

Art & Design Progression and Core Knowledge 2022-2023

At Newlands Art and Design is a subject area that we celebrate and enjoy across the school. Our intent is to ensure that our art curriculum inspires our children to think creatively and to gain an appreciation of art. Our Art curriculum provides children with opportunities to produce creative, imaginative work, exploring their own ideas and artistic styles. Children have the opportunity to explore these ideas and record their experiences, as well as share the work of others and evaluate different creative ideas. They will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, such as collage, printing, weaving and patterns.

Children develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. The structure of our curriculum and progression through skill has been designed to ensure that children cover the skills required to meet the aims of the National Curriculum and through each key stage builds upon skills and knowledge gained in the previous years and Key Stages.

Early Years Foundation Stage

Children in Reception will learn to...

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

	Year 1	Year 2
Developing ideas	<ul style="list-style-type: none"> ● Record and explore ideas from first hand observation, experience and imagination. 	<ul style="list-style-type: none"> ● Record and explore ideas from first hand observation, experience and imagination.

	<ul style="list-style-type: none"> ● Ask and answer questions about the starting points for their work, and develop their ideas. ● Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> ● Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. ● Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
Evaluating and developing work	<ul style="list-style-type: none"> ● Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook ● Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> ● Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook ● Identify what they might change in their current work or develop in their future work. ● Annotate work in sketchbook.
Drawing	<ul style="list-style-type: none"> ● Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. ● Use a sketchbook to gather and collect artwork. ● Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> ● Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. ● Understand the basic use of a sketchbook and work out ideas for drawings. ● Draw for a sustained period of time from the figure and real objects, including single and grouped objects. ● Experiment with the visual elements; line, shape, pattern and colour.
Painting	<ul style="list-style-type: none"> ● Use a variety of tools and techniques including the use of different brush sizes and types. ● Mix and match colours to artefacts and objects. ● Work on different scales. ● Mix secondary colours and shades using different types of paint. ● Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> ● Mix a range of secondary colours, shades and tones. ● Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. ● Name different types of paint and their properties. ● Work on a range of scales e.g. large brush on large paper etc. ● Mix and match colours using artefacts and objects
Printing	<ul style="list-style-type: none"> ● Make marks in print with a variety of objects, including natural and made objects. ● Carry out different printing techniques e.g. monoprint, block, relief and resist printing. ● Make rubbings. 	<ul style="list-style-type: none"> ● Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. ● Design patterns of increasing complexity and repetition. ● Print using a variety of materials, objects and techniques.

	<ul style="list-style-type: none"> ● Build a repeating pattern and recognise pattern in the environment. 	
Textiles	<ul style="list-style-type: none"> ● Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. ● How to thread a needle, cut, glue and trim material. ● Create images from imagination, experience or observation. ● Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> ● Use a variety of techniques, inc. weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. ● Create textured collages from a variety of media. ● Make a simple mosaic. ● Stitch, knot and use other manipulative skills.
3D form	<ul style="list-style-type: none"> ● Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. ● Explore sculpture with a range of malleable media, especially clay. ● Experiment with, construct and join recycled, natural and man-made materials. ● Explore shape and form. 	<ul style="list-style-type: none"> ● Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. ● Build a textured relief tile. ● Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.
Breadth of study	<ul style="list-style-type: none"> ● Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ● Use ICT ● Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> ● Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ● Use ICT. ● Investigate different kinds of art, craft and design.

