

## Art and Design Curriculum and Progression

### 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.

#### 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.

**Intent:**

The famous Picasso quote 'Every child is an artist, the problem is how to remain an artist once they grow up' is central to the development of the art curriculum in our federation.




How do we tackle this problem?

At The Federation of North and South Cowton Community Primary School and Melsonby Methodist Primary Schools, we believe that by nurturing a child's inherent creativity, whilst encouraging an understanding of the subject in its widest sense, we can indeed instill a lifelong passion for the subject and their own creativity - the passion necessary to become our artists of the future!
























We aim to develop this passion through providing a high-quality Art and Design Curriculum which inspires and challenges our pupils by:

- Equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- Enabling them to think critically and develop a deeper understanding of art and design.
- Teaching the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and providing the opportunities to explore and evaluate different creative ideas.
- Introducing them to a range of works and great artists (including artists from our locality) and developing an understanding of their historical and cultural influences
- Developing knowledge of the styles and vocabulary to enable them to discuss and appreciate the works they have seen
- Teaching them about art and design in different cultures and communities in the UK and other countries of the world
- Providing pupils with the cultural capital they need to succeed now and in the future

Reception and Key Stage 1

	Autumn		Spring		Summer	
Year A	<b>Drawing (people)</b> Quentin Blake 	<b>Drawing (plants &amp; animals)</b> O'Keefe 	<b>Printing/ Pattern</b> Peter Blake 	<b>Printing/ Pattern</b> H. Matisse The Snail 	<b>Paint/Colour</b> Kandinsky 	<b>Paint/ Colour</b> Monet 
Year B	<b>Drawing (people)</b> Frida Kahlo 	<b>Drawing (plants &amp; animals)</b> Mackenzie Thorpe 	<b>Form</b> Andy Goldworthy 	<b>Form</b> Barbara Hepworth 	<b>Paint/ Colour</b> Picasso 	<b>Paint/ Colour</b> Vincent Van Gogh 

**KS2**  
**(Year 3,4,5,6)**

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Year A	<b>Drawing (people)</b> Lowry 	<b>Drawing (people)</b> Leonardo Da Vinci 	<b>Printing</b> Andy Warhol 	<b>Printing</b> Dan Mather 	<b>Paint/ Colour</b> Pittaway 	<b>Paint/ Colour</b> Chagall 
Year B	<b>Form</b> Henry Moore 	<b>Form</b> Giacometti 	<b>Texture</b> Molly Williams 	<b>Texture</b> Vivienne Westwood 	<b>Pattern</b> Joan Miro 	<b>Pattern</b> Escher 
Year C	<b>Drawing (plants &amp; animals)</b> Henri Rousseau 	<b>Drawing (plants &amp; animals)</b> Banksy 	<b>Printing</b> William Morris 	<b>Printing</b> Roy Liechtenstein 	<b>Paint/ Colour</b> Ben Moseley 	<b>Paint/ Colour</b> Jean Michel Baquiat 
Year D	<b>Form</b> Clarice Cliff 	<b>Form</b> Anthony Gormley 	<b>Texture</b> Linda Caverley 	<b>Texture</b> Faith Ringgold 	<b>Pattern</b> Emma Bridgewater 	<b>Pattern</b> Faberge 

## Progression in Art & Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge of Artists Studies</b>	Give simple opinions about the work of a chosen artist, craft maker or designer.	Describe what they think and feel about the work of a chosen artist, craft maker or designer.  Begin to talk about the style of a chosen artist, craft maker or designer.	Recognise the styles of artists, craft makers or designers and use this to inform their own work.  Talk about the similarities and differences between different artists, craft makers or designers.	Discuss the styles of artists, craft makers or designers and use this to inform their own work.  Begin to understand the historical and/or cultural significance of a chosen artist /art form.	Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.  Understand the historical and / or cultural significance of the work of a chosen artist / art form.	Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.  Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.	Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.  Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.
<b>Drawing</b>	Draw with precision around the outline of shapes  Make marks using shape and pattern on a range of surfaces	Use a variety of tools, including: 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.	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 groups objects.  Experiment with the visual elements: line, shape, pattern and colour.	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.	Make informed choices in drawing including 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.	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	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.

	<p>Draw enclosed lines to create objects with control</p> <p>Children hold and use pencils to mark make recognisable objects</p> <p>Articulate what they are drawing to an adult</p> <p>Produce recognisable drawings of people and objects</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Draw a variety of lines</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Use dots and lines to demonstrate pattern and texture</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Experiment with showing line, tone and texture with different hardness of pencils;</p> <p>Use shading to show light and shadow effects;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Show an awareness of space when drawing;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and crosshatching;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Depict movement and perspective in drawings</p>
<b>Painting/ Colour</b>	<p>Use and select simple tools competently and appropriately</p> <p>Create simple representations of familiar objects using appropriate colours</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades using different types of paint.</p> <p>Create different textures e.g. use of sawdust.</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc: layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>

