



Westleigh Methodist Primary School
Art and Design Progression of Skills and Knowledge
With God, all things are possible – Matthew 19:26
Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



Early Years Foundation Stage

Educational Programme:

Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

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.

Art will also be taught discretely through the primary specific areas:

ELG: Fine Motor Skills

Children at the expected level of development will: hold a pencil effectively, use a range of small tools, including scissors and paint brushes and begin to show accuracy and care when drawing.

ELG: The Natural World

Children at the expected level of development will explore the natural world around them, making observations and drawing pictures of animals and plants.

National Curriculum

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.

Subject Content

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.
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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.

	Autumn	Spring	Summer
LEARNING CYCLE 1			
Nursery	<p style="text-align: center;"><u>Kandinsky</u> Painting / Digital Art / Drawing</p> <p>Exploration Kandinsky through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p>	<p style="text-align: center;"><u>Eric Carle</u> Collage / 3D Art</p> <p>Exploration of Eric Carle through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p>	<p style="text-align: center;"><u>Georgia O'Keefe</u> Printing</p> <p>Exploration of Georgia O'Keefe through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p>
<p style="text-align: center;">2-3</p> <p>Vocabulary: Colour Brush Paint</p> <p>Texture Material</p> <p>Natural</p>	<p style="text-align: center;">Use a programme on an iPad to make marks in different ways.</p> <p>Experiment with colour and design. Use a range of small tools, including paint brushes.</p> <p style="text-align: center;">Learn to...</p> <p>Notice patterns with strong contrasts start to make marks intentionally. Explore different materials and tools Enjoy drawing freely Develop manipulation and control. Express ideas and feelings through making marks. Explore paint, using fingers as well as brushes and other tools.</p>	<p style="text-align: center;">Children explore materials/ resources finding out what they are/what they can do and decide how they want to use them.</p> <p>Explore a variety of materials, experimenting with design, texture, form.</p> <p style="text-align: center;">Learn to...</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas.</p>	<p style="text-align: center;">Children will explore materials and resources, finding out what they are, what they can do and decide how they want to use them. They will use materials with different patterns, colours, tones and textures in the environment.</p> <p>Children at the expected level of development will explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p style="text-align: center;">Learn to...</p> <p>Make marks in different ways. Use their imagination as they consider what they can do with different materials.</p>
<p style="text-align: center;">3-4</p> <p>Vocabulary: (above +) Draw Pattern Shape</p>	<p style="text-align: center;">Children will draw from their imagination and observation.</p> <p>They will show accuracy and care when drawing. Experiment with colour and design. Use a range of small tools, including paint brushes.</p>	<p style="text-align: center;">Children will use opportunities to explore scale</p> <p>Explore a variety of materials, experimenting with design, texture, form.</p> <p style="text-align: center;">Learn to...</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p style="text-align: center;">Children will notice features of artists work, explore and refine their colour mixing.</p> <p>Share their creations, explaining the process they have used. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture.</p>

<p>Pencil Scissors</p> <p>Colour mix Observe Design</p>	<p>Learn to...</p> <p>Talk about and identify the patterns around them.</p> <p>Select tools to make lines and shapes</p> <p>Create closed shapes with continuous lines.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Draw with increasing complexity and detail.</p> <p>Explore colour and colour mixing. show different emotions in their drawings and paintings, like happiness, sadness, fear.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Learn to...</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures</p> <p>Explore colour and colour mixing.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>
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LEARNING CYCLE 2

<p>Nursery</p>	<p><u>Georges Seurat pointillism</u></p> <p>Dots, spots and patterns</p> <p>Leaf & heuristic art Lois Ehlert</p> <p>Rangoli patterns</p>	<p><u>Piet Mondrian</u></p> <p>Lines and shapes</p> <p>Car design Pancakes faces</p>	<p><u>Henri Matisse</u></p> <p>Collage and materials</p> <p>Modern art as depicted in the book snail trail Salt dough bugs</p>
<p>2 – 3</p>	<ul style="list-style-type: none"> -Start to make marks intentionally. -Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. - Explore colour and colour mixing --Use large and small motor skills to do things independently -Develop manipulation and control. -Explore different materials and tools. 	<ul style="list-style-type: none"> -Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. -Use large and small motor skills to do things independently -Develop manipulation and control. 	<ul style="list-style-type: none"> Explore different materials, using all their senses to investigate them. -Manipulate and play with different materials. -Use their imagination as they consider what they can do with different materials. -Explore different materials and tools.