Learning Outcomes Years 1 & 2

	<ul style="list-style-type: none"> ● Respond to ideas and starting points. ● Explore ideas and collect visual information. ● Explore different methods and materials as ideas develop. ● Use thick and thin brushes. ● Mix primary colours to make secondary. ● Add white to colours to make tints and black to colours to make tones. ● Create colour wheels.
--	---

- • Use a combination of materials that are cut, torn and glued.
- • Sort and arrange materials.
- • Mix materials to create texture.
- • Use a combination of shapes.
- • Include lines and texture.
- • Use rolled up paper, straws, paper, card and clay as materials.
- • Use techniques such as rolling, cutting, moulding and carving.
- • Draw lines of different sizes and thickness.
- • Colour (own work) neatly following the lines.
- • Show pattern and texture by adding dots and lines.
- • Show different tones by using coloured pencils.
- • Use repeating or overlapping shapes.
- • Mimic print from the environment (e.g. wallpapers).
- • Use objects to create prints (e.g. fruit, vegetables or sponges).
- • Press, roll, rub and stamp to make prints.
- • Use weaving to create a pattern.
- • Join materials using glue and/or a stitch.
- • Use plaiting.
- • Use dip dye techniques.
- • Use a wide range of tools to create different textures, lines, tones, colours and shapes.
- • Describe the work of notable artists, artisans and designers. Klee, Van Gogh, Turner
- • Use some of the ideas of artists studied to create pieces.
- •

Core Knowledge Years 1&2

Term 1

Self Portraits - drawing/collage

Focus Artists - **Paul Klee and Picasso**

- I know that a portrait is a picture of a person or a small group of people
- I know a self portrait is a picture that an artist paints of themselves
- I know how to space out facial features on a portrait

Term 2		
Term 3	<p><u>Nature Sculptures- Drawing/ clay structures</u> Focus Artist - Andy Goldsworthy</p> <ul style="list-style-type: none"> ● I know that a natural object is one that has not been man made ● I know that you can make a sculpture by carving, or shaping different materials ● I know that you can shape clay by pinching, rolling and smoothing. 	
Term 4		
Term 5	<p><u>Landscapes and City Scapes / collage/ painting</u> Focus Artists - Monet and Vangogh</p> <ul style="list-style-type: none"> ● I know that the horizon line is where the land meets the sky ● I know that a silhouette is the outline of an object in one colour ● I know that brushstrokes can be thick or thin to create texture. 	
Term 6		

	Year 3	Year 4
Developin g ideas	<ul style="list-style-type: none"> ● Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ● Question and make thoughtful observations about starting points and select ideas to use in their work. 	<ul style="list-style-type: none"> ● Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ● Question and make thoughtful observations about starting points and select ideas to use in their work.

	<ul style="list-style-type: none"> ● Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> ● Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
Developing work	<ul style="list-style-type: none"> ● Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ● Adapt their work according to their views and describe how they might develop it further. ● Annotate work in sketchbook. 	<ul style="list-style-type: none"> ● Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ● Adapt their work according to their views and describe how they might develop it further.
Drawing	<ul style="list-style-type: none"> ● Experiment with different grades of pencil and other implements. ● Plan, refine and alter their drawings as necessary. ● Use their sketchbook to collect and record visual information from different sources. ● Draw for a sustained period of time at their own level. ● Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> ● Make informed choices in drawing inc. paper and media. ● Alter and refine drawings and describe changes using art vocabulary. ● Collect images and information independently in a sketchbook. ● Use research to inspire drawings from memory and imagination. ● Explore relationships between line and tone, pattern and shape, line and texture.
Painting	<ul style="list-style-type: none"> ● Mix a variety of colours and know which primary colours make secondary colours. ● Use a developed colour vocabulary. ● Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. ● Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> ● Make and match colours with increasing accuracy. ● Use more specific colour language e.g. tint, tone, shade, hue. ● Choose paints and implements appropriately. ● Plan and create different effects and textures with paint according to what they need for the task. ● Show increasing independence and creativity with the painting process.
Printing	<ul style="list-style-type: none"> ● Print using a variety of materials, objects and techniques including layering. ● Talk about the processes used to produce a simple print. ● To explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> ● Research, create and refine a print using a variety of techniques. ● Select broadly the kinds of material to print with in order to get the effect they want. ● Resist printing including marbling, silkscreen and coldwater paste.
Textiles	<ul style="list-style-type: none"> ● Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. 	<ul style="list-style-type: none"> ● Match the tool to the material. ● Combine skills more readily.

