# Progression through Art

## Intent: Inspiring, Innovative and Creative

## The Arts Curriculum Vision

**Knowledge and attitudes:**

Children will develop their understanding and appreciation for The Arts through a broad and diverse curriculum, in which they are challenged to explore the work of significant artists, musicians and performance pieces linked to their curriculum learning, considering audience, purpose and mood.

**Plan, do, review:**

Through engaging and inspiring teaching, children will develop the knowledge and skills to design, create and evaluate as individuals and as part of larger group productions, using key vocabulary as they become proficient in a range of artistic skills and applications.

**Trips and experiences:**

Regular trips, collaborative art projects and outreach experiences will support our schools core values whilst promoting high levels of enthusiasm and engagement for The Arts.

**Personal, social and emotional development:**

Children will be encouraged to discuss the ways in which artists express feelings and viewpoints whilst sharing their own responses. Teachers will support children's personal, social and emotional development by making links with PSHCE and Thrive learning throughout the plan, do, review stages.

The Arts Curriculum Map provides coverage across the school. This is used by each year group in long term and medium term planning. Skills are covered through cross curricular learning in theme. Coverage and progression of art skills is tracked termly and supported through whole school arts weeks and

outreach experiences.

## Long Term Subject Map of skills – 2022

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Drawing** | Using talk to express your thought processes whilst drawing real life objects.<br><br>Make a variety of lines of different thickness, size and shape. | Use a range of materials to draw from observation and show ideas.<br><br>Shade using a variety of drawing materials, e.g sketching pencils, pastels. | Annotate sketches in sketchbooks.<br><br>Use viewfinder to examine detail to look at architecture in detail. | Use sketching pencils, pastels, chalk and charcoal.<br><br>Teach cross hatching as a method.<br><br>Observational pencil sketches – architecture | Select appropriate materials to create real life depictions.<br><br>Using shading to show shadows and reflection<br><br>Teach simple perspective linked to an architect | Use a range of materials to draw from observation and show ideas.<br><br>Select appropriate materials to create real life depictions. |
| **Painting** | Make a variety of lines of different thickness, size and shape using different paintbrushes<br><br>Colour wheel primary and secondary colours | Mixing colour to create pattern and shape<br><br>Tone and tint | Different tone, tints, colours and shapes to create mood.<br><br>Teach colour washes to create backgrounds | Brushstrokes using watercolour and acrylic with a flat brush and round | Brushstrokes using watercolour using layering | Teach texture<br><br>Painting on different surfaces<br><br>Using different brush techniques |
| **Collage** | Cut and tear paper and card for collages<br><br>Overlapping with paper, fabrics and material. | A range of different colours and textures.<br><br>Introduce coiling and placing collage side by side. | Place similar colours side by side to create an effect.<br><br>Tessellation | Experiment with techniques and contrasting colours and patterns –rough, smooth, plain and patterned, light/dark. | Base collage on observational faces<br><br>Base collage on the work of an artist's | Choose the effect to fit the purpose, having a theme that is clear to the viewer. |
| **Sculpture and 3D** | Mould and shape materials (play doh) with hands and basic tools based on objects | Create an object with clay using a purpose with hands.<br><br>Using tools to create patterns, lines, shapes. | Making paper mache models adding texture | Add texture to clay work<br><br>Use scoring and a slip to attach additional parts. | Create wire sculptures based on observational drawings linked to theme. | Create wire sculptures based on observational drawings linked to theme.<br><br>Cover with mod rock to create an effect. |
| **Printing** | Explore shaping vegetables and sponges to create a print (paper) | Create a repeating print by pressing using everyday items ( paper and fabric) | Explore designers who use repeating patterns.<br><br>Create a printing tile with plasticine. | Design and make a printing block<br><br>Make accurate repeating pattern with a block | Show an appreciation of silk screen printing. | Able to build colours in my prints. |

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| | Able discuss to print making in the environment. | Respond to print making in the environment (wallpaper, etc) | Create a tessellated and overlapped design | | Explore silk screen printing and the absence of colour | Create a silk screen print using traditional techniques. |

