
	<h1>Art</h1>	
EYFS Framework 2021		
ELG: Creating with Materials	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	
ELG: Fine Motor Skills	<p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 	
EYFS Progression of Knowledge and Skills		
<ul style="list-style-type: none"> • I can demonstrate how to hold and use scissors safely. • I can select the correct colours to paint my self- portrait. • I can demonstrate different techniques whilst painting, e.g. finger painting. • I can execute a picture in the style of ‘Starry Night’ by Van Gogh. • I can use a range of media to create texture. • I can execute a picture in the style of Mondrian and discuss my design. • I can use different food to print with and explain what I notice, e.g. texture. 		
<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Van Gogh, Mondrian, printing, texture</p>		

KS 1 National Curriculum	
Ar1/1.1	to use a range of materials creatively to design and make products
Ar1/1.2	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Ar1/1.3	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Ar1/1.4	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.
KS 1 Ready to Progress Criteria (‘Teaching a Broad and Balanced Curriculum for Educational Recovery’, June 2021)	
At Key Stage 1:	
<ul style="list-style-type: none"> • Pupils’ skills in manipulating tools and equipment to create work and use their imagination are essential for exploring materials and techniques later in the curriculum. It is therefore a priority to develop and embed fine and gross motor skills by teaching pupils how to use a range of tools competently. This may include cutting with scissors or using the correct grip for specific art tools. 	
Year 1 Progression of Knowledge and Skills	
Drawing	<ul style="list-style-type: none"> • Extend the variety of drawings tools to include charcoal and felt tips. • Explore different textures and experiment with mark making - building on previous experience. • Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. • Observe anatomy - encourage accurate drawings of people/faces.



	<ul style="list-style-type: none"> • Sketch objects in both the natural and man-made world.
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Change – Portrait – Proportion</p>
Colour	<ul style="list-style-type: none"> • Ensure they know the names of all the colours. • Begin to introduce mixing of colours to make new colours. • Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark • Continue to explore applying colour with a range of tools for enjoyment
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Primary colour - Secondary colour – Colour names</p>
Texture	<ul style="list-style-type: none"> • Simple paper and/or material weaving using a card loom. • Mix colours and paint strips of paper to weave with. • Add objects to the weaving - buttons, twigs, dried flowers. • Build on skills of using various materials to make collages –using some smaller items. • Discuss how textiles create things – curtains, clothing, decoration • Create larger scale pieces collaboratively.
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Warp – Weft – Textiles</p>
Sculpture/ Form	<ul style="list-style-type: none"> • Construct to represent personal ideas. • Use materials to make known objects for a purpose, i.e. puppet. • Cut shapes using scissors. • Carve into media using tools. • Make simple joins by manipulating modelling material or pasting carefully.
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Puppet – Cutting – Joining</p>
Printing	<ul style="list-style-type: none"> • Create patterns and pictures by printing from objects using more than one colour. • Use appropriate language to describe tools, process, etc. • Create order, symmetry and irregularity through printing. • Talk simply about own work and that of other artists. • Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Repeating pattern – pressing – indent - raised</p>
Artists	<ul style="list-style-type: none"> • Picasso- use of colour and shape in portraits. • Arcimboldo- comparative study on portrait drawing. • Kandinsky- pattern/printing
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Cubism – Spanish – Past – Portrait – Collage – Compare – Line – Shape – Colour - Artist</p>
Year 2 Progression of Knowledge and Skills	
Drawing	<ul style="list-style-type: none"> • Continue to experiment with tools and surfaces. • Continue to draw as a way of recording experiences, feelings and their imagination. • Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. • Being to make initial sketches as a preparation for painting and other work.
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Layer - Smudge - Blend - Layer - Figure - Object - Single - Group - Pattern</p>



ART: National Curriculum and Progression of Knowledge and Skills



<p>Colour</p>	<ul style="list-style-type: none"> • Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’ • Make as many tones of one colour as possible using primary colours and white. • Mix colours to match those of the natural world – colours that might have a less defined name • Experience using colour on a large scale, A3/A2 playground- link to R.E chalk Rangoli <p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Colour wheel – Colour mixing</p>
<p>Texture</p>	<ul style="list-style-type: none"> • Develop skills of overlapping and overlying to create effects. • Use large eyed needles, different thicknesses of thread and different sized running stitches to sew with. • Attach material shapes to fabric with running stitches. • Start to explore other simple stitches - backstitch, cross-stitch <p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Fabric – Patchwork -</p>
<p>Sculpture/ Form</p>	<ul style="list-style-type: none"> • Awareness of natural and man-made forms and environments • Able to shape and form from direct observation • Use a range of decorative techniques: applied, impressed, painted, etc. • Use a range of tools for shaping, mark making, etc. • Construct from found junk materials. • Replicate patterns and textures in a 3-D form. • Begin to make simple thoughts about own work and that of other sculptors. <p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Join</p>
<p>Printing</p>	
<p>Pattern</p>	<ul style="list-style-type: none"> • Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. • Look at natural and manmade patterns and discuss. • Discuss regular and irregular – what does it mean? <p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above)</p>
<p>Artists</p>	<ul style="list-style-type: none"> • Romero Britto • Andy Warhol • Various Portrait Artists <p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Pop Art</p>

**KS2 National Curriculum**

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Ar2/1.3 learn about great artists, architects and designers in history.

