



“Every child is an artist. The problem is how to remain an artist once we grow up” Pablo Picasso
“Creativity is contagious pass it on” Albert Einstein

Our Intent

At South Hykeham Community Primary School, the Art and Design curriculum is structured and sequenced to ensure children develop a secure knowledge and skills base. The curriculum contains the following:

- A list of topics that will be covered

- The artistic concepts pupils should understand

- Criteria for progression within the artistic concepts

Throughout the curriculum, children will have the opportunity to **explore the work of others**, record their ideas and experiences, and evaluate creative ideas. Children will become confident and proficient in a variety of techniques and at using a variety of tools and media. Children will also develop their knowledge of **famous artists, designers and craft makers**. Interest and curiosity about art and design will be fostered with children having opportunity to **ask deeper questions** and demonstrate their skills in a variety of ways through various media. Children will have the opportunity to develop their **emotional expression** through art to further enhance their **personal, social and emotional development**.



Implementation

At South Hykeham, we believe the role of the teacher is to introduce artists, key skills, materials and ideas to our pupils in such a way that each pupil can then explore his or her own creativity. By creating a safe and nurturing environment, pupils are encouraged to take creative risks and to learn from the journey, rather than head towards a pre-defined end result.

Basic skills are introduced and then built upon, including drawing, printmaking, sketchbooks, painting and making. Skills are revisited and the use of ongoing sketchbook work underpins this process. Within art lessons, children will have the opportunity to evaluate art, practise their skills and apply them to their own compositions.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of weekly activities, replaces the teaching of some aspects of the curriculum and, in other cases, provides practise for previously learned skills.

Impact

Art and Design learning is appreciated by teachers and pupils across school. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the media, skills and processes learned about. Children improve their enquiry skills and inquisitiveness about the world around them through the impact art and design has on the world. Children will become more confident in analysing their work and giving their opinion on that of others. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills. As artists, the majority of children have sustained mastery of the skills: they are confident and skilful in their knowledge and application of a range of art techniques and they have had the opportunity to learn about and be inspired by a number of significant artists and their works.



National Curriculum.

Expectations

Level Expected at the End of EYFS

In our Foundation Stage, this involves following the 'Statutory framework for the Early Years Foundation Stage', and the following are expected:

Physical Development

ELG: Fine Motor Skills

Children at the expected level of development will

- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used.



National Curriculum.

Key Stage 1 National Curriculum Expectations

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.

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.



National Curriculum.

Key Stage 2 National Curriculum Expectations

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;
- 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.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- 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.

Art & Design Curriculum FS-KS1

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>FS</u>	Drawing, painting, exploring, malleable materials Van Gogh Andy Goldsworthy	Drawing Printing Rangoli Art Kara Walker	Collage Painting	3-D sculpture Drawing Doug Hyde	Painting Digital media Kandinsky John Dyer	Textiles Our gallery
<u>KS1</u> <u>CYCLE A</u>	Van Gogh Study— Sunflowers How did Van Gogh use colour in his work?	Simple Print Making	Sculpture Can I be an architect?		Kandinsky Study Drawing /Digital	
<u>KS1</u> <u>CYCLE B</u>	Van Gogh Study— Starry Night	Spirals Drawing /Collage	Paper Animals Sculpture	Clay Sculpture Sculpture	Craft makers (Kapow) Textile—weaving	

Art & Design Curriculum Yr 3 -YR 6 CYCLE A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 3	Using natural materials to create an image Artist -Anna Atkins	Gestural drawing—Cave art. Charcoal drawing	Collage Mosaics telling a story Emma Biggs, and Pietro Cavallini		Create skin colours—identity Clay faces 3D	
YEAR 4	Landscapes Drawing /Painting		Cloth, thread, paint. Textiles Mark making Painting on different surfaces Stitching to make marks.		Masks Sculpture CC link - Mayans. Decorating—colour, texture/form. Papier mache Ella Maria Ray	
YEAR 5	Perspective—focal points Drawing/photography, painting. Anne Bjerger		Printing Layering -lino printing.	Clay pots/vases Sculpture CC link—Greeks	People Drawing Lowry—Lincoln picture. Represent figures and form. CC link to Industrial revolution Buildings.	
YEAR 6	Fabric of nature Printing—batik. Rainforest link. Repeating patterns for a fabric.		Exploring identity Digital Portraiture Layering culture		Print and activism Banksy Link to Global Goal Keepers geography unit.	