## Autumn term coverage and skills

| Term | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn | Cave art **Painting** **Make a variety of lines ofdifferent thickness, size and shape.** **Vocabulary (painting)** Line Straight Wavy Tint Tone <br><br> **Printing** animal shapes **using a variety of tones and shades to create an effect.** **Vocabulary (printing)** Block Paint Texture <br><br> **History link: Stone age Lifestyle and Society.** | 3D **Clay modeling** **Using tools to create pattern, line and shape with clay.** **History Link:** Create a shield that would be used by King Richard during the Christian Crusades to Jerusalem. **Power and Conflict** **Vocabulary (clay)** Pattern Line Shape Model Clay <br><br> **Drawing** Use a range of materials to draw from observation and show ideas. Shade using a variety of different sketching pencils. **Vocabulary (drawing)** Shape | Create a crown for Rameses or Cleopatra pharaoh portrait <br><br> **Painting** **Teach and use colourwashes to create backgrounds.** **Vocabulary (painting)** Watercolour Tint Tone Base colour Over wash <br><br> **History Link:** **Power and Conflict.** <br><br> Paper mache papyrus **History Link: Trade Lifestyle and Society** **Vocabulary (Paper mache)** Solution Pulp | 3D **clay modeling –** cross hatching to join and score slip **Add texture to clay work. Use scoring and a slip to attach additional parts.** <br><br> **History Link: Create a vase to depict a hero** **War and Conflict** **Vocabulary (clay)** Pattern Line Shape Model Clay Clunch (hardened clay) Slip Scoring <br><br> Observations of Roman Architecture using a viewfinder. **Observational pencil sketches.** **Vocabulary** | **Collage** Collaging using mixed media. Collage showing the symbols of the red dragon and red rose OR the white bear and the white rose <br><br> **History link:** **Power and Conflict.** **Vocabulary** Shape Over lap Subject matter Consistent Composition <br><br> **Drawing: Teach simple perspective linked to an architecture style (Tudor style)** **History link:** **Lifestyle and Society.** | Batik – WW2 **Able to build colours in myprints.** **Create a silk screen printusing traditional techniques (poppies)** <br><br> Create a design in batikthat reflects a period in history. **History link: Create a flag to represent multicultural commonwealth.** **Power and Conflict** **Vocabulary (printing)** Silk screen Subject matter Composition Contrast Batik Canting (the handheld tool used to contain the hot wax to trace patterns) |

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| **Core Value Artist Champion** <br> **Gina Rosas Moncada** <br> **(Search for illustrations of animals)** <br> Printer. | Line <br> Shade <br> Light dark <br> **History link:** <br> **Lifestyle and Society.** <br> Children can sketch the keep or a part of Warwick castle. Sketches can be drawn from photos taken on the trip. | Mould <br><br> **Core Value Artist** <br> **Freida Kahlo** <br> **(portraits)** <br> Painter | **(drawing)** <br> Shape <br> Line <br> Shade <br> Light dark <br> Cross hatching (shading technique) <br> Depth <br> **Lifestyle and Society** <br><br> **Core Value Champion Artist** <br> **Augusta Savage** <br> **(Clay Sculptor)** | **Vocabulary** <br> **(drawing)** <br> Shape <br> Line <br> Subject matter <br> Consistent <br> Composition <br> Perspective <br> Vanishing point <br><br> **Core Value Champion** <br> **Artist** <br> **Stephen Wiltshire** <br> **Architectural artist** | **Drawing** <br> **Architecture in focus:** <br> **Observational pencil sketches of post Blitz architecture in the city centre.** <br> **History link:** <br> **Lifestyle** <br> **Society.** <br> **Vocabulary** <br> **(drawing)** <br> Shape <br> Line <br> Over lap <br> Subject matter <br> Consistent <br> Composition <br> Perspective <br> Vanishing point <br> Contrast <br> Depth <br> **Core Value Champion** <br> **Artist** <br> **Paul Nash** |