<p>3 - 4</p>	<p>-- Choose the right resources to carry out their own plan.</p> <p>-Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>-Use a comfortable grip with good control when holding pens and pencils.</p>	<p>-Use a comfortable grip with good control when holding pens and pencils.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>- Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>- Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>-Develop their own ideas and then decide which materials to use to express them.</p> <p>-Join different materials and explore different textures.</p> <p>- Choose the right resources to carry out their own plan.</p> <p>-Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>
<p>Reception</p> <p>Vocabulary: (above +) Accuracy Explain Process</p>	<p><u>Jackson Pollock</u> <u>Painting / Collaborative work</u></p> <p>Exploration of Jackson Pollock through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p> <p>Children will develop colour-mixing techniques match the colours they see and want to represent.</p> <p>Experiment with colour and design. ELG: use tools including paint</p> <p>Learn to...</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p><u>Van Gogh</u> <u>Drawing/Painting</u></p> <p>Exploration of Vincent van Gogh through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p> <p>Children will notice features in the natural world. Define colours and shapes.</p> <p>Children will hold a pencil effectively, use a range of small tools including paint brushes and begin to show accuracy and care when drawing. They will explore the natural world, drawing pictures of plants.</p> <p>Learn to...</p> <p>Build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p><u>Andy Goldsworthy:</u> <u>3D Art (Natural) / Collaborative</u></p> <p>Exploration of Andy Goldsworthy through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p> <p>Children will notice features in the natural world. Define textures and colours.</p> <p>They will explore the natural world around them, making observations. Share their creations, explaining the process they have used.</p> <p>Learn to...</p> <p>Explore the natural world around them, noticing features in the natural world.</p> <p>Think about and discuss what they want to make. Create collaboratively, sharing ideas, resources and skills.</p> <p>Use a range of materials to construct with. Use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>

Year 1	NC: Learn about the work of artists, crafts makers and designers, describing the differences and similarities and differences between practices and disciplines, and making links to their own work.		
	<p><u>Painting/printing – self-portraits</u></p> <p>NC: To use painting to develop and share their ideas, experiences and imagination. To use a range of art and design techniques.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Investigate mark-making by selecting thick brushes, sponge brushes for particular effects. Explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting. Apply paint to make a background using wide brushes and other tools to express backgrounds and context. Match primary colours to artefacts and objects. Build a repeating pattern using a variety of objects/materials. Use a variety of techniques, e.g. carbon printing, relief, press and fabric printing and rubbings. <p>Artist influence: Picasso</p> <p>Thankfulness Spiritual Individual Liberty</p>	<p><u>Drawing – significant buildings</u></p> <p>NC: Use drawing to develop and share their ideas, experiences and imagination.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Use different types of lines e.g. straight, curved, zig-zag e.g. coloured crayons. Introduce primary colours. Observational drawing using knowledge of different lines to create shape. <p>Artist influence: L. S Lowry – buildings</p> <p>Curriculum links: Geography landmarks</p> <p>Notes: HB pencils of varying weights to be used across both key stages. Sketch books to be used for all drawing skills and prior to other art skills e.g. painting, collage.</p> <p>Cultural</p>	<p><u>Collage</u></p> <p>NC: Use a range of materials creatively to design and make products. Learn about the work of a range of craft makers and designers.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Use a wide variety of media, e.g. photocopied material, fabric, plastic, tissue, magazines and crepe paper. Select materials with thought, considering: content, shape, surface and texture. Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. Create images from imagination, experience or observation. Create textured collages from a variety of media, e.g. Make a simple mosaic. <p>Artist influence: Rodrigo Franzão - mixed media textile art (geometric, abstract and constructivist art).</p> <p>Curriculum link: geography Brazil Equality Cultural Mutual Respect</p>
Year 2	NC: Learn about the work of artists, crafts makers and designers, describing the differences and similarities and differences between practices and disciplines, and making links to their own work.		
	<p><u>Sculpture/Painting – Clay poppies</u></p>	<p><u>Digital Art of the continents</u></p> <p>Skills/techniques:</p>	<p><u>Drawing/Painting Aboriginal designs using a Batik effect</u></p>

NC: To use painting to develop and share their ideas, experiences and imagination.

Skills/techniques (sculpture):

- Manipulate rigid and malleable materials with control such as clay or card to represent something known, e.g. bodies/heads/ pinch pot/coil pot.
- Experiment with basic tools on rigid / pliable materials to add surface features.
- Smooth and join materials with care.
- Respond to sculptures and craft artists to help them adapt and make their own work.

Skills/techniques (painting):

- Use colour and painting skills and apply surface techniques to create or suggest a place, time or season.
- Mix a range of secondary colours, shades and tones. Experiment with colour for different purposes: to represent real life, ideas and convey mood.
- Experiment with tools and techniques, including layering, mixing media, scraping through etc.