KS 2 Ready to Progress Criteria

(‘Teaching a Broad and Balanced Curriculum for Educational Recovery’, June 2021)

At Key Stage 2 and 3:

- Leaders should prioritise securing depth and mastery of pupils’ practical knowledge, such as different **artistic methods, techniques, media and materials**. Securing this knowledge allows pupils to communicate, record and create.
- It remains important that pupils have significant time for **deliberate practice**, encountering the core knowledge in different contexts and with **growing complexity** to develop mastery (for example, **drawing with pencil**, ink and wire).
- The emphasis on practical knowledge should encompass multiple applications, for example, **drawing representationally, drawing expressively and drawing unconventionally**.
- Focusing pupils’ attention on the **multiple forms in which art exists** will help to secure their knowledge of the subject's **breadth and diversity**. Teachers should revisit previous topics or teach the content of missed ones, placing more emphasis on developing mastery in the process of making rather than a performative final outcome.

Year 3 Progression of Knowledge and Skills

Drawing	<ul style="list-style-type: none"> • Experiment with the potential of various pencils (2B - HB) to show tone, texture etc. • Encourage close observation of objects in both the natural and man-made world. • Observe and draw simple shapes. • Make initial sketches as a preparation for painting and other work. • Encourage more accurate drawings of people – particularly faces looking closely at where feature and the detail they have.
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Sketchbook - Grades of pencil - Scale - Symmetry - Refine - Alter -Visual Sources – Texture - Expression</p>
Colour	<ul style="list-style-type: none"> • Extend exploring colour mixing to applying colour mixing in their work. • Make colour wheels to show primary and secondary colours. • Introduce different types of brushes for specific purposes. • Begin to apply colour using dotting, scratching, splashing to imitate an artist. • Pointillism – control over coloured dots, so tone and shading is evident.
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Wash</p>
Texture	<ul style="list-style-type: none"> • Use smaller eyed needles and finer threads. • Tie dying – ways of colouring or patterning material. • Look at artists: Linda Caverley, Ellen Jackson, Alison King
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Padding – Detail</p>
Sculpture/ Form	
Printing	<ul style="list-style-type: none"> • Use the equipment and media with increasing confidence. • Use relief and impressed printing processes. • Use sketchbook for recording textures/patterns.



	<ul style="list-style-type: none"> • Discuss own work and that of other artists. • Explores images through monoprinting on a variety of papers • Explore colour mixing through overlapping colour prints deliberately.
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Printing block</p>
Pattern	<ul style="list-style-type: none"> • Search for pattern around us in world, pictures, objects. • Use the environment and other sources to make own patterns, printing, rubbing. • Use sketchbooks to design own motif to repeat. • Create own patterns using ICT • Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground • Link to Maths – symmetry
	<p>Vocabulary:</p>
Artists	<ul style="list-style-type: none"> • Ellen Jackson, Alison King • Rene Magritte • Matisse • William Morris
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Romanticism – Surrealism – Expressionism</p>
Year 4 Progression of Knowledge and Skills	
Drawing	<ul style="list-style-type: none"> • Identify and draw the effect of light (shadows) on a surface, on objects and people. • Introduce the concepts of scale and proportion. • Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. • Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions) • Computer generated drawings.
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Paper types –Variation – Facial expression – Reflection – Figures- Form – Sketches</p>
Colour	<ul style="list-style-type: none"> • Mix and match colours to those in a work of art. • Work with one colour against a variety of backgrounds. • Observe colours on hands and faces - mix flesh colours. • Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Scale - Detail – Mood – Adjust</p>
Texture	<ul style="list-style-type: none"> • Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding. • Start to place more emphasis on observation and design of textural art. • Use initial sketches to aid work. • Continue experimenting with creating mood, feeling, movement and areas of interest.
	<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Project</p>