SHCPS Art Progression



Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Three and Four-Year-Olds Reception Early Learning Goals	Adapted from Access Art's suggested progression map.					
Sketchbooks Substantive Knowledge	Expressive Arts and Design *Explore different materials freely, in order to develop their ideas about how to use them and what to make. *Develop their own ideas and then decide which materials to use to express them. Expressive Arts and Design *Explore, use and refine a variety of artistic effects to express their ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them. Expressive Arts and Design *Return to and build on their previous learning, refining ideas and developing their ability to represent them	*Introduce what a sketchbook is for. *Understand it is owned by the pupil for experimentation and exploration.	*Continue to build understanding that sketchbooks are places for personal experimentation. *Understand that the way each person's sketchbook looks is unique to them.	*Continue to build understanding that sketchbooks are places for personal experimentation. *Understand that the way each person's sketchbook looks is unique to them.	*Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.	*Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.	*Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.

SHCPS Art Progression

Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketchbooks Implicit Knowledge/skills		Use sketchbooks to: *Test out print-making ideas *Develop experience of primary and secondary colours *Practice observational drawing *Explore mark making	Work in sketchbooks to: *Explore the qualities of different media. *Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. *Explore colour and colour mixing. *Make visual notes about artists studied.	Work in sketchbooks to: *Explore the qualities of charcoal. *Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. *Develop mark making skills. *Experiment with pigments created from the local environment	Use sketchbooks to: *Practise drawing skills. *Make visual notes to record ideas and processes discovered through looking at other artists. *Test and experiment with materials. *Brainstorm pattern, colour, line and shape.	Use sketchbooks to: *Explore mark making. *Make visual notes to capture, consolidate and reflect upon the artists studied. *Explore ideas relating to design, exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. *Experiment with different media and different marks to capture the energy of a landscape. *Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.	Use sketchbooks to: *Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? *Explore colour: make colours, collect colours, experiment with how colours work together. *Explore combinations and layering of media. *Make visual notes to capture, consolidate and reflect upon the artists studied.



SHCPS Art Skills Progression



Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing Substantive Knowledge	Physical Development *Use large-muscle movements to make marks. *Use a comfortable grip with good control when holding pens and pencils. Expressive Arts and Design *Create closed shapes with continuous lines and begin to use these shapes to represent objects. *Draw with increasing complexity and detail, such as representing a face with a circle and including details. *Use drawing to represent ideas like movement or loud noises. *Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Physical Development *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Expressive Arts and Design *Explore, use and refine a variety of artistic effects to express their ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them Physical Development Fine Motor Skills *Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. *Begin to show accuracy and care when drawing.	*Understand drawing is a physical activity. *Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.	*Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. *Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.	*Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale *Understand charcoal and earth pigment were our first drawing tools as humans. *To explore tone when drawing.	*Understand artists can work with pattern for different reasons, to create paintings or other works. *Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry *Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural *Begin to use perspective in work using a single foci point and horizon	*Use different media to make marks and lines in dry media - digital mark making, pencil, charcoal, oil pastels. *Explore colour mixing and blending with coloured pencils. *Understand the effect of light on objects from different directions. *Understand perspective in work using a single foci point and horizon.	*Produce accurate drawings from observation and use tonal contrast in drawings. *Use mixed media in artworks using a combination of areas taught - print, ink, paint, fabric, collage etc - use pattern and texture. *Develop an awareness of composition, scale and proportion, foreground, middle ground and background. *To scale up or down a piece of work.



SHCPS Art Skills Progression



Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing Implicit Knowledge/ Skills	↓	*Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. *Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. *Pupils draw from first hand observation, observing detail using materials—pastel, oil pastel and or pencil crayon.	*Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. *Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. *Explore quality of line, texture and shape. which explore composition. *Make drawings inspired by sound.	*Make marks using charcoal using hands as tools. *Develop mark making skills by deconstructing the work of artists. *Use imaginative and observational drawing skills to make drawings of people. *Explore different pencil grades to apply tone.	*Use colour, composition, elements, line, shape using a range of different media to make marks and lines in dry media—pencil, charcoal, oil pastel, acrylic. *Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings.	*Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. *Use charcoal, graphite, pencil, pastel to create drawings. Explore colour mixing and blending. *Begin to use perspective in work using a single foci point and horizon.	*Explore using different media to represent artwork linked to activism. *Use mixed media and the grid system to scale up the image above, transferring the image onto card/fabric. *Use collage to add tonal marks to the "flat image" *Experiment with wet media to make marks, lines, patterns, textures and shapes—ink, paint, watercolour.