	<ul style="list-style-type: none"> ● Name the tools and materials they have used. ● Develop skills in stitching. Cutting and joining. ● Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> ● Choose collage or textiles as a means of extending work already achieved. ● Refine and alter ideas and explain choices using an art vocabulary. ● Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. ● Experiments with paste resist.
3D form	<ul style="list-style-type: none"> ● Join clay adequately and work reasonably independently. ● Construct a simple clay base for extending and modelling other shapes. ● Cut and join wood safely and effectively. ● Make a simple papier mache object. ● Plan, design and make models. 	<ul style="list-style-type: none"> ● Make informed choices about the 3D technique chosen. ● Show an understanding of shape, space and form. ● Plan, design, make and adapt models. ● Talk about their work understanding that it has been sculpted, modelled or constructed. ● Use a variety of materials.
Breadth of study	<ul style="list-style-type: none"> ● Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ● Use ICT. ● Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> ● Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ● Use ICT. ● Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.
Learning Outcomes Year 3 & 4		
	<ul style="list-style-type: none"> ● Develop ideas from starting points throughout the curriculum. ● Collect information, sketches and resources. ● Adapt and refine ideas as they progress. ● Explore ideas in a variety of ways. ● Comment on artworks using visual language. ● Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. ● Mix colours effectively. ● Use watercolour paint to produce washes for backgrounds then add detail. ● Experiment with creating mood with colour. ● Select and arrange materials for a striking effect. 	

- Ensure work is precise.
- Use coiling, overlapping, tessellation, mosaic and montage.
- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Include texture that conveys feelings, expression or movement.
- Use clay and other mouldable materials.
- Add materials to provide interesting detail.
- Use different hardnesses of pencils to show line, tone and texture.
- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no need to use a rubber to correct mistakes).
- Use shading to show light and shadow.
- Use hatching and cross hatching to show tone and texture.
- Use layers of two or more colours.
- Replicate patterns observed in natural or built environments.
- Make printing blocks (e.g. from coiled string glued to a block).
- Make precise repeating patterns.
- Shape and stitch materials.
- Use basic cross stitch and back stitch.
- Colour fabric.
- Create weavings.
- Quilt, pad and gather fabric.
- Create images, video and sound recordings and explain why they were created.
- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.

Term 1	<ul style="list-style-type: none"> ● What does cave art look like? ● What was used to make paint? ● What is meant by the term chronology?
Term 2	
Term 3	<p><u>Textile Tales - textiles/drawing</u> Focus art work - traditional oriental prints and fabrics</p> <ul style="list-style-type: none"> ● I know that fabric can be dyed different colours using natural dyes. ● I know that you can create a patterned fabric by weaving different coloured yarns. ● I know that you can use different textiles to create a picture
Term 4	
Term 5	<p><u>Insects - drawing/sculptures</u> Focus artist - Louise Bourgeois Jennifer Angus</p> <ul style="list-style-type: none"> ● I know that I can use different shading techniques to add detail to my sketches ● I know that Louise Bourgeois made spider sculptures ● I know that I need to strengthen joints in a sculpture
Term 6	

	Year 5	Year 6
Developing ideas	<ul style="list-style-type: none"> ● Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ● Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ● Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> ● Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ● Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ● Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Developing work	<ul style="list-style-type: none"> ● Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ● Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> ● Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ● Adapt their work according to their views and describe how they might develop it further.
Drawing	<ul style="list-style-type: none"> ● Use a variety of source material for their work. ● Work in a sustained and independent way from observation, experience and imagination. ● Use a sketchbook to develop ideas. ● Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape 	<ul style="list-style-type: none"> ● Demonstrate a wide variety of ways to make different marks with dry and wet media. ● Identify artists who have worked in a similar way to their own work. ● Develop ideas using different or mixed media, using a sketchbook. ● Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	<ul style="list-style-type: none"> ● Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. ● Work on preliminary studies to test media and materials. ● Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> ● Create shades and tints using black and white. ● Choose appropriate paint, paper and implements to adapt and extend their work. ● Carry out preliminary studies, test media and materials and mix appropriate colours. ● Work from a variety of sources, inc. those researched independently. ● Show an awareness of how paintings are created (composition)
Printing	<ul style="list-style-type: none"> ● Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. 	<ul style="list-style-type: none"> ● Describe varied techniques. ● Be familiar with layering prints.

