



Curriculum and Progression in Art

Intent:

The aim of our Art curriculum at Rothbury First School is to ensure that children's own experiences will result in them being able to use the visual elements of Art confidently, in their own work. We also expect children to be able to look at an image or a piece of art and to have an understanding of it, not just react to it. We equip them with the skills required to have an understanding of the language of art and design. This enables them to describe what they see in detail and to provide evidence for their observations.

Year A/B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Early years	Self portraits	Drawing	Mixing colours (Paint)	Create drawings that experiment with different tools such as oil pastels, pencils and crayons	Different textures (Materials)	Modelling Clay
Year A	Y1/2 - Matisse Portraits Y3/4 - Anthony Gormley	Y3/4 - Christmas Decorations	Y1/2 - Jewellery Sculpture Link To Forest School	Y3/4 - Sketching	Y1/2 - Primary Colour and Colour Mixing	

Year B	Y3/4 - Andy Goldsworthy	Y1/2 - Monet Collage Y3/4	Y3/4 -Cubism	Y1/2 - Pattern and Printing Y3/4 - Sketching/Colour Mixing	Y1/2 - Observational Drawing Y3/4	
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	What will a Rothbury First School Artist look like?		
	At the end of Reception they will have the following knowledge:	At the end of Year 2 they will have the following knowledge:	At the end of Year 4 they will have the following knowledge:
	<p>Pupils should be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Children represent their own ideas, thoughts and feelings through design and technology and art.</p>	<p>Pupils should be able to use a range of materials to creatively design and make products.</p> <p>Children will be able to use drawing, painting and sculpture to develop and share their ideas, experience and imagination.</p> <p>Children will be able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Children will be able to describe differences and similarities between different pieces of art, they will be able to use this knowledge to make links to their</p>	<p>Pupils should 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.</p> <p>Children will be able to sketch ideas and use this as a plan to revisit when making a model.</p> <p>Children will be able to use a range of products to widen their art skills including paint, clay and pencil</p> <p>Children will be able to share their knowledge about well known artists.</p>

		own pieces of art.	
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Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<p>Safely use and explore a variety of materials, tools and techniques</p> <p>Experimenting with colour, design, texture, form, and function</p> <p>Share their creations, explaining the process they have used</p>	<p>Extend the variety of drawings tools</p> <p>Explore different textures</p> <p>Observe and draw landscapes</p> <p>Observe patterns</p> <p>Observe anatomy (faces, limbs)</p>	<p>Experiment with tools and surfaces</p> <p>Draw a way of recording experiences and feelings</p> <p>Discuss use of shadows, use of light and dark</p> <p>Sketch to make quick records</p>	<p>Experiment with the potential of various pencils</p> <p>Close observation</p> <p>Draw both the positive and negative shapes</p> <p>Initial sketches as a preparation for painting</p> <p>Accurate drawings of people – particularly faces</p>	<p>Identify and draw the effect of light</p> <p>Scale and proportion</p> <p>Accurate drawings of whole people including proportion and placement</p> <p>Work on a variety of scales</p> <p>Computer generated drawings</p>
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>Name all the colours</p> <p>Mixing of colours</p> <p>Find collections of colour</p> <p>Applying colour with a range of tools</p>	<p>Begin to describe colours by objects</p> <p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours without using black</p> <p>Using colour on a large scale.</p>	<p>Colour mixing</p> <p>Make colour wheels</p> <p>Introduce different types of brushes</p> <p>Techniques- apply colour using dotting, scratching, splashing</p>	<p>Colour mixing and matching; tint, tone, shade</p> <p>Observe colours</p> <p>Select suitable equipment for the task</p> <p>Select colour to reflect mood</p>
Texture (textiles, clay, sand, plaster, stone)	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>	<p>Weaving</p> <p>Collage</p> <p>Sort according to specific qualities</p> <p>How textiles create things</p>	<p>Overlapping and overlaying to create effects</p> <p>Use large eyed needles to start practising basic sewing stitches</p> <p>Create collages</p>	<p>Use smaller eyed needles and finer threads Weaving</p>	<p>Use a wider variety of stitches</p> <p>Observation and design of textural art</p> <p>Experimenting with creating mood, feeling, movement</p>

	Use a range of small tools, including scissors, paint brushes and cutlery				Compare different fabrics
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Begin to show accuracy and care when drawing.	Construct Use materials to make known objects for a purpose Make simple joins	To shape and form from direct observation (malleable and rigid materials) Use some basic decorative techniques Replicate patterns and textures in a 3-D form Discuss own work and that of other sculptors	Shape, form, model and construct (malleable and rigid materials) Plan and develop Understanding of different adhesives and methods of construction	Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)		Create patterns Develop impressed images Relief printing	Print with a growing range of objects Identify the different forms printing takes	Relief and impressed printing Recording textures/patterns Mono-printing Colour mixing through overlapping colour prints	Record textures/patterns Interpret environmental and man made patterns Modify and adapt print
Pattern (paint, pencil, textiles, clay, printing)		Awareness and discussion of patterns Repeating patterns Symmetry	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Explore natural and manmade patterns Discuss regular and irregular	Pattern in the environment Design using ICT Make patterns on a range of surfaces Symmetry	Explore environmental and man made patterns Tessellation

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
Thin, Thick, Light, Dark, Strong, Soft, Light, Dark, Bright, Dull, Colourful, Hard, Print, Repeat Patterns, Shapes, Sculpture, Fold, Bend, Clay, Cutting, Weave, Cutting, Shapes, Sticking, Texture	Thick, Thin, Light, Dark, Shading, Tone, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Blend, Bright, Primary, Secondary, Warm, Vibrant, Deep, Print, Rubbing, Smudge, Image, Fold, Bend, Clay, Colour, Pattern, Shape, Cutting Shapes, Sticking, Rough, Soft, Smooth, Hard, Bumpy	Cutting, Shapes, Sticking, Texture, Rough, Soft, Crunch, Smooth, Hard, Bumpy, Fabric, Colour, Pattern, Texture, Sculpture, Structure, Stone, Metal, Curve, Form, Clay, Smudge, Image, Reverse Shapes, Surface, Repeat, Bright, Primary, Secondary, Warm, Vibrant, Deep, Tone, Shading, Colour wash, Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail	Cutting, Shapes, Sticking, Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven Natural Synthetic Vat Bunching Threading Stitching Embroidery Cross stitch Running stitch Stem stitch Matting Shrunken Tease Wool tops Carding Viewpoint Detail Decoration Natural Form Texture Two-dimensional Three-dimensional Imprint Impression Mould Mon-print Background Pounce Marbling Surface Absorb Stencil Negative image Positive image Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middle ground Frame Position Boundary Label Line Symbol Practical Impractical Change Improve	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven Daub Stamp Emblem Motif Ornamentation Geometric Stylised Abstract Form Shape Texture Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective Pounce Linear Register Block Manipulate Repeat Continuous Cylinder Representational Natural Swirling Stippled Transparent Opaque Foreground Background Middle ground Horizon Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Appearance Character Personality