

Art Curriculum Progression Overview

Pupils at Hope School should be to be taught about:

In Key Stage 1:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experience and imagination
- to develop a wide range of art and design 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.

Year R

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>DRAWING</u> Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. Use drawings to tell a story from retelling or from imagination. Investigate different lines - thick, thin, wavy, straight. Explore different textures and experiment with mark making to illustrate these. Ensure sensitivity and visual awareness. Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p>	<p><u>COLOUR</u> Experiencing and using primary colours predominantly – to ensure they know their names. Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours. Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons. Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.</p>	<p><u>TEXTURE</u> Handling, manipulating and enjoying using materials Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.</p>	<p><u>FORM</u> Handling, feeling, manipulating materials Constructing and building from simple objects Pulls apart and reconstructs Able to shape and model from observation and imagination. Impress and apply simple decoration. Simple language created through discussion of feel, size, look, smell etc</p>	<p><u>PRINTING</u> Make rubbings showing a range of textures and patterns. Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. Produce simple pictures by printing objects. Able to work from imagination and observation. Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. Print with block colours.</p>	<p><u>PATTERN</u> Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah Simple symmetry – folding painted butterflies. BOOK stimulus – ‘My mum and dad make me laugh’</p>

						(spots and stripes) use junk and painting materials to create spot and stripe collages
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
Year 1						
Autumn 1 Robots	Autumn 2 Toys	Spring 1 Amazing Me	Spring 2 Let's Explore	Summer 1 The Great Fire of London	Summer 2 Forests	
	<p><u>DRAWING</u> Extend the variety of drawings tools to include charcoal and felt tips. Explore different textures and experiment with mark - building on previous experience. Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. Observe patterns in the natural and man-made world. Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and man made world.</p>		<p><u>PRINTING</u> Create patterns and pictures by printing from objects using more than one colour. (Klee) Develop impressed images with some added pencil or decorative detail. Relief printing - string, card, etc. Use equipment and media correctly, to produce clean image. Use appropriate language to describe tools, process, etc.</p>	<p><u>FORM</u> Use both hands and tools to build 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. Pinch and roll coils and slabs using a modeling media. Make simple joins by manipulating modelling material or pasting carefully. Discussion of weight and texture.</p>		
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
Year 2						
Autumn 1 Turrets and Tiaras	Autumn 2 Turrets and Tiaras	Spring 1 Wonderful Weather	Spring 2 Beautiful Beaulieu	Summer 1 Titanic	Summer 2 Amazing Africa	

<p><u>FORM</u></p> <p>Awareness of natural and man made forms and environments</p> <p>Expression of personal experiences and ideas in work</p> <p>Also able to shape and form from direct observation</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>Use a range of tools for shaping, mark making, etc.</p>		<p><u>PATTERN</u></p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Look at natural and manmade patterns and discuss.</p> <p>Discuss regular and irregular – what does it mean?</p>		<p><u>DRAWING</u></p> <p>Continue to draw a way of recording experiences and feelings.</p> <p>Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records of something.</p> <p>Work out ideas through drawing</p>	
				<p><u>COLOUR</u></p> <p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</p> <p>Make as many tones of one colour as possible using primary colours and white.</p> <p>Darken colours without using black</p> <p>Mix colours to match those of the natural world – colours that might have a less defined name</p> <p>Experience using colour on a large scale, A3/A2 playground.</p>	
<p>Vocabulary:</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>
<p>Key Stage Two</p>					

Pupils should develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Children at Hope School should be taught to:
 -create sketchbooks 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
 - about great artists, architects and designers.

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>COLOUR</u> -Extend exploring colour mixing to applying colour mixing. -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>		<p><u>DRAWING</u> -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. -Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it. -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>		<p><u>PRINTING</u> Use the equipment and media with increasing confidence. Use relief and impressed printing processes. Use sketchbook for recording textures/patterns. Use language appropriate to skill. Discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.) Explores images through monoprinting on a variety of papers Explore colour mixing through overlapping colour prints deliberately. Pointillism</p>	
Vocabulary.					

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>FORM</u> -Plan and develop ideas in sketchbook and make informed choices about media. -Experienced surface patterns / textures.</p>		<p><u>PATTERN</u> -Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art)</p>		<p><u>TEXTURE</u> -Use smaller eyed needles and finer threads. -Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</p>	

<p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <ul style="list-style-type: none"> -Have an understanding of different adhesives and methods of construction -Discuss own work and work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc) -Begin to have some thought towards size -Consider light and shadow, space and size. -Investigate, analyse and interpret natural and manmade forms of construction. 		<ul style="list-style-type: none"> -Consider different types of mark making to make patterns. -Search for pattern around us in world, pictures, objects. -Use the environment and other sources to make own patterns, printing, rubbing. -Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground -Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian/klee) 		<ul style="list-style-type: none"> -Start to place more emphasis on observation and design of textural art. -Continue experimenting with creating mood, feeling, movement and areas of interest. -Look at fabrics from other countries and discuss. - Discuss different types of fabric. -Tie dying, batik – ways of colouring or patterning material. -Look at artists Linda Caverley, Ellen Jackson, Alison King 	
Vocabulary					
Year 5					
<p>Autumn 1 <u>COLOUR</u></p> <p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Considering colour for purposes</p> <p>Use colour to express moods and feelings.</p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add</p>	Autumn 2	<p>Spring 1 <u>DRAWING</u></p> <p>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.</p> <p>Look at the effect of light on an object from different directions.</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of perspective.</p>	Spring 2	<p>Summer 1 <u>PRINTING</u></p> <p>Experienced in combining prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, to plan in sketchbook.</p> <p>Experienced in producing pictorial and patterned prints.</p> <p>Designs prints for fabrics, book covers and wallpaper</p> <p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>Discuss and evaluate own work and that of others. (Morris, labeling, etc.)</p>	Summer 2

<p>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)</p>		<p>Work on a variety of scales and collaboratively. Independently selects materials and techniques to use to create a specific outcome.</p>		<p>Interpret environmental and manmade patterns and form Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc</p>	
<p>Vocabulary</p>					
<p>Year 6</p>					
<p>Autumn 1 <u>FORM</u> 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 (Goldsworthy, 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</p>	<p>Autumn 2</p>	<p>Spring 1 <u>PATTERN</u> 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, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro) Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>	<p>Spring 2</p>	<p>Summer 1 <u>TEXTURE</u> Interpret stories, music, poems and use environment and townscapes as stimuli. Select and use materials to achieve a specific outcome. Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. Consider methods of making fabric. Look at work of other artists using textiles i.e. molly Williams, Jill Denton, Linda Caverley Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc. Applies knowledge of different techniques to express feelings. Use found and constructed materials.</p>	<p>Summer 2</p>

	Vocabulary					