

Curriculum Coverage – KS1

Broughton Fields Primary School		Progression in Art and Design Skills		Key Stage 1	
<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produce creative work, exploring their ideas and recording their experiences <input type="checkbox"/> become proficient in drawing, painting, sculpture and other art, craft and design techniques 		<ul style="list-style-type: none"> <input type="checkbox"/> evaluate and analyse creative works using the language of art, craft and design <input type="checkbox"/> know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 			
Progression overview - Year 1 (NC)		Progression overview - Year 2 (NC)			
<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to begin to explore their ideas, experiences and imagination. • To begin to develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To be aware of famous artists and their works. 		<ul style="list-style-type: none"> • Use a range of materials with control to creatively design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To be aware of a range of famous artists and begin to use the techniques in their own work. 			
Drawing	Painting and Printing	Collage	3D Sculpture		
<ul style="list-style-type: none"> • Develop control using a variety of different media on a range of different surfaces • Understand how to hold pencils and other media to create different lines (vertical, horizontally) • Name, match and draw lines/marks from observations and invent new lines • Investigate tone – drawing light/dark with different media (lines, patterns, simple shapes) • Discuss and explore textures of media by using in a variety of ways, use on different surfaces and make rubbings • Observe and draw (example. Shape, landscape, people: <ul style="list-style-type: none"> -Draw landscapes beginning to understand horizon, proportion and where the sky is -Draw manmade and natural objects from observation -Draw simple 2D shapes <p>Vocabulary: Thick, thin, sketch, texture, shade*, smudge*, blend*, Resources: Pencil, charcoal, ink, chalk, pastels, felt tips, ballpoints</p>	<ul style="list-style-type: none"> • Experiment with brushes to understand size and shape differences and how to hold them • Practise applying paint with control and some accuracy • Experiment with layering, mixing media and scraping through • Explore differences between different types of paint and explain properties (poster, acrylic, watercolour, powder, etc) • Create texture with paint by adding salt, sand etc. • Print with a range of materials (hard/soft) • Recognise and make simple printed patterns building up to repetitive patterns • Make simple printing blocks for relief print <p>Vocabulary: Printing, techniques, brush size, gouge*, scrape, acrylic, watercolour, powder, printing, relief* printing, wash*, Resources: Poster paint, acrylic, watercolours, powder paint, cardboard, foam tiles, printing rollers, printing inks, fruit, veg, various textured materials</p>	<ul style="list-style-type: none"> • Arrange and glue materials to different backgrounds • Sort and group materials for different purposes (colour, texture) • Fold, crumple, tear and overlap papers • Create and arrange different shapes • Begin to select appropriate textures for an image <p>Vocabulary: Texture, recycled, arrange*, crumple*, Resources: Photocopied material, fabric, crepe paper, magazines, plastic wrappers, cotton wool, newspaper, corrugated cards, rough papers</p>	<ul style="list-style-type: none"> • Manipulate malleable materials in a variety of ways (rolling, kneading) • Manipulate malleable materials for different purposes (tiles, pots) • Explore tools with clay/salt dough/ play-doh and the textures that can be created • Experiment with constructing and joining recycled, natural and manmade materials <p>Vocabulary: Knead, roll, sculpt, sculpture, texture, construct, join*, form*, malleable* Resources: Malleable materials (clay, play doh), wire, tools</p>		
Prior Learning: EYFS	Prior Learning: EYFS	Prior Learning: EYFS	Prior Learning: EYFS		
Experiment with blocks, colours and marks Use lines to encloses space to create shapes and represent objects	Captures experiences and responses with paint	NA	Interested in and describes the textures of things		
Next Learning: LKS2	Next Learning: LKS2	Next Learning: LKS2	Next Learning: LKS2		
add surface details, build stamina, understand pencil grades and how to use them, know sketching techniques, drawing 3D, understand scale and proportion	Choose appropriate paint/brushes for desired outcome, painting techniques for textures, scaled pieces of work, print relief or impressed method, complex repeating patterns	Layering, use collage to collect ideas and information, create based on colour for seasons, mood, pictures ie seascape, consider composition	Plan, design and make models from obs/ imagination, join clay adequately with a simple base, create surface textures, use mod roc/ papier-mache.		