	<ul style="list-style-type: none"> ● Choose the printing method appropriate to task. ● Build up layers and colours/textures. ● Organise their work in terms of pattern, repetition, symmetry or random printing styles. ● Choose inks and overlay colours 	<ul style="list-style-type: none"> ● Be confident with printing on paper and fabric. ● Alter and modify work. ● Work relatively independently.
Textiles	<ul style="list-style-type: none"> ● Join fabrics in different ways, including stitching. ● Use different grades and uses of threads and needles. ● Extend their work within a specified technique. ● Use a range of media to create collage. ● Experiment with using batik safely. 	<ul style="list-style-type: none"> ● Awareness of the potential of the uses of material. ● Use different techniques, colours and textures etc when designing and making pieces of work. ● To be expressive and analytical to adapt, extend and justify their work.
3D form	<ul style="list-style-type: none"> ● Describe the different qualities involved in modelling, sculpture and construction. ● Use recycled, natural and manmade materials to create sculpture. ● Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> ● Develop skills in using clay inc. slabs, coils, slips, etc. ● Make a mould and use plaster safely. ● Create sculpture and constructions with increasing independence.
Breadth of study	<ul style="list-style-type: none"> ● Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ● Use ICT. ● Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> ● Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ● Use ICT. ● Investigate art, craft and design in the locality and in a variety of genres, styles and traditions

Learning Outcomes Years 5 & 6

	<ul style="list-style-type: none"> ● Develop and imaginatively extend ideas from starting points throughout the curriculum. ● Collect information, sketches and resources and present ideas imaginatively in a sketchbook. ● Use the qualities of materials to enhance ideas. ● Spot the potential in unexpected results as work progresses. ● Comment on artworks with a fluent grasp of visual language. ● Sketch (lightly) before painting to combine line and colour.
--	---

- Create a colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.
- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.
- Use ceramic mosaic materials and techniques.
- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
- Use tools to carve and add shapes, texture and pattern.
- Combine visual and tactile qualities.
- Use frameworks (such as wire or moulds) to provide stability and form.
- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Use lines to represent movement.
- Build up layers of colours.
- Create an accurate pattern, showing fine detail.
- Use a range of visual elements to reflect the purpose of the work.
- Show precision in techniques.
- Choose from a range of stitching techniques.
- Combine previously learned techniques to create pieces.
- Enhance digital media by editing (including sound, video, animation, still images and installations).
- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.

Core Knowledge Years 5&6

Term 1	<ul style="list-style-type: none">● To know who Peter Thorpe is and the main features of his art style● Recognise and use tertiary colours● Create the illusion of depth and volume through the use of contrasting colours
Term 2	
Term 3	<p><u>Birds - sculpture and paper</u> Focus artist Richard sweeney paper birds - clay/wire birds</p> <ul style="list-style-type: none">● I know that sculptures can be created with many materials including wood, clay, paper and wire.● I know that the choice of material will change how a sculpture looks● I know the tools needed to cut and join materials such as clay and wire.
Term 4	
Term 5	<p><u>Beautiful Botanicals - Printing</u> Focus artist - Frida Kahlo</p> <ul style="list-style-type: none">● I know Frida Kahlo was a Mexican artist known for bright portraits and self portraits.● I know that you can use blocks and tiles to print with● I know that you can print with different layers to add depth

Term 6	
--------	--