

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	KS1	LKS2	UKS2
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. 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, collect and explore material and visual information and experiment with these from a range of sources. Plan, collect and record source material for future works and try out ideas. Express feelings and opinions about art including their own work through annotations. Make notes about techniques used by artists, Annotate ideas for improving their work. Try ideas and begin to refine them. Adapt and improve original ideas. Keep notes to explain their intentions and the purpose of a piece of work.	Use a sketchbook to: Plan through drawings and other work. Plan how to join materials and how their work will develop at each stage. Plan colours and collect source material for future works. Begin to explore possibilities, using and combining different styles and techniques. Keep notes which consider how a piece of work or a technique may be developed further. Collect and record visual information from different sources as well as planning, trying out ideas and changing techniques. Adapt work as and when necessary and explain why Annotate work in sketchbook. Select own images and starting points for work and give explanations for choices.

				Comment on and give an opinion on artwork with a fluent grasp of artistic/visual language
Vocabulary	Picture, art, artist, brush, paint, like.	Portrait, landscape, imagination, ideas, artist, craftsperson, 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 and combine different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Explore the use of line, shape and colour. Begin to know how to control the types of tools used to make marks through techniques such as hatching, scribbling and dotting. Understand when to choose to use dots, hatching, scribbling or lines to show texture or pattern when sketching a group of objects. Begin to know how to control lines to create simple drawings from observation. Sketch simple shapes for objects. Position objects or a group of objects on a piece of paper. Draw on different surfaces with a range of materials. Sketch thinking about the size of the object. Draw for a sustained period of time. Experiment with line, shape, pattern and colour. 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. Understand what is meant by the terms hatching and cross hatching when adding shading to a drawing. 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. Identify interesting aspects of objects as a starting point. Understand how to use shading to show light and shadow. Understand how to draw a face using proportion. Begin to indicate facial expressions in drawings. Understand how to use a grid to support completing a portrait. 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. 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. 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. 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. Draw with an awareness of composition, scale and proportion in their drawings. Have opportunities to develop further drawings featuring the third dimension and perspective. Understand how artists use viewpoints, shading, tone, line to create optical illusions.
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. Know and name the primary colours being used. Explore working with paint on different surfaces and indifferent ways. Explore what happens when they mix colour.	Experiment with paint using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Stippling, different brush strokes. Know different size brushes will give different thickness of lines. Paint on different surfaces with a range of media. Know and name the primary colours. Know how to mix and identify warm and cold colours from the primary and secondary colours Know and understand the colour wheel. Mix all the secondary colours using primary colours independently. 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. To match colours to artefacts and objects.	Investigate paint and tools in order to create different effects and textures including - blocking in colour, washes, thickened paint etc. 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. Understand how to use light and dark within painting. Start and develop a painting from a drawing. Understand which brush and effect to use for the mark/image being painted. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist. Understand how to paint using perspective. Make and match colours with increasing accuracy.	Examine the build-up layers and colours/ textures using appropriate tools. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence. Begin to develop their own style using tonal contrast and mixed materials. Develop a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours Confidently choose appropriate tools: paint, paper and implements and discuss choices. Work in a sustained and independent way to develop their own style of painting. Purposely control the types of marks made and experiment with different effects and textures including - blocking in colour, washes, thickened paint creating textural effects. Understand what works well in their work and why.