Colour					
<ul style="list-style-type: none"> • Know the three primary colours • Experiment by mixing primary colours and discuss what they have found (secondary colours) and make a colour wheel • Blend/smudge colours in different media • Identify collections of a colour • Identify colours in their environment • Lighten and darken colours using white and black (shades and tones) <p>Vocabulary: bright, colourful, dull, dark, light, mix, primary, secondary*</p>			NA		
Prior Learning EYFS					
Experiment with blocks, colours and marks Explores colours and how colours can be changed					
Next Learning: LKS2					
Create tints and shades, confidently make secondary colours, make flesh colours, understand complimentary colours, understand pigment, use colour to reflect mood					
Artist					
<ul style="list-style-type: none"> • Make * links between work of artists and that of their own (*Year 1 'simple') 					
<p>Artists: Keith Haring – Shape And Colour Pablo Picasso – Shape Beatriz Milhazes – Shape And Colour Bridget Riley – Line Drawing David Hockney – Water Lines Vija Clemins – Water (Lines And Colour) Jasper Johns – Colour Renata Bernal – Shape And Line Ed Ruscha – Shading And Tone Nancy McCroskey's Suite In Black For Shading</p>	<p>Artists: Wassily Kandinsky – Shape And Colour Giuseppe Arcimboldo Joan Miro? Ilya Bolotowsky – Shape Pierre August Renoir – Sea Side Painiting Joaquin Sorolla – Seaside Painting Peder Severin Kroyer – Sea Side Painting Max Ernst – Rubbings (Frottage Technique) Julian Opie Portraits?Y3/4?? William Morris – Print</p>	<p>Artists: Joan Miro? Wassily Kandinsky – Shape And Colour Henri Matisse – Collage Clarice Cliffs Circle Trees Vincent Van Gogh – Fishing Boats On The Beach Collafe Roy Lichtenstein</p>	<p>Artists: Louise Bourgeois's Giant Spider Sculpture Edwina Bridgeman – Sculpture/ Collage Portrait/ People</p>		
Evaluation expectation					
<ul style="list-style-type: none"> • Describe the differences and similarities between different practices and disciplines, and making links to their own work. <p>Examples: Explain why a piece of work is their favourite Explain what they like/ dislike about artwork Discuss the colours/patterns in the artwork Identify key features in their own and the work of others Explain what they would do differently next time.</p>					
Prior Learning: EYFS NA					
Next Learning: LKS2					
Review and edit work, explain likes/dislikes of own and others work, use artistic terms.					

*Year 2 progression in vocabulary

Curriculum Coverage – LKS2

Broughton Fields Primary School		Progression in Art and Design Skills		Lower Key Stage 2					
<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produce creative work, exploring their ideas and recording their experiences <input type="checkbox"/> become proficient in drawing, painting, sculpture and other art, craft and design techniques 		<ul style="list-style-type: none"> <input type="checkbox"/> evaluate and analyse creative works using the language of art, craft and design <input type="checkbox"/> know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 							
<p align="center">Progression overview - Year 3 (NC)</p> <ul style="list-style-type: none"> • Begin to develop ideas in a sketchbook. • Experiment with different materials and techniques. • Explain what they like or dislike about their work. • Begin to use the work of a famous artist to inspire ideas. 			<p align="center">Progression overview - Year 4 (NC)</p> <ul style="list-style-type: none"> • Develop and collect ideas in a sketchbook to inform art works. • Use technical skills and a range of materials in their art work. • Comment on their work using artistic terms, and suggest ways in which they might improve it. • Use the work of a famous artist to inspire ideas. 						
