

Art and Design Progression

Intent of the curriculum

At Woodseaves, we value Art as an important part of the children's entitlement to a broad and balanced curriculum. Art provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art 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 reflects and shapes our history, and contribute to the culture, creativity and wealth of our nation.

Implementation

The teaching and implementation of the Art Curriculum at Woodseaves is based on the National Curriculum. The children are taught Art as part of their termly topic work. Areas covered include sculpture, mosaics, printing based on topic work and much more. The work of famous local, national and international artists are explored to enhance the children's learning.

- Art is taught in every year group, once per week during the first half of each term.
- Each child has a sketchbook. We give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to make initial sketches, develop skills, record ideas and develop opinions.
- Throughout the learning journey at Woodseaves, every child is given the opportunity to learn the skills of drawing, painting, printing, sculpture and digital art through the exploration of an initial key artist, craft maker or designer and their work
- Through in-depth discussion, the pupils explore how their art can share commonalities with famous art and use subject-specific vocabulary to discuss key artworks and their own work.
- In the development of confident art critics, the pupils share their opinions and make informed observations about what will improve their own practical work.
- Cross-curricular links are promoted to allow all children to deepen their understanding across the curriculum, including the use of technology, and artworks from year group specific historical, geographical and scientific contexts.
- Opportunities for children to visit local art galleries and museums are planned for, as well as visits from local artists.
- Teachers follow a clear progression of skills which ensures all pupils are challenged in line with their year group expectations and are given the opportunity to build on their prior knowledge.
- Our subject assessment allows us to use data to inform future practice.

Impact

Our Art and Design curriculum will also lead pupils to be enthusiastic Art and Design learners, evidenced in a range of ways, including pupil voice, their final pieces and sketchbooks. Assessment of children's learning in Art and Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children. Summative assessment is conducted termly by class teachers across each year group of the school to inform the subject leader of progress or skills and knowledge still to be embedded. We ensure that children who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in and discussed with class teachers. Achievements are celebrated in classrooms during walking-galleries and corridor displays, and by building in increasing connections with local galleries, we aim to develop our future artists and their appreciation of the art around us.

Early Learning Goal and National Curriculum Links

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories	Pupils should be taught: <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. 	Pupils should be taught: <ul style="list-style-type: none"> • 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. • 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 	

At Woodseaves children will:

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Developing Ideas	Observe and discuss what they have produced, describing the simple techniques and materials used.	Use a sketchbook to: Start to observe, record and explore simple ideas. Record information on interpreting colour mixing through the colour wheel and colour spectrums.	Use a sketchbook to: Plan and explore simple ideas. Observe and collect textures and patterns that will be used in their work. Begin to suggest improvements to own work.	Use a sketchbook to: Observe, record and explore material and experiment with these. Plan, collect and record source material for future works. Express feelings about art including their own work. Make notes about techniques used by artists. Annotate ideas for improving their work. Try ideas and begin to refine them.	Use a sketchbook to: Observe, collect and record visual information from a range of sources. Plan and try out ideas. Plan colours and collect source material for future works. Express opinions through annotations. Keep notes to explain their intentions and the purpose of a piece of work. Adapt and improve original ideas.	Use a sketchbook to: Plan through drawings and other work. Plan how to join different materials together. Begin to explore possibilities, using and combining different styles and techniques. Collect and record visual information from different sources as well as planning. Keep notes which consider how a piece of work or a technique may be developed further.	Use a sketchbook to: Collect and record visual information from different sources as well as planning and collecting source material. Plan how to join materials and how their work will develop at each stage. Select own images and starting points for work and give explanations for choices. Annotate work in sketchbook. Comment on and give an opinion on artwork with a fluent grasp of artistic/visual language