SHCPS Art Skills Progression



Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Print Making Substantive Knowledge	Physical Development <i>*Use one-handed tools and equipment, rollers.</i> Expressive Arts and Design <i>*Explore colour and colour mixing.</i> Physical Development <i>*Use a range of small tools, including scissors, paintbrushes and cutlery. Expressive Arts and Design</i> <i>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i>	*Explore using a range of materials to make patterns. *Explore printing with food. *Explore finger painting. *Use collage to add tonal marks to the "flat image"	*Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. *Explore using foods to make impressions. *Explore relief printing.	<i>*Understand printing with a range of objects, both natural and man made can give regular and irregular shape patterns.</i> <i>*Understand that we can experiment with over lapping printing and colours.</i>	<i>*Understand that mono print can be used effectively to create prints which use line.</i> <i>*Experiment with overlapping colour prints.</i> *Understand the print can be made through rubbings.	*Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book.	*Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. *Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.



SHCPS Art Skills Progression



Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Print Making Implicit Knowledge/ skills		*Use hands and feet to make simple prints, using primary colours. *Collect textured objects and make rubblings and press them into plasticine to create plates/prints (relief printing), exploring how we ink up the plates and transfer the image. *Explore concepts like "repeat" "pattern" "sequencing"	*Use mono print by making monoprints using carbon copy paper (or oil pastels and paper) exploring the qualities of line. *Use a range of materials to create different printing effects.	*Use different natural and man made materials to develop prints relating to historical events. * Consider use of layers to develop meaning.	*Use mono print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. *Create textures using wax and rubbings.	*Combine mono type with painting and collage. *Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks	*Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. *Use screen-printing and/or monoprinting over collaged and painted sheets to create your piece of activist art.



SHCPS Art Skills Progression



Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting Substantive Knowledge	Physical Development *Use large-muscle movements to paint and make marks. • *Choose the right resources to carry out their own plan. • *Use one-handed tools and equipment. Expressive Arts and Design *Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. *Explore colour and colour mixing. Physical Development *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Expressive Arts and Design *Explore, use and refine a variety of artistic effects to express their ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Create collaboratively, sharing ideas, resources and skills. Physical Development Fine Motor Skills *Use a range of small tools, including scissors, paintbrushes. *Begin to show accuracy and care when drawing. Expressive Arts and Design Creating With Materials *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	*Understand watercolour is a media which uses water and pigment. *Understand we can use a variety of brushes, holding them in a variety of ways to make water-colour marks.	*Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. *Understand that the properties of the paint that you use, and how you use it, will affect your mark making. *Understand that primary colours can be mixed together to make secondary colours of different hues. *Understand the concept of still life.	*Understand that we can create imagery using natural pigments and light. *Understand that paint acts differently on different surfaces. *Experiment with effects and textures—dotting, scratching, splashing.	*Understand the concept of still life and landscape painting. *Understand how to mix and use tints, tones and shades when applying to work.	*Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. *Understand complementary and contrasting colours.	*Understand that the fabrics used to make clothes have been designed by someone. *That there is a relationship between 2d shape and pattern and 3d form and function. *To use different media to create tints, tones, shade and mood. *Identify how this can portray emotion in their artwork.



SHCPS Art Skills Progression



Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting Implicit Knowledge/ skills	↓	*Explore watercolour and experiment with colours. *Paint without a fixed image of what you are painting in mind. *Know the primary colours. *Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. *Apply colour with different tools—rollers, brushes, fingers.	*Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. *Know secondary colours are made by mixing primary colours. *Experiment with using home-made tools. *Create an arrangement of objects or elements. Make gestural marks using and describing the different colours. *Make tints using white paint. *Darken colours (shades) using black paint.	*Continue to develop colour mixing skills. Use the language—primary, secondary, tertiary, colours, hues, shades, tints. *Explore painting over different surfaces, e.g. clay, cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. *Explore creating pigments from materials around you (earth, vegetation).	*To explore colour (and colour mixing), line, shape, pattern and composition in landscape. *To consider lighting and hues for the foreground and background. *To use close observation and try different hues and tones to capture 3d form in 2 dimensions. *To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. *To compare water colours and acrylics tints, tones and shades.	*Combine printing with paints and collage. Use different media and colour mixing (paint, pastels, ink). *Explore how you can you paint (possibly combined with drawing) to capture your response to a place. *Explore how the media you choose, combined with the marks you make will affect the end result. (Including colour hues, tones and tints). *Use a variety of tools to create texture.	*Explore how we can use layers (physical—different media for tints, tones, shade and mood using ink, paint, pastels, oil, chalk or digital) to explore and build portraits of ourselves and our emotions. *Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.



