Giacometti</u>) for the shape and form of the body and to recreate the style used. 	<ol style="list-style-type: none"> 1. To use different materials to create different effects, including the use of fabrics. To have increasing control in cutting skills. 2. Look at a range of architecture from different countries and to be able to talk about the influence of a time period (eg gothic) and compare architects. 3. Focus on the comparison of the human form throughout the period of history. 4. Use photography to focus on how to show that a pose can have a meaning – discuss the importance of messages through body language.(eg

	<ol style="list-style-type: none"> 7. To be taught how to manipulate and mould clay using different techniques. 8. (rolling, squeezing, pinching, cutting, hole making etc adult demonstration required for outcome) 9. To paint clay sculpture using a colour that shows meaning. 	<ol style="list-style-type: none"> 5. To create a sculpture of a Viking face using a variety of manipulation techniques. 6. To identify which technique worked best. 7. To understand how to join clay together using water and using the correct tools to be able to shape the material and create detail. 8. To use modelling materials (plasticine) to create a mythical creature using tools to add details. 9. To understand the differences in medium to create a model. 	<p>Look at the female figure/silhouette through history and how this has changed. Incorporate WW1/WW2 posters propaganda for how the female role was presented and to compare posters.)</p> <ol style="list-style-type: none"> 5. Use and experiment with photography to mimic imagery and to create individual posters of how they would like to be portrayed today. (Use of iPads to show editing skills for effect!) 6. To create a 3D model from a variety of materials taken from close observational drawings. Showing problem solving and accuracy using tools.
Collage			
	<ol style="list-style-type: none"> 1. To start to experiment with materials to create a shape. 2. Practicing skills of tearing and cutting. 3. Experimenting with mixed media (cotton, paper, card, foil, tissue paper etc) to recreate a 'farm' landscape inspired by an artist. (eg Henri Matisse) 	<ol style="list-style-type: none"> 1. To be able to curl, scrunch, shape, tear and cut materials. 2. To add texture for style and effect and to be able to explain what materials and techniques they have chosen and why? (rainforest) 3. To take inspiration from an artist but recreating using a different medium and discussing the outcomes. 	<ol style="list-style-type: none"> 1. To use precise skills of cutting, layering to create collages using a range of fabrics and materials. 2. Allow for opportunities of close observation of subjects. Look at and discuss works of art for inspiration. 3. To select and apply collage techniques appropriately to satisfy artistic expression.

	<ol style="list-style-type: none"> 4. To develop accuracy in cutting and tearing skills. 5. Produce a range of effects by scrunching, curling, shaping paper. 6. Begin to use layering techniques and develop awareness of how this can give different effects to the final composition in terms of colour, shape, texture and form. 	<ol style="list-style-type: none"> 4. <u>(Henri Rousseau)</u> 5. To create mythical creatures using previous techniques learnt with a range of images and materials, which are self-selected. 6. Outcome to reflect original ideas. 	
Evaluation			
	<ol style="list-style-type: none"> 1. To start to discuss art work by artists that show a contrast but have the same content. 2. Encourage talk and discussion on likes and dislikes exploring understanding and asking why? 3. Provide opportunities to discuss art works brought about into the classroom. Using artists to inspire them. 4. Comment on their own and that of others. 5. Encourage positive comments and suggestions for further improvements. 6. Model correct vocabulary. 	<ol style="list-style-type: none"> 1. Provide opportunities to discuss art works brought about into the classroom. 2. Comment on their own and that of others. 3. Encourage positive comments and suggestions for further improvements. 4. Model correct vocabulary. 5. Provide frequent opportunities to discuss art works, likes, dislikes and reasons why? Encourage positive comments and suggestions. 6. Children to discuss what they would do to improve their work. 7. Encourage written evaluations of their work and others. 	<ol style="list-style-type: none"> 1. Provide frequent opportunities to discuss art works brought into class. 2. Encourage children to write written comments of their thoughts and feelings and evaluations. 3. Encourage positive comments and also suggestions for further improvements. 4. Correct use of vocabulary. 5. Provide frequent opportunities to discuss art works brought into class. 6. Encourage children to write written comments of their thoughts and feelings including in depth evaluations.

			<p>7. Encourage positive comments and also suggestions for further improvements, how else could the realisation been created?</p> <p>8. Correct use of vocabulary.</p>
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