Artist influence: Jacqueline Hurley

Curriculum links: History World War II

Peace

Moral

Individual Liberty

- Open and use an art program, selecting simple tools to make lines, shapes and colours.
- Can use a digital camera to select, capture, save and print.
- Control the size of mark and select colours, and use predefined shapes, motifs and stamps.
- Copy and paste areas of the image.

Artist influence:

Harold Cohen

David Hockney

Curriculum links: Geography - The Earth

Moral

NC: Use drawing to develop and share their ideas.

Skills/techniques:

- To use tone (light & dark) to add shading to a line e.g. pencils and coloured pencils.
- To use geometric shapes and add shading to create a 3D effect.
- Use colour and painting skills and apply surface techniques, e.g. Batik

Artist influence:

Matjangka (Nyukana) Norris (Batik artist)

Curriculum link: Geography - Down Under

Notes: HB pencils of varying weights to be used across both key stages. Sketch books to be used for all drawing skills and prior to other art skills e.g. painting, collage.

Mutual Respect

Year 3	NC: Pupils will learn about great artists, designers in history.		
	<p style="text-align: center;"><u>Drawing cave designs</u></p> <p>NC: To improve their mastery of art and design techniques, including drawing. Create sketch books to record their observations and use them to revisit ideas.</p> <p>Stone Age cave art – tools surfaces charcoal</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> • Look at the way that shadows are made and use tone to show the effect of light and dark. • To use hatching. • Experiment with tools and surfaces e.g. charcoal and graphite sticks. <p>Artist influence: Sir Sidney Nolan (In the Cave)/ Joseph Beuys</p> <p>Curriculum links: History – the Stone Age</p> <p>Notes: HB pencils of varying weights to be used across both key stages. Sketch books to be used for all drawing skills and prior to other art skills e.g. painting, collage.</p> <p>Cultural</p>	<p style="text-align: center;"><u>Painting landscapes</u></p> <p>NC: To improve their mastery of art and design techniques, including a range of materials.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> • Confidently select a brush type to match the scale of work e.g. thin brush on small picture etc. • Represent things observed, remembered or imagined, using different effects and textures e.g. blocking in colour, washes, thickened paint. • Understand how artists mix a variety of secondary colours to express a mood in a work e.g. warm and cool shades. <p>Artist influence: Alfred Heaton cooper</p> <p>Curriculum links: Geography – rivers and mountains Moral</p>	<p style="text-align: center;"><u>Collage/Textiles Egyptian necklace</u></p> <p>NC: Develop an –increasing awareness of different kinds of art, craft and design. Learn about the great craft makers and designers in history.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> • Experiment with a range of media e.g. overlapping and layering. • Use a variety of techniques, e.g. printing, dyeing, quilting, weaving, embroidery, and paper and plastic trappings. • Use the natural / town environment as a stimulus for a mixed media work to convey meaning. • Select fabric/ materials to assemble a constructed piece. • Develop skills in stitching. Cutting and joining. • Weave paper & materials to represent an image e.g. landscape, pattern or texture. <p>Artist influence: Anni Albers (Egyptian hand weaving)</p> <p>Curriculum links: History – Ancient Egypt</p> <p>Cultural</p>
Year 4	NC: Pupils will learn about great artists, designers in history.		
	<u>Drawing - sketching volcanoes</u>	<u>Painting</u>	<u>Digital Art</u>

	<p>NC: Improve mastery of drawing with a range of materials.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> To use shading and tone to create texture in drawing the effect of light e.g. chalk pastels. To use cross-hatching. Create accurate drawings including proportion e.g. people/ animal. Computer generated drawings including patterns. Work on a variety of scales. <p>Artist influence: JMW Turner</p> <p>Curriculum links: Geography – volcanoes</p> <p>Notes: HB pencils of varying weights to be used across both key stages. Sketch books to be used for all drawing skills and prior to other art skills e.g. painting, collage.</p>	<p>NC: To improve their mastery of art and design techniques, including a range of materials.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Select paints and implements appropriately to create different effects and textures with paint. Create a painting from designs and show increasing independence and creativity with the painting process. Use more specific colour language when making and matching colours e.g. tint, tone, shade, hue. <p>Artist influence: John Piper</p> <p>Curriculum links: Significant buildings/landmarks Cultural</p>	<p>Skills/techniques:</p> <ul style="list-style-type: none"> Use a painting program to make an image corresponding to their work in other art media. Create a motif in lines and shapes, copy and paste to create a simple repeat pattern. Experiment with colours and textures in a graphics programme. Make an appropriate choice of filters to manipulate and create images. Use a digital camera and combine a photo with drawing in a paint program. <p>Artist influence: David Hockney (digital art)</p> <p>Curriculum links: History – Ancient Greece Cultural Rule of Law</p>
<p>Year 5</p>	<p>NC: Pupils will learn about great artists, designers in history.</p>		
	<p><u>Printing Anglo-Saxon designs</u></p> <p>NC: Develop their techniques, including their control and their use of materials.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering. Explore colour mixing through printing. 	<p><u>Drawing</u></p> <p>NC: Improve mastery of drawing with a range of materials.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Use lines to create perspective e.g. oil pastels. To use blending. To use shape and form to create 3D drawings. 	<p><u>Painting</u></p> <p>NC: To improve their mastery of art and design techniques, including a range of materials.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> Create different effects using a variety of tools and techniques e.g. dots, scratches and splashes, and applying paint in layers. Apply colour using a variety of tools and techniques.