SHCPS Art Skills Progression



Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles and Collage Substantive Knowledge	Physical Development • *Choose the right resources to carry out their own plan. Expressive Art and Design • *Use one-handed tools and equipment, for example, making snips in paper with scissors. *Explore different materials freely, in order to develop their ideas about how to use them and what to make. *Develop their own ideas and then decide which materials to use to express them. *Join different materials and explore different textures.	*Understand collage is the art of using elements of paper to make images. *Understand we can create our own papers with which to collage. *Understand fabrics can be joined together.	*Understand that we can combine collage with other disciplines such as drawing, printmaking and making. *Understand fabrics can be joined together. *Understand 2D items can be combined to make 3D items.	*Understand that we can combine collage with other disciplines such as drawing, printmaking and making.	*Understand that fabric can be cut and shaped using scissors. *Understand different stitches can be used to make different marks.	*Understand that we can combine collage with other disciplines such as drawing, printmaking and making.	*Understand how different artists use textiles and use various techniques (batik).



SHCPS Art Skills Progression



Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles and Collage Implicit Knowledge /skills	↓	*Collage with painted papers exploring colour, shape and composition. *Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. *Create fabrics by weaving - use man made and natural materials ie grass through twigs, plastic through fence, wool around lolly sticks *Introduce adhesives - pritt and PVA	*Use the observational drawings made cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. *Collage with drawings to create invented forms. Combine with making if appropriate *To fold, crumple, tear, overlap and sort different materials. *Weave wool, knot, plait and twist threads and fabrics.	*Cut shapes from paper (free hand) and using scissors and use as elements with which to collage, combined with print-making to make a creative response to an original artwork.	*To cut shapes from fabrics and use different stitches and mark making as a response to artists work.	*Cut shapes from paper (free hand) and use as elements with which to collage, combined with print-making to make a creative response to an original artwork.	*To recreate different designs from other cultures using different mediums. *To recognise how artists use textiles, using various stitching and embroidery stitches.



SHCPS Art Skills Progression



Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Substantive Knowledge	Physical Development *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Expressive Arts and Design *Explore, use and refine a variety of artistic effects to express their ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Create collaboratively, sharing ideas, resources and skills. Physical Development Fine Motor Skills *Use a range of small tools, including scissors. *Begin to show accuracy and care. Expressive Arts and Design Creating With Materials *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	*Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.	*Understand the role of an architect. *Understand when we make sculpture by adding materials it is called Construction	*Understand that when we make sculpture by moulding with our fingers it is called modelling. *Understand that clay and Modroc are soft materials which finally dry/set hard.	*To understand that make sculpture can be challenging. *To understand it takes a combination of skills, but that we can learn through practice. *That it is ok to take creative risks and ok if things go wrong as well as right	*Understand that sculpture can look different to different designers. *Understand shape, model and form when planning and making (working with clay and other malleable materials).	*Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. *Understand that artists and designers add colour, texture, meaning and richness to our life. *Understand that artists reinvent. *Understand that as artists, we can take the work of others and reform it to suit us. That we can be inspired by the past and make things for the future



SHCPS Art Skills Progression



Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Implicit Knowledge/ skills		*Use a combination of two or more materials to make sculpture. *Use construction methods to build. *Use paper and fabric weaving. *Use ribbons and string to thread and make patterns.	*Use the a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. *Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. *Understand and use paper and fabric weaving and recognise warp and weft.	*Use mod roc or air-dry clay—roll, carve, knead and make marks. * Make clay tiles and add mosaic tiles following a design.	*Develop our construction skills, creative thinking and resilience skills by making sculpture by manipulating malleable materials. *To combine modelling with construction using mixed media and painting to create sculpture including mod roc and clay.	*Construct with a variety of tools. Think about scale, texture, space, structure and intention. *Use a combination of materials, construction methods and tools. Reflect as part of the making process so that you can understand how your intention relates to the reality of what you are making. *To work in 3d to devise historic piece using clay.	*Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. *Shape, form, model and join malleable and rigid materials (use wire, modelling, paper, card, mod roc).