						trying out ideas and changing techniques. Plan colours and collect source material for future works. Adapt work as and when necessary and explain why	
Vocabulary	Picture, art, artist, brush, paint, like.	Portrait, landscape, imagination, ideas, artist, craftsman, designer, like, dislike, change, create, modify, image.	Similarity, difference, times, art, design, investigate, museum, gallery, culture, future, develop, ideas, communicate.	Observe, experience, investigate, historical periods, collaborate, scale, compare, adapt, annotate.	Experience, purpose, starting point, artistic styles, influential artists, techniques, art history, classical, art movement, method, approach, opinion, aesthetic, art elements, balance.	Depth, distance, shadow, genre, functionality, source.	Starting point, marks, lines, perspective, edit, effect, filter, adapt, views, audience, effects, choice.
Drawing	Use mark making tools, fingers, hands, chalk, pens and pencils. Hold different tools correctly. Use and begin to control a range of materials. Draw on different surfaces. Produce lines of different thickness. Produce different patterns and textures from observations and imagination. Build on fine motor skills and hand and eye coordination through drawing.	Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Draw on different surfaces with a range of materials. Explore the use of line, shape and colour. Begin to know how to control lines to create simple drawings from observation. Begin to know how to control the types of tools used to make marks through techniques such as hatching, scribbling and dotting. Sketch thinking about the size of the object. Sketch simple shapes for objects. Position objects or a group of objects on a piece of paper.	Use and combine different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Experiment with line, shape, pattern and colour. Draw for a sustained period of time. Understand when to choose to use dots, hatching, scribbling or lines to show texture or pattern when sketching a group of objects. Understand what is meant by the terms hatching and cross hatching when adding shading to a drawing. Understand how to draw objects on a smaller or larger scale. Understand how to position an object/s on a piece of paper for effect. Start to use a grid to support completing a copy of an artist's work.	Develop intricate patterns/ marks with a variety of materials. Know the different grades of pencils (HB,2B, 4B) and what effect the different pencils can have when creating shading. Understand how to use different media to achieve variations in line, texture, tone, colour, shape and pattern. Understand how to use shading to show light and shadow. Identify interesting aspects of objects as a starting point. Understand how to use a grid to support completing a portrait. Begin to indicate facial expressions in drawings. Understand how to draw a face using proportion.	Understand how to sketch the outline of the object lightly before confirming detail with a different grade of pencil. Begin to control pressure of pencil/pen to create shading. Develop the use of different techniques to show depth and distance, such as perspective and shadow. Draw with extend concentration over sustained periods to develop drawings. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Understand how to develop simple perspective in their work using a single/double focal viewpoint. Have opportunities to develop further by adding a horizon.	Make informed choices on which pencil grades to use. Develop a key element of their work such as line, shading, pattern, texture. Maintain concentration over sustained periods to develop drawings. Understand how to use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop own style using tonal contrast and mixed materials. Understand how to draw a figure in proportion. Understand how to show movement within figure drawings. Develop an awareness of composition, scale and proportion in their drawings.	Maintain concentration over sustained periods to draw in a sustained and independent way to develop their own style of drawing. Confidently understand how to use different techniques for different purposes i.e. shading, hatching within their own work, which works well in their work and why. Understand how artists use viewpoints, shading, tone, line to create optical illusions. Draw with an awareness of composition, scale and proportion in their drawings. Have opportunities to develop further drawings featuring the third dimension and perspective.
Vocabulary	Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip,	Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, pencil, pastel, charcoal, chalk, crayon, drawing, figure, illustration, sketch, line, shape, colour, cross hatching	sketchbook, pattern, blend, detail, texture, watercolour, shade, shape, stencil, grid, scribbling, dotting,	Pencil grade, record, media, medium, tone, composition, line, cross hatch, horizontal, vertical, shadow, grades,	Pencil pressure, proportion, features, images, information, contour lines, face map, guidelines, highlight, silhouette, still life, study, expressions, perspective,	Depth, emphasis, focal point, foreground, middle ground, geometric, gesture, horizon, line, optical illusion, perspective, proportion, impressionism, romanticism, one-point perspective, perpendicular	Manipulate, experiment, light, shade, vanishing point, aerial perspective, dynamism, 2D and 3D forms,
Painting	Enjoy using a variety of tools including different sized brushes and tools, i.e. sponge brushes, fingers, twigs.	Experiment with paint using a range of tools, e.g. different brush sizes,	Explore by experimenting tools and techniques, including - layering, mixing media, scraping through etc.	Investigate paint with different effects and textures including - blocking in colour, washes, thickened paint etc.	Investigate and use different paint and tools in order to create different details, effects and texture.	Examine the build-up layers and colours/ textures using appropriate tools.	Confidently choose appropriate tools: paint, paper and implements and discuss choices.