		Explore by experimenting tools and techniques, including - layering, mixing media, scraping through etc.		Know how to use perspective when drawing and painting landscape.
Vocabulary	paint, colour names, brush, sponge, mix,	action painting, colour wheel, primary colour, secondary colour, paint, paintbrush, pattern, mix, texture, dripping, splashing shade, tone, tool, technique, layer, scrape, scale, blend, brush strokes, complementary colour, mural, texture, dot painting, pochoir, stippling	blocking in, wash, watercolour wash, thickened paint, acrylic, bleed, cool colours, warm colours, neutral colours, contrast, opaque, translucent, transparent, palette, rotate, spectrum, colour wash colour match, apply, detail, effect, monochromatic colour, resist, still life, theme, impressionism, pointillism, impasto, canvas, matchstick men, backdrop,	source material, photograph, found objects, concentration, development of ideas, small elements, intensity, tint tone, stencil, graffiti, wheat paste, mural, shade, tint, implements, preliminary study, test media, impasto, wet-in-wet, Ben Day Dots, optical illusion, lino-printing
Mixed Media	Use a variety of malleable media such as papier-mâché, salt dough. Cut shapes using scissors and other modelling tools. Build construction/ sculpture using a variety of objects. Enjoy playing with and using a variety of textiles and fabric. Use appropriate language to describe colours, media, equipment and textures. Create images through collage using pictures and recycled materials. Know what collage is.	Make marks in print with a variety of objects, including natural and made objects. Manipulate malleable media in a variety of ways, e.g. rolling, kneading and shaping. Experiment (shape and form) with, construct and join recycled, natural and man-made materials. Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way. Experiment with how objects can be connected together to form simple structures. Know how to make a sculpture. Make rubbings and recognise pattern in the environment. Build a repeating pattern. 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. 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 pots, simple coil pots, textured tiles and models. Experiment with, construct and join recycled, natural and man-made materials more confidently.	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. Explore and develop the use of a range of mediums such as papier-mâché, wire, mod rock and clay. Create simple designs for printing, investigating pattern and shape. Develop textured collages from a variety of media including greater level of detail. Understand the safety and basic care of materials and tools. 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. Demonstrate experience in combining and arranging materials to create an image with depth. Study different artists looking at style and use of colour and texture. Research, create and refine a print using a variety of techniques, such as resist printing, polyblock printing. Design patterns of increasing complexity and repetition. Develop textured collages from a variety of media including greater level of detail. Join clay adequately by using slip and blending.	Combine a variety of materials to produce an end piece. Create a 3-D freestanding structure using a variety of materials and objects. Combine a range of skills and materials studied so far. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Examine, create and refine a print using a variety of techniques, such as resist printing, polyblock printing. Develop patterns of increasing complexity and repetition. Join materials such as clay and mod-roc with appropriate techniques such as wetting and blending. Use chosen media for purpose and style. Recognise sculptural forms in the environment. Solve problems as they occur when creating art pieces. Use language appropriate to skill and technique. Demonstrate experience in freestanding work using a range of media. Examine the use of textiles in collage, including applique and tapestry. Develop skills in modelling materials and clay including slabs, coils, slips, etc.
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, resist printing, printing, block, accurate, embellish mod-roc, wetting, blending, additive technique, carving,, slab, tile, orphism, geometric shapes, stencil, impressed	layering print, alter, modify, applique, resist printing, 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.	Explore two different images over time of still life. Describe the differences and similarities between different practices and disciplines, and make links to their own work. Add simple annotations to capture ideas. 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, describing the differences and similarities between different practices and disciplines, and making links to their own work Respond to art from other cultures and other periods of time. Interpret artwork and artistic style -changes of style over time, use of colour for mood and expression, shading and tone, choice of content and placement of items.	Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further as well as explaining their views. Identify artists who have worked in a similar way to their own work.

	Interpret artwork by telling us what you see- shape, content and recognizable objects.	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. Express thoughts and feelings about a piece of art. Reflect and explain the successes and challenges in a piece of art created. 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. Interpret artwork and artistic style - use of colour, 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.	Explore a range of great artists, architects and designers in history. Compare the style of different artistic styles and approaches. Explore optical illusions and the use of shading and mark making to create texture and depth. Explore how the role of women has changed throughout the history of art and is there still more to do?
Vocabulary	art, artist, artwork, shape.	Style, artistic style, colour, patten, 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	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 - Sculptor
Diversity in Art	Yayoi Kusama Harriet Powers Alma W Thomas	Aboriginal Art	Ancient Egyptian Art	Mexican Art – Day of the Dead African American quilting
Christian Values links	Peace	Peace	Wisdom	Wisdom Friendship Courage
Cultural Capital Links Possibilities	Visiting artist Gallery visit Online gallery visit			