



# Mendell Primary School

Aspire Challenge Achieve

## Curriculum Progression Document Art



### KS1 Art National Curriculum

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.

### KS2 Art National Curriculum

Pupils should be taught to:

- 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.

	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6	Y7
<b>Generation of ideas</b>	Talk about and represent ideas, sounds, movement and emotions through their creations.	Communicate their ideas as they are creating artwork.	Communicate their ideas simply before creating artwork. Discussion and initial sketches can be used to communicate ideas and are part of the artistic process	Make simple sketches to explore and develop ideas. A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.	Create a series of sketches over time to develop ideas on a theme or mastery of a technique. Artists use sketching to develop an idea over time.	Review and revisit ideas and sketches to improve and develop ideas. Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.	
<b>Evaluation</b>	Say what they like or dislike about their work.  Explore different materials freely, in order to develop their ideas about how to use them	Share their creations with others, explaining their intentions and the techniques and tools they used.	Say what they like about their own or others' work using simple artistic vocabulary. Aspects of artwork that can be discussed include subject matter, use of colour and shape, the	Analyse and evaluate their own and others' work using artistic vocabulary. Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.	Give constructive feedback to others about ways to improve a piece of artwork. Constructive feedback highlights strengths and weaknesses which will improve the overall piece.	Make suggestions for ways to adapt and improve a piece of artwork. Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and	Compare and comment on the ideas, methods and approaches in their own and others' work. Ideas are the new thoughts and messages that artists have put into their work.	Adapt and refine artwork in light of constructive feedback and reflection. Strategies used to provide constructive feedback and reflection in art include using	

	and what to make.		techniques used and the feelings the artwork creates.			composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.	Methods and approaches are the techniques used to create art.	positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.	
<b>Malleable materials</b>	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.		Press objects into a malleable material to make textures, patterns and imprints. Malleable materials, such as clay, plasticine or salt dough, are easy to shape.	Create a 3-D form using malleable materials (papier mache) in the style of a significant artist, architect or designer		Use clay to create a detailed 3-D form. Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.	.	
<b>Paper and fabric</b>	Use a variety of paper and fabric to make images. Paper and fabric can be cut and torn and joined together.  Join different materials and explore different textures.	Cut, tear, fold and join a range of papers and fabrics. Papers and fabrics can be used to create art, including tearing, cutting and sticking.  Explore different textures.	Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.	Create a simple collage using textural materials that have been grouped for different purposes. Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. Warp and weft are terms for the two basic components used in loom weaving.	Manipulate a range of fabrics; changing and modifying them for example by applying colour and dyeing or applique. Use textural materials, to create a simple collage using techniques such as tearing, overlapping and layering Weaving; The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are		Use a range of stitches to add detail and texture to fabric or mixed-media collages. Stitches include running stitch, cross stitch and blanket stitch.		

					woven horizontally over and under the warp yarns.				
<b>Paint</b>	Explore colour and application of paint using a range of different tools.	Use primary and other coloured paint and a range of methods of application.	Identify and use paints in the primary colours. The primary colours are red, yellow and blue. Identify and mix secondary colours. The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.			Identify, mix and use contrasting coloured paints. They are obviously different to one another and are opposite each other on the colour wheel. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Warm colours include orange, yellow and red. Cool colours include blue, green and magenta.		Mix and use tints and shades of colours using a range of different materials, including paint. A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.	
<b>Printing</b>	Make simple prints using print blocks	Make simple prints using rollers	Make simple prints and patterns using a range of liquids including ink and paint. A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.			Make a two-colour print. A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.		Combine a variety of printmaking techniques and materials to create a print on a theme. Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography	
<b>Pencil, ink charcoal, pens</b>	Use different types of line include bumpy, zigzag and curvy.	Select appropriate tools and media to draw with.	Use soft and hard pencils to create different types of line and shape.			Use the properties of pen, ink and charcoal to create a range of effects		Use line and tone to draw perspective. Line is the most basic	

		Create different types of line including thick, thin, straight and dotted.	Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Add texture to a drawing by using linear and cross hatching.			in drawing. Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.		element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).	
Significant people, artwork and movements	Kahlo	Vangogh	Kandinsky Matisse Kasuma	Stolzl Moore Goldworthy	Kiely Giacometti Picasso	Monet Leger Warhol	Morris Koons Matisse	Hockney Rouseau Hastings	