	<p>Explore working with paint on different surfaces and indifferent ways. Know and name the primary colours being used. Explore what happens when they mix colour.</p>	<p>hands, feet, rollers and pads. Paint on different surfaces with a range of media Begin to show control over the types of marks made with a paint brush. Stippling, different brush strokes. Know different size brushes will give different thickness of lines. Know and name the primary colours. Mix secondary colours and shades using different types of paint. Know how to mix and identify warm and cold colours from the primary and secondary colours</p>	<p>Choose and use a suitable brush to produce appropriate marks e.g. a small brush for small marks. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Know and understand the colour wheel. Mix all the secondary colours using primary colours independently. To match colours to artefacts and objects.</p>	<p>Understand which brush and effect to use for the mark/image being painted. Start and develop a painting from a drawing. Know and understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in creating shades of the same colour.</p>	<p>Choose appropriate materials to work with. Work in the style of a selected artist. Understand how to paint using perspective. Understand how to use light and dark within painting. Mix colour, shades and tones with increasing confidence. Make and match colours with increasing accuracy.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including - blocking in colour, washes, thickened paint creating textural effects. Begin to develop their own style using tonal contrast and mixed materials. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence. Develop a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</p>	<p>Purposely control the types of marks made and experiment with different effects and textures including - blocking in colour, washes, thickened paint creating textural effects. Work in a sustained and independent way to develop their own style of painting. Understand what works well in their work and why. Know how to use perspective when drawing and painting landscape. Create shades and tints using black and white.</p>
Vocabulary	<p>paint, colour names, brush, sponge, mix,</p>	<p>action painting, colour wheel, primary colour, secondary colour, paint, paintbrush, pattern, mix, texture, dripping, splashing</p>	<p>shade, tone, tool, technique, layer, scrape, scale, blend, brush strokes, complementary colour, mural, texture, dot painting, pochoir, stippling</p>	<p>blocking in, wash, watercolour wash, thickened paint, acrylic, bleed, cool colours, warm colours, neutral colours, contrast, opaque, translucent, transparent, palette, rotate, spectrum, colour wash</p>	<p>colour match, apply, detail, effect, monochromatic colour, resist, still life, theme, impressionism, pointillism, impasto, canvas, matchstick men, backdrop,</p>	<p>source material, photograph, found objects, concentration, development of ideas, small elements, intensity, tint tone, stencil, graffiti, wheat paste, mural,</p>	<p>shade, tint, implements, preliminary study, test media, impasto, wet-in-wet, Ben Day Dots, lino-printing</p>
Mixed Media	<p>Use appropriate language to describe colours, media, equipment and textures. Cut shapes using scissors and other modelling tools. Build construction/ sculpture using a variety of objects. Create images through collage using pictures and recycled materials. Know what collage is. Enjoy playing with and using a variety of textiles and fabric. Use a variety of malleable media such as papier-mâché, salt dough.</p>	<p>Make marks in print with a variety of objects, including natural and made objects. Impress and apply simple decoration techniques, including painting. Make rubbings and recognise pattern in the environment. Experiment (shape and form) with, construct and join recycled, natural and man-made materials. Experiment with how objects can be connected together to form simple structures. Know how to make a sculpture. Build a repeating pattern. Use tools and equipment Manipulate malleable media in a variety of ways, e.g. rolling, kneading and shaping.</p>	<p>Develop experience in choosing the correct material to represent surface patterns/textures and use them when appropriate. Investigate textures and use line and tone in collage to consider shape, shade, pattern and texture. Express links between colour and emotion through the use of collage. Understand how to use paper to create a collage. Experiment with, construct and join recycled, natural and man-made materials more confidently Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Create simple designs for printing, exploring pattern and shape. Manipulate clay for a variety of purposes, including. thumb</p>	<p>Begin to show an awareness of objects having a third dimension and perspective. Know how to join two materials successfully. Construct a simple base for extending and modelling faces. Understand and know how to work in relief. Develop textured collages from a variety of media including greater level of detail. Explore and develop the use of a range of mediums such as papier-mâché and clay. Create simple designs for printing, investigating pattern and shape. Begin to join clay adequately by using slip and blending. Understand the safety and basic care of materials and tools.</p>	<p>Mix materials, rough and smooth, plain and patterned. Know how to use a range of materials and develop awareness of the use of textiles to create texture, pattern and depth. Study different artists looking at style and use of colour and texture. Develop textured collages from a variety of media including greater level of detail. Demonstrate experience in combining and arranging materials to create an image with depth. Research, create and refine a print using a variety of techniques: 2-colour polyblock printing. Design patterns of increasing complexity and repetition. Join clay adequately by using slip and blending.</p>	<p>Combine a variety of materials to produce an end piece. Create a 3-D freestanding structure using a variety of materials and objects. Develop patterns of increasing complexity and repetition. Combine a range of skills and materials studied so far. Examine, create and refine a print using a variety of techniques such as 2-colour polyblock and lino printing. Join materials such as clay and papier-mâché with appropriate techniques such as wetting and blending. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p>	<p>Use chosen media for purpose and style. Recognise sculptural forms in the environment. Examine the use of textiles in collage, including applique and tapestry. Demonstrate experience in freestanding work using a range of media. Develop skills in modelling materials and clay including slabs, coils, slips, etc. Solve problems as they occur when creating art pieces. Use language appropriate to skill and technique.</p>