SHCPS Art Skills Progression



Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose/ Visual Literacy/ Articulation Substantive Knowledge	Expressive Arts and Design *Create collaboratively, sharing ideas, resources and skills. Expressive Arts and Design Creating With Materials *Share their creations, explaining the process they have used.	*Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. *Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. *Understand all responses are valid.	*Understand artists take their inspiration from around them, collecting and transforming. *Understand that in art we can experiment and discover things for ourselves. *Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. *Understand how the artists experience feeds into their work. *Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. *Understand all responses are valid	*To understand that visual artists look to other artforms for inspiration. *Look at the work of an artist, painters and who use textiles. *Understand artists often collaborate on projects, bringing different skills together. *Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. *Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. *Understand all responses are valid	*Look at the work of painters and sculptors. *Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. *Understand artists often collaborate on projects, bringing different skills together. *Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. *Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. *Understand all responses are valid	*Look at the work of designers, artists, architects. *Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. *Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. *Understand all responses are valid	*Look at the work of designers, artists, art activists, installation artists and craftspeople. *Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. *Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. *Understand all responses are valid.



SHCPS Art Skills Progression



Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose/ Visual Literacy/Articulation Implicit Knowledge/skills		*Reflect upon the artists' work and share your response verbally ("I liked..."). *Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). *Some children may feel able to share their response about classmates' work.	*Reflect upon the artists' work and share your response verbally ("I liked..."). *Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). *Talk about intention. *Share responses to classmates' work, appreciating similarities and differences. *Document work using still image (photography) or by making a drawing of the work.	*Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of..."). *Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention. *Work collaboratively to present outcomes to others where appropriate. Present as a team. *Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. *Document work using still image (photography) or by making a drawing of the work.	*Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). *Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might... I was inspired by..."). Talk about intention. *Work collaboratively to present outcomes to others where appropriate. Present as a team. *Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. *Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus.	*Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). *Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might... I was inspired by..."). Talk about intention. *Work collaboratively to present outcomes to others where appropriate. Present as a team. *Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. *Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. *Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?	*Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). *Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might... I was inspired by..."). Talk about intention. *Work collaboratively to present outcomes to others where appropriate. Present as a team. *Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. *Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

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Vocabulary	Paint, brush, water pot, apron, pencil, crayon, pastel, colour names, paint, pallet, draw, shapes, sketch	<u>Cycle A</u> Printing, rubbing, texture, relief print, Primary colour, <u>Cycle B</u> paint strokes, Colour mixing, Artists, Pattern, roll, squeeze, clay, pinch, dough, squash, Media, Life drawing, Plait, thread, knot, craft	<u>Cycle A</u> Secondary colour, tint, shade, warm and cool colours, line <u>Cycle B</u> contemporary, Expression, structure, sculpture, model, Loom, threading, warp, weft, weaving	Natural materials, pigments, jot, sketchbook, environment, cyanotopes, primal painting, landscape, foraging, line, tone, mark making, willow charcoal, compressed charcoal, cave art, newsprint, light, dark, shadow, composition, fixative, focus, negative image. mosaic, motif, tesserae, geometric design, tessellate, coil, slabbing, score, slip, jagged, pitted, matt, real-life, abstract, proportion,	landscape, skyline, shade, zentangle, Mixed Media, Cloth, Fabric, Calico, Thread, Stitches, Needle, Detail, Gesture, Impasto, Dilute, Loose, Tight, Tension, Knot, Length, Repeated, Rhythm, Dot, Dash, Shading, hatching, form, layering, malleable,	perspective, photography, acrylic paints, horizon, foreground, middle-ground, background, complementary colours, monotype, zine, layering, printing inks, mold, slip, coil, hue, tint, mood.	Portrait, portraiture, identity, layered portrait, collage, mixed media, activist



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EYFS



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Three and Four-Year-Olds	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.



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Reception	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
ELG	Physical Development	Fine Motor Skills	• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used