Drawing		Painting and Printing		Collage					
<ul style="list-style-type: none"> • Experiment with ways in which surface detail can be added to drawings • Use sketchbooks to collect and record visual information from different sources (* begin to show consideration for composition) • Build stamina to draw for a sustained period of time with continued control • Develop control by experimenting with a wide range of drawing implements by making lines and marks • Begin to show understanding of sketching pencil grades and know that the greater the digit the darker the pencil will be • Explore different sketching techniques (stippling, cross hatch etc) • Understand that pressure will determine how light or dark the result will be using sketching pencils • Apply tone in a drawing very in a simple way to understand which direction light is coming from (Science) • Begin to show an awareness of objects having a third dimension • Observe and draw natural and manmade objects • Use a range of drawing implements to draw a range of shapes (* draw simple 3D shapes and show tone in a simple way) • Begin to show understanding of scale and proportions (*faces and landscapes) <p>Vocabulary: Grades, scale, refine, alter, hatching, stippling, cross-hatching, scumbling, contour hatching, blending, tone</p> <p>Resources: Charcoal, sketching pencils, crayon, chalk pastels, pens, sketching paper</p>		<ul style="list-style-type: none"> • Use equipment with increasing confidence and control • Begin to show understanding of which type of paint is best for their desired outcome • Know which brush is best to use for the texture, control, stroke they are wanting to create • Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects, stippling, flicking • Work on a range of scales e.g. Thin brushes on small picture etc... • Create different effects and textures with paint according to what they need for the task • Develop technique with printing blocks using a relief or impressed method • Create more complex repeating patterns <p>Vocabulary: block colour, washes, thickened paint creating textural effects, stroke, stippling, flicking, texture,</p> <p>Resources: Range of brushes, range of canvasses, varying paints, inks, rollers, foam boards</p>		<ul style="list-style-type: none"> • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures • Use collage as a means of collecting ideas and information and building a visual vocabulary • Use colour to express an idea - seasons, moods, or create a picture - swamp, seascape. (*feeling and movement) • Consider the composition in my collage work. <p>Vocabulary: Mood, movement, layering, composition</p> <p>Resources: Photocopied material, fabric, crepe paper, magazines, plastic wrappers, cotton wool, newspaper, corrugated cards, rough papers</p>					
<p>Prior Learning: KS1 Know how to hold a pencil to create different lines, investigate tone, beginning to draw from observation (landscape, objects, 2D shapes)</p>		<p>Prior Learning: KS1 How to hold brushes and understand size and shape differences, experimenting with layering/ mixing and scraping, know different types of paint, add texture, simple patterns for printing, simple printing blocks</p>		<p>Prior Learning: KS1 Create backgrounds, sort for purpose (colour/ texture), fold, crumple, tear, overlap, create shapes</p>					
<p>Next Learning: UKS2 Work from digital resources, close obs skills, sketching techniques for specific purposes, understand use of light on an object, developing personal style, simple one point perspective</p>		<p>Next Learning: UKS2 Understand how paintings are created, focus on tone, create print blocks from sketching ideas, consider composition, scale and proportion</p>		<p>Next Learning: UKS2 Create photomontage, range of media, weaving, unit mood boards, embellishing, work collaboratively in a larger scale</p>					
Colour				NA					
<ul style="list-style-type: none"> • Create tints and shades (know the darkest colour is the dominant so to mix that into the lightest) • Know confidently how to create secondary colours • Begin to mix flesh colours • Know complimentary colours and use them in their artwork • Experiment with and discuss pigments in natural products to make different coloured paints 		<ul style="list-style-type: none"> • Increasing awareness of manipulating paint to achieve more accurate* colours and shades • Use colour to reflect mood • Analyse and describe the use of colour in famous artists' work* • Describe how great artists mixed and applied paint* <p>Vocabulary: Pigment*, tint, shade, complimentary,</p>							
<p>Prior Learning: KS1 Know primary colours, experiment with mixing, identify colours and lighten/darken colours using white and black</p>		<p>Next Learning: UKS2 Blending and colour mixing with pencils, hue and mood, use colours to create atmosphere, identify contracting colours, mix tertiary colours</p>							
Artist									