		safely and in the correct way.	pots, simple coil pots, textured tiles and models.				
Vocabulary		Pattern, print, repeat, rubbings, scissors, weave, thread, fabric crayon, sew, trim, 2D or Two Dimensional, 3D or Three Dimensional, clay, glue, pottery, scissors, sculpture, roll knead, shape, join.	Relief press, carbon printing, fabric printing, complex pattern, materials, ink, scoring French knitting, tie-dye, embroidery, collage, mosaic, stitch, knot coil pot, textured tile, manipulate, care of materials, care of tools, tools, construct, natural material, man-made material, ceramic, coil, collage, recycled, rubbings, slab	variety, design, symmetrical, asymmetrical, reflection, symmetry dyeing, textiles, stitch, cut, join slip, blend, model, architecture, artefact, scoring, refine	refine, printing, block, accurate, embellish mod-roc, wetting, blending, additive technique, carving, slab, tile, orphism, geometric shapes, stencil, impressed	layering print, alter, modify, applique, polyblock printing, scraping, detailing, slip, scoring	pin, running stitch, product, tie-dye, quilting, story quilt, tapestry, glaze, polish
Respond, interpret and analyse	Look and talk about what they have produced, describing simple techniques and media used. Explore how image is used to depict every day events. Interpret artwork by telling us what you see- shape, content and recognizable objects.	Add simple annotations to capture ideas. Describe the differences and similarities between different practices and disciplines, and make links to their own work. Explore two different images over time of still life. Interpret artwork and an artist's style – use of colour, pattern, texture, choice of context and shape, choice of placement on the page.	Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further. Reflect and explain the successes and challenges in a piece of art created. Express thoughts and feelings about a piece of art. Interpret artwork and artistic style - use of colour, shading and tone, choice of content and placement of items.	Continue to explore 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 Discuss own and others' work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and other periods of time. Interpret artwork and artistic style - use of colour for mood and expression, shading and tone, choice of content and placement of items.	Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history. Interpret artwork and artistic style - looking at changes in style over time and use of colour for expression.	Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Recognise the art of key artists and begin to place them in key movements or historical events. Explore a range of great artists, architects and designers in history. Identify artists who have worked in a similar way to their own work. Compare the style of different artistic styles and approaches.	Discuss and review own and others' work, expressing thoughts and feelings and explaining their views. Explore a range of great artists, architects and designers in history. Explore how the role of women has changed throughout the history of art and is there still more to do? Identify artists who have worked in a similar way to their own work.
Vocabulary	art, artist, artwork, shape.	Style, artistic style, colour, patter, texture, shape, placement.	Similarities, differences, comparison, emotions, emotive, shading, tone, placement.	Similarities, differences, comparison, techniques, response, interpret.	modification, interpretation, critique.	modification, interpretation, critique, historical style, influence.	Optical illusion, history of art, critique.
Artists, architects and designers in history	Gustav Klimt Georgia O'Keefe Jackson Pollock Gillian Ayres Mondrian	Jackson Pollock – America Abstract Wassily Kandinsky – Russian Abstract Robert Delaunay – French Abstract Henry Rousseau – French - Animals Henry Matisse, - French Amy Meya – American based ceramics artist Elaine Pinkernell – American ceramics artist		Sonia Delaunay – French - Artist William Morris – British - artist Kathe Kollowitz – German – Painting and Print making Monet – French - Painter Van Gough – Netherlands – Painter Frank Gehry – Architect - American		Andy Warhol – American Artist Roy Lichtenstein – American Artist David Hockney – English Pop Artist	
		Frida Kahlo – Mexican Painter Leonardo da Vinci – Italian Painter Pablo Picasso - French Andy Warhol – American artist Antony Gormley – English Sculpture	LS Lowry – English - Painter Vija Celmins – Latvian America – photo-realistic drawing Giorgio Morandi – Italian painter – Still life	Giocomo Balla Italian - painter Umberton Boccioni – Italian - Sculptor Gino Severini – Italian – Futurism Painter Banksy – British Artist Harriet Powers – African American - quilter Antoni Gaudi – Spanish – Architect Zaha Hadid – Architect – British-Iraqi			

Diversity in Art	Yayoi Kusama Harriet Powers Alma W Thomas	Aboriginal Art		Ancient Egyptian Art		Mexican Art – Day of the Dead African American quilting Renaissance Architecture Art Deco Architecture	
Christian Values links							
Cultural Capital Links Possibilities	Visiting artist Gallery visit Online gallery visit						