	<p>Develop language of colour (secondary colours) and mix colours to make new colours</p> <p>Mix powder paints correctly</p> <p>Hold a paint brush correctly and use with control</p>	<p>Name the primary and secondary colours;</p> <p>Experiment with different brushes (including brushstrokes) and other painting tools;</p> <p>Mix primary colours to make secondary colours;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Add white and black to alter tints and shades</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</p> <p>Create different textures and effects with paint</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Create a colour palette, demonstrating mixing techniques</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces</p>
<p><b>Texture/ Collage</b> wood, sandpaper, canvas, rocks, glass, granite, metal,</p>	<p>Create a simple collage by using a variety of materials and textures Use fabrics to weave to create a pattern</p>	<p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca</p> <p>Thread a needle, cut, glue and trim material.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p> <p>Stitch, knot and use other manipulative skills.</p>	<p>Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with a range of media e.g overlapping, layering etc.</p>	<p>Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>

	<p>Use a variety of materials and textures to combine to create a piece of art by cutting, tearing and gluing.</p> <p>Know words to describe textures</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Use a combination of materials that have been cut, torn and glued; show pattern by weaving;</p> <p>Use a dyeing technique to alter a textile's colour and pattern</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Sort and arrange materials; add texture by mixing materials</p> <p>Decorate textiles with glue or stitching, to add colour and detail;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Select colours and materials to create effect, giving reasons for their choices</p> <p>Select appropriate materials, giving reasons;</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Refine work as they go to ensure precision; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</p> <p>Develop skills in stitching, cutting and joining;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Add collage to a painted or printed background;</p> <p>Create and arrange accurate patterns;</p> <p>Use a range of mixed media;</p> <p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Plan and design a collage add decoration to create effect</p>
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<b>3-D Form</b>	<p>Begin to manipulate clay in a variety of ways, e.g. rolling, pressing, pinching, flattening</p> <p>Explore printing with clay – pressing objects in to create different textures.</p> <p>Begin to experiment with, construct and join recycled, natural and manmade materials.</p> <p>Explore shape and form</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and join recycled, natural and manmade materials.</p> <p>Explore shape and form.</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier mache object.</p> <p>Plan, design and make models.</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture</p> <p>Plan a sculpture through drawing and other preparatory work</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>
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	<p>Press objects into clay</p> <p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>Talk about what they have made</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Use a variety of techniques, e.g. rolling, cutting, pinching;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Use a variety of shapes, including lines and texture</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Cut, make and combine shapes to create recognisable forms;</p> <p>Use clay and other malleable materials and practise joining techniques;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Add materials to the sculpture to create detail</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Plan and design a sculpture;</p> <p>Use tools and materials to carve, add shape, add texture and pattern;</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Use materials other than clay to create a 3D sculpture</p>
<p><b>Print (Including Pattern)</b></p>	<p>Combine different printing materials and explore printing in the same colour of different shades, contrasting colours, mono tones etc</p> <p>Develop simple patterns by printing with objects using range of materials</p> <p>Use parts of the body, fruits, materials to print</p>	<p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p>	<p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p> <p>Investigate natural and manmade patterns</p>	<p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p> <p>Resist printing including marbling, silkscreen and cold-water paste.</p>	<p>Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours.</p>	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p>

	<p>Use parts of the body, fruits, materials to print</p> <p>Use natural materials to experiment with pressing and leaving patterns.</p> <p>Experiment with colour and design.</p> <p>Use repeating and regular patterns.</p> <p>Create simple symmetry</p>	<p>Copy an original print;</p> <p>Use a variety of materials, tools and techniques e.g. sponges, fruit, blocks;</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Use more than one colour to layer in a print</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Replicate patterns from observations; make printing blocks</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Make repeated patterns with precision</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Design and create printing blocks/tiles</p> <p>Develop techniques in mono, block and relief printing</p> <p>Investigate and use tessellations in their work.</p> <p>Use motifs in a wide variety of ways to develop pattern designs.</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Create and arrange accurate patterns</p> <p>Investigate and use tessellations in their work.</p> <p>Use motifs in a wide variety of ways to develop pattern designs.</p> <p>Create own abstract pattern to reflect personal experiences and expression</p>
<b>Evaluate</b>	<p>Talk about what they have done</p>	<p>Talk about drawings and paintings and say what they feel</p>	<p>Talk about their work and explain it</p> <p>Describe what they think or feel about their own and others' work</p> <p>Think of ways to adapt and improve own work</p> <p>Begin to use ways to improve work</p> <p>Explore ideas and change what they have done to give a better result</p>	<p>Make comments on the work of others, including both ideas and techniques</p> <p>Apply previous knowledge to improve work</p> <p>Adapt and refine work to reflect purpose</p>	<p>Compare others' work with their own</p> <p>Appraise the ideas, methods and approaches used in others' work, using a critical approach</p> <p>Use the appraisal of others for improvement</p>	<p>Evaluate own and others' work, explaining and justifying their reasons</p> <p>Use analysis when commenting on ideas</p> <p>Consider the end point when adapting and improving their work</p>	<p>Analyse and comment on their own and others' ideas, methods and approaches</p> <p>Make on-going revisions</p> <p>Refine their work, often with several adaptations, to move towards an end point</p>