<ul style="list-style-type: none"> • **Use the work of a famous artist to inspire ideas. (**Begin to Y3) • Discuss opinion of artists' work • Discuss the artists' main message of their art <table border="0" style="width: 100%;"> <tr> <td style="width: 25%; vertical-align: top;"> <p>Artists: Giorgio Morandi David Hockney for formal elements (in KS1) Paula Rego – The Dance for formal elements Carl Giles – Mother's Day Edward Hopper's A Table for Ladies, (perspective) Louise Bourgeois Leonardo Da Vinci</p> </td> <td style="width: 25%; vertical-align: top;"> <p>Artists: Paul Cezanne Diego Velázquez's- Old Woman Cooking Eggs (tint/shade) Fiona Rae Romero Britto Vincent Van Gogh Andy Warhol –print Georgia O'Keeffe –print</p> </td> <td style="width: 25%; vertical-align: top;"> <p>Artists: Lez Perez Ojeda Pieter Brueghel's painting, Children's Games Giuseppe Arcimboldo Hannah Hoch</p> </td> <td style="width: 25%; vertical-align: top;"> <p>Artists: Barbara Hepworth – bar of soap sculpture (visit Tate for idea) Sokari Douglas Camp El Anatsui</p> </td> </tr> </table>						<p>Artists: Giorgio Morandi David Hockney for formal elements (in KS1) Paula Rego – The Dance for formal elements Carl Giles – Mother's Day Edward Hopper's A Table for Ladies, (perspective) Louise Bourgeois Leonardo Da Vinci</p>	<p>Artists: Paul Cezanne Diego Velázquez's- Old Woman Cooking Eggs (tint/shade) Fiona Rae Romero Britto Vincent Van Gogh Andy Warhol –print Georgia O'Keeffe –print</p>	<p>Artists: Lez Perez Ojeda Pieter Brueghel's painting, Children's Games Giuseppe Arcimboldo Hannah Hoch</p>	<p>Artists: Barbara Hepworth – bar of soap sculpture (visit Tate for idea) Sokari Douglas Camp El Anatsui</p>
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Evaluation expectation									
<ul style="list-style-type: none"> • Review and resit their work to edit and improve on their ideas and skills • Explain what they like or dislike about their work and the work of others (including famous artists' work) • Comment on their work using artistic terms and suggest how they might improve it 				<p>Examples: Record experiments of media and materials Explain what they like/ dislike about artwork specific to artistic features Discuss the mood/ feeling they feel from artwork Continue to identify key features in their own and the work of others looking techniques and media used. Explain what they would do differently next time and be given the opportunity to revisit or repeat to show reflection and actions on evaluation.</p>					
<p>Prior Learning: KS1 Describe the differences and similarities between different practices and disciplines, and making links to their own work.</p>									
<p>Next Learning: UKS2 Annotate work with their thinking, reasoned evaluations about starting points/intentions/ context of art, use language of art with greater sophistication</p>									

Curriculum Coverage – UKS2

Broughton Fields Primary School		Progression in Art and Design Skills		Upper Key Stage 2	
<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produce creative work, exploring their ideas and recording their experiences <input type="checkbox"/> become proficient in drawing, painting, sculpture and other art, craft and design techniques 		<ul style="list-style-type: none"> <input type="checkbox"/> evaluate and analyse creative works using the language of art, craft and design <input type="checkbox"/> know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 			
<p align="center">Progression overview - Year 5 (NC)</p> <ul style="list-style-type: none"> • Begin to use sketch books to record their observations and use them to review and revisit ideas. • Show some improvement in their artistic techniques, using a range of materials. • Begin to discuss great artists, architects and designers in history. 		<p align="center">Progression overview - Year 6 (NC)</p> <ul style="list-style-type: none"> • Produce sketch books to record, develop and evaluate their ideas and observations. • Improve their mastery of art and design techniques with a wider range of materials. • Discuss great artists, architects and designers in history and apply this to their own work. 			
Drawing		Painting and Printing		Collage	
<ul style="list-style-type: none"> • Work from a variety of sources including observation, photographs and digital images (inc. still life) • Develop close observation skills • Work in a sustained and independent way to create detailed drawing • Use dry and wet media to make different marks, lines, patterns and shapes within drawing • Use different techniques for different purposes e.g. shading via cross hatch, hatch, smudge, tonal blending or contour hatching to better represent a texture or surface. • 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*. • Start to develop their own style using tonal contrast and mixed media • Begin to use simple perspective in their work using a single focal point and horizon • Drawing using the continuous line method • *Drawing using mathematical processes • Begin to develop an awareness of composition, scale and proportion in their drawings e.g. Foreground, middle ground and background <p>Vocabulary: Perspective, tonal contrast, proportion – consistent* use of prior vocabulary</p> <p>Resources: Charcoal, sketching pencils, crayon, chalk pastels, pens, sketching paper</p>		<ul style="list-style-type: none"> • Show an awareness of how paintings are created • Carry out preliminary studies, trying out different media, materials and mixing appropriate colours • Create tonal paintings • Further improving skill and control when painting • Create imaginative work influenced by variety of sources, artists and painting styles e.g. Observational drawing, themes, poetry, music, pointillism, impressionist* etc. • Create printing blocks by simplifying a sketch book idea • Work into prints with a range of media e.g. Pens or paints • Experiment with overprinting motifs