	<ul style="list-style-type: none"> • Explore pattern and shape, creating designs for printing. • Create controlled lines, shapes, textures and tones through monoprinting on a variety of papers to create an image. • Explores images and recreates texture in a Collograph print using e.g. corrugated card, string, press print. • Create a complex pattern made up from two or more motifs and print a tiled version. • Design prints for e.g. fabrics, book covers, wallpaper or wrapping paper. <p>Artist influence: Damien Hurst (printing)</p> <p>Curriculum links: History Anglo-Saxon brooches Love Cultural</p>	<ul style="list-style-type: none"> • Interpret the texture of a surface - produce increasingly accurate drawings. <p>Artist influence: Rosalind Monks</p> <p>Curriculum links: Science – Living things and habitats</p> <p>Thankfulness</p>	<ul style="list-style-type: none"> • Plan and paint using other artists/cultures to inform their painting. • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. <p>Artist influence: Nicolas Hilliard miniature portraits / art of limning.</p> <p>Curriculum links: History Tudors</p> <p>Social Cultural</p>
Year 6	NC: Pupils will learn about great artists, designers in history.		
	<p style="text-align: center;"><u>Sculpture</u></p> <p>NC: Improve mastery of sculpture techniques.</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> • Plan a sculpture through drawing and other preparatory work. • Describe the different qualities involved in modelling, sculpture and construction. 	<p style="text-align: center;"><u>Digital Art/Painting</u></p> <p>NC: To improve their mastery of art and design techniques, including a range of materials.</p> <p>Skills/techniques (painting):</p> <ul style="list-style-type: none"> • Choose appropriate paint, paper and implements to adapt and extend their work. • Use studies/observation to plan paintings, using thumbnail studies and paint techniques. 	<p style="text-align: center;"><u>Textiles</u></p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> • Experiment with a range of media e.g. overlapping, layering etc. • Attach materials using stitching, e.g. straight stitch, running or cross stitch. Control stitching using various needles to produce more complex pattern with care and some accuracy. • Use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact.

	<ul style="list-style-type: none"> Assemble a variety of found materials to make a new form, covering with ModRoc. Select and use cutting tools and adhesives with care to achieve a specific outcome. Embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface. Create sculpture and constructions with increasing independence. Talk about their work understanding that it has been sculpted, modelled or constructed. <p>Artist influence: Henry Moore</p> <p>Curriculum links: History World War II</p> <p>Thankfulness, Peace</p>	<ul style="list-style-type: none"> Test media and materials and mix appropriate colours. Show the effect of light and colour, texture and tone on natural and manmade objects. <p>Skills/techniques (digital art):</p> <ul style="list-style-type: none"> Understand that a digital image is created by layering. Create layered images from original ideas. Use a digital camera to capture objects. Cut and paste into another image to create a digital collage. Use a paint/graphics programme to develop virtual designs for a painting, print or 3D work. <p>Artist influence: Roy Lichtenstein / Andy Warhol</p> <p>Curriculum links: North America Cultural</p>	<ul style="list-style-type: none"> Use different techniques, contrasting colours and textures when designing and making pieces of work. Dye fabrics and use tie-dye techniques to control and create a fabric image. Show an awareness of the natural environment through careful colour matching and understanding of seasonal colours. <p>Artist influence: Sarah Zapata https://tramatextiles.org/pages/mayan-symbolism</p> <p>Curriculum links: Ancient Mayans Justice Cultural Mutual Respect</p>
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Art Progression of Skills

Expectations to ensure coverage across KS1 and KS2:

Art is to be taught alternately with Design and Technology. It is to be covered once in each term (Autumn, Spring and Summer).

Areas of art can be taught in any order but please use the coverage guide to ensure pupils experience a wide range of skills.

Year Group	Autumn	Spring	Summer
Year 1	Printing/Painting	Drawing	Collage/Textiles
Year 2	Sculpture/Painting	Digital Art	Drawing

Year 3	Drawing	Printing	Collage/Textiles
Year 4	Drawing	Painting	Digital Art
Year 5	Printing	Drawing	Painting
Year 6	Sculpture/Drawing	Digital Art/Painting	Textiles