<p>Sculpture/ Form</p>	<ul style="list-style-type: none"> Plan and develop ideas in sketchbook and make informed choices about media. Experience surface patterns / textures. Work safely, to organise working area and clear away. Discuss own work and work of other sculptors with comparisons made. Consider light and shadow, space and size. Investigate, analyse and interpret natural and manmade forms of construction. <p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Sculpt – Mouldable – Combine – Design</p>
<p>Printing</p>	<ul style="list-style-type: none"> Use sketchbook for recording textures/patterns. Interpret environmental and manmade patterns and form Discuss the nature of effects able to modify and adapt print as work progresses. Explores images and recreates texture through deliberate selection of materials; wallpaper, string, polystyrene etc. <p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above)</p>
<p>Pattern</p>	
<p>Artists</p>	<ul style="list-style-type: none"> David Hockney- portraits, proportion, light Carl Warner– Computer generated drawings Andy Goldsworthy- environmental art and patterns/ form <p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Surrealism – Conceptual - Contemporary</p>
<p>Year 5 Progression of Knowledge and Skills</p>	
<p>Drawing</p>	<ul style="list-style-type: none"> Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Look at the effect of light on an object from different directions. Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. Produce increasingly accurate drawings of people. Produce increasingly detailed preparatory sketches for painting and other work. Introduce the concept of perspective. Produce work collaboratively. Independently selects materials and techniques to use to create a specific outcome. <p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Photographs – Lines – Tonal contrast – Hatching – Blending – Focal Point - Foreground – Middle Ground – Background – Express emotion</p>
<p>Colour</p>	<ul style="list-style-type: none"> Controlling and experimenting particular qualities of tone, shades, hue and mood. Explore the use of texture in colour (link to texture unit) with e.g. sawdust, glue, shavings, sand and on different surfaces. Use colour to express moods and feelings. Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. Consider artists use of colour and application of it. <p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Experiment</p>



Texture	
Sculpture/ Form	<ul style="list-style-type: none"> • Use sketchbook to inform, plan and develop ideas. • Shape, form, model and join with confidence. • Produce more intricate patterns and textures. • Work directly from observation or imagination with confidence. • Take into account the properties of media being used. • Discuss and evaluate own work and that of other sculptors in detail (Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.) • Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.
	Vocabulary: (in addition to, and building on previous year- see also BOLD items above)
Printing	
Pattern	<ul style="list-style-type: none"> • Organise own patterns • Use shape to create patterns • Create own abstract pattern • Patterns reflect personal experiences and expression. • Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. • Look at various artists creation of pattern and discuss effect, i.e. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro) • Discuss own and artists work, drawing comparisons and reflecting on their own creations.
	Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Tactile – Qualities
Artists	<ul style="list-style-type: none"> • Molly Williams • Jill Denton • Thorpe • Pollock
	Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Fabric – Pop Art
Year 6 Progression of Knowledge and Skills	
Drawing	<ul style="list-style-type: none"> • Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. • Look at the effect of light, and the shadows it creates, on an object from different directions. • Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. • Produce increasingly accurate drawings of people. • Produce increasingly detailed preparatory sketches for painting and other work. • Introduce the concept of perspective. • Work on a variety of scales and collaboratively. • Independently selects materials and techniques to use to create a specific outcome.
	Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Dry media - Wet media - Mixed media – Form – Interpretation



<p>Colour</p>	<ul style="list-style-type: none"> • Controlling and experimenting particular qualities of tone, shades, hue and mood. • Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. • Considering colour for purposes • Use colour to express moods and feelings. • Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. • Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. • Consider artists use of colour and application of it (Pollock, Monet, Chagall, Nash)
<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above)</p>	
<p>Texture</p>	<ul style="list-style-type: none"> • Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, painting, weaving, layering etc. • Use found and constructed materials. • Work collaboratively on a larger scale.
<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Tactile elements – Visual elements</p>	
<p>Printing</p>	<ul style="list-style-type: none"> • Builds up drawings and images of whole or parts of items using various techniques, e.g. card observed or imagined, through collage printing • Screen printing • Explore printing techniques using by various artists; relief • Recreates a scene remembered.
<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Overprint – Method – Effectiveness</p>	
<p>Pattern</p>	<ul style="list-style-type: none"> • Organise own patterns and discuss their thought process. • Use shape to create patterns and compare these to other artists. • Create own abstract pattern. • Patterns reflect personal experiences and expression. • Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. • Look at various artists creation of pattern and discuss effect, i.e. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro) • Discuss own and artists work, drawing comparisons and reflecting on their own creations.
<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Effectiveness of technique</p>	
<p>Artists</p>	<p>Mark Rothko – painting techniques; emotion through art (history link: crime and punishment) Bridget Riley – pattern Pollock – colour and texture Fillipo Brunelleshi – Drawing: Perspective Paul Nash – WWII</p>
<p>Vocabulary: (in addition to, and building on previous year- see also BOLD items above) Op Art – Expressionism – Renaissance – Minimalism</p>	