and colours • Explore the texture of paint (thick/thin/ heavy) and add PVA • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground and background <p>Vocabulary: Warm, cold, atmosphere</p> <p>Resources: Range of brushes, range of canvasses, varying paints, inks, rollers, foam boards</p>		<ul style="list-style-type: none"> • Create photomontages with a focus of composition • Add collage to a painted, printed or drawn Background • Use a range of media to create collages • Use different techniques (applique, drawing, sticking, cutting, paint, weaving, layering etc.), colours and textures when designing and making pieces of work • Use collage as a means of extending work from initial ideas and developing them. • Create unit 'mood' boards to gather ideas from a range of difference resources • Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. (Link to famous designers) • Work collaboratively on a larger scale <p>Vocabulary: Montage, applique*, weaving, embellish, scale</p> <p>Resources: Photocopied material, fabric, crepe paper, magazines, plastic wrappers, cotton wool, newspaper, corrugated cards, rough papers</p>	
<p>Prior Learning: LKS2 add surface details, build stamina, understand pencil grades and how to use them, know sketching techniques, drawing 3D, understand scale and proportion</p>		<p>Prior Learning: LKS2 Choose appropriate paint/brushes for desired outcome, painting techniques for textures, scaled pieces of work, print relief or impressed method, complex repeating patterns</p>		<p>Prior Learning: LKS2 Layering, use collage to collect ideas and information, create based on colour for seasons, mood, pictures ie seascape, consider composition</p>	
<p>Next Learning: KS3 (NC) To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas To increase their proficiency in the handling of different materials</p>		<p>Next Learning: KS3(NC) To use a range of techniques and media, including painting To increase their proficiency in the handling of different materials</p>		<p>Next Learning: KS3(NC) To increase their proficiency in the handling of different materials</p>	
Colour		Vocabulary:		NA	
<ul style="list-style-type: none"> • Explore colour mixing and blending techniques with coloured pencils • Control and experiment with particular qualities of tone, shades, hue and mood • Mix and match colours to create atmosphere and light effects • Use colours to express mood and feeling • Identify contrasting colours and use them in their work • Explore and mix tertiary colours to use in their work 		<p>Blending, hue, mood, tertiary, contrasting</p>			
<p>Prior Learning: LKS2 Create tints and shades, confidently make secondary colours, make flesh colours, understand complimentary colours, understand pigment, use colour to reflect mood</p>					
<p>Next Learning: KS3 (NC) To increase their proficiency in the handling of different materials</p>					
Artist					
<ul style="list-style-type: none"> • Identify artists who have worked in similar ways to their own work • Consider artists use of colour and how they applied it • Evaluate and analyse an artist's use of form (Nighthawks by Edward Hopper, LKS2) • Discuss why the artist used this medium/style/technique. • Talk about the social/historical significance of the artwork. (Banksy's Clacton Pigeon Mural, John Singer Sargent's picture Gassed) <p>Artists: David Lozeau Ben Kwok Kathe Kollwitz (emotion) Paul Cezanne (still life with apples) Still life and colour Jaromir Funke (glass and ball) Still Life Ben Nickolson (1946) Still Life</p>		<p>Artists: Friedensreich Hundertwasser Andy Warhol's – Rorschach print Claude Monet William Morris (KS1?) Edvard Munch's The Scream, (mood and expression) Frida Khalo Takashi Murakami (Warhol of Japan) India Flint</p>		<ul style="list-style-type: none"> • Interpret the artwork through the eyes of another. • Discuss what ways the picture illustrates various elements and principles of art. • Identify the main theme of the artwork. • Compare the artwork to other artwork by the same artist of other artists. • Explain own emotional response to the artwork. <p>Artists: Pablo Picasso's, Guernica (tone) Hannah Hoch, Peter Kennard and Jerry Uelsmann (PHOTO MONTAGE) Jenny Holzer's truisms Frida Khalo Beatriz Milhazes (KS1 for shape and colour)</p>	
<p>Artists: Friedensreich Hundertwasser Magdalene Odundo Mark Wallinger's Ecce Homo sculpture Edward Weston, Fernand Leger</p>					
Evaluation expectation:					
<ul style="list-style-type: none"> • Create a plan in their sketchbook and annotate this with their thinking. • Regularly giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work • Using the language of art with greater sophistication to discuss art 		<p>Examples: Record experiments of media and materials in a way that considers presentation of findings Explain what they like/ dislike about artwork specific to artistic features Discuss the mood/ feeling they think others would feel from this art and why Continue to identify key features in their own and the work of others looking techniques and media used. Explain what they would do differently next time and act on this showing development of skill</p>			
<p>Prior Learning: Review and edit work, explain likes/dislikes of own and others work, use artistic terms.</p>					
<p>Next Learning: KS3 (NC) To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work Know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>					