

## ART: CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Our aim is to develop pupils who are given a lifelong love of art and the confidence to be creative and take risks!

When the team met to develop this framework, there were a number of key things that we felt should be listed as expectations across a pupil's time in school, but with the flexibility to apply these in a way that suits the context and individuality of each setting.

- Ensuring a range of collaborative and individual work
- The need for pupils to have exposure to a range of historic and contemporary artists
- To experience links to the art industry through visits to galleries/artist in residence
- The opportunity for showcasing of pupils' artwork through galleries/ exhibitions/ displays and sharing of their sketchbooks
- Place value on pupils' artistic literacy through vocabulary and analysis skills
- Links to wider global and cultural themes

“engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design” NCPoS Ks1-3

Topics/Themes/Texts: (To be decided by individual schools)

The *key* things we want pupils to know/be able to do

FOUNDATION

Opportunities to be creative available all year through provision based learning environments - art table, chalkboards, whiteboards, outdoor easels etc.

**Autumn term - All About Me**

Self-portraits

Family portraits

Clay modelling diva lamps (Diwali week)

**Spring Term - Traditional Tales**

The Enormous Turnip - vegetable printing

**Explore and refine their application of practical skills and record through the use of a range of media.**

- Be able to use the colour names
- Explore what happens when they mix colours
- Be able to describe what they can see
- Experiment to create different textures (For example, sand, sponges, sticks, rollers etc...)
- Understand that different media can be combined to create new effects.

**Begin to develop confidence in explaining and discussing their ideas and recording their experiences.**

- Follow and share their own interests through their artwork

**Understand Art: Share personal opinions and ideas.**

- Comment on their own work and that of others saying why they like it and how to make improvements

By the end of FS2:

Pupils show good control and coordination in large and small movements. They handle equipment and tools effectively for mark-making.

Pupils safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

YEAR 1

**Topics/Themes/Texts:** (To be decided by individual schools)

**The key things we want pupils to know /be able to do**

- explore use of man-made and natural

Self Portraits - all about me

Pointillism - Georges Seurat and Paul Signac linked to Rainforests

Clay cats linked to Rainforests

Rainforest art - Ted Harrison

(Clay and Ted Harrison normally covered in Dinosaurs but moved due to Lockdown.)

**Explore and refine their application of practical skills and record through the use of a range of media.**

- Explore a range of media such as charcoal, chalks, pencils, paint, wax resist
- Independently explore and select tools and colours for a specific purpose in their own creative work.
- Begin to work in a sketchbook
- Explore 3D and 2D form and its related vocabulary

**Demonstrate growing confidence in explaining and discussing their ideas and recording their experiences.**

- Be able to describe what they can see and represent this in their work
- Identify areas for development within their own work and explain why something has or has not worked
- Explain their reasons for selecting specific tools

**Understand Art: Share personal opinions and ideas.**

- Comment on similarities and differences in their own work and that of others
- Comment on ways that work has been improved

<b>YEAR 2</b>	
<b>Topics/Themes/Texts:</b> (To be decided by individual schools)	<b>The key things we want pupils to know /be able to do</b>
<p>Paul Klee - geometric shapes to link with Knights and Castles topic</p> <p>Ted Harrison - Polar region topic, Northern lights, abstract shapes</p> <p>Observational drawings of plants and trees to link with Science Unit</p> <p>Pointillism African topic</p> <p>Watercolour backgrounds</p> <p>Animal patterns camouflage</p> <p>India Flint - outdoor art</p> <p>Clay/modroc animals polar or safari animals</p> <p>Weaving skills - calendars</p>	<p><b>Explore and refine their application of practical skills and record through the use of a range of media.</b></p> <ul style="list-style-type: none"> <li>● Use a sketchbook to build a portfolio of sketches and artwork, showing progression of skills using media such as watercolour, sculpture, collage or montage</li> <li>● Begin to independently mix primary colours to make secondary and use the associated vocabulary (with some success)</li> <li>● Record from direct observation. (From life or photographs).</li> </ul> <p><b>Demonstrate growing confidence in explaining and discussing their ideas and recording their experiences.</b></p> <ul style="list-style-type: none"> <li>● Be able to make annotations on their work (notes or labelling)</li> </ul>

	<p><b>Understand Art: Share personal opinions and ideas.</b></p> <ul style="list-style-type: none"> <li>● Compare their own work to that of famous artists.</li> <li>● Discuss ways in which an artist has influenced their work.</li> </ul> <p><b>By the end of Key Stage 1 all pupils should have been taught:</b></p> <ul style="list-style-type: none"> <li>● To use a range of materials creatively to design and make products</li> <li>● To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>● 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.</li> </ul>
<p><b>YEAR 3</b></p>	
<p><b>Topics/Themes/Texts:</b> (To be decided by individual schools)</p>	<p><b>The key things we want pupils to know /be able to do</b></p>
	<p>The pupils will be able to:</p>

**Explore and refine their application of practical skills and record through the use of a range of media.**

- Predict with accuracy the new colours they will mix using primary colours. Explore a range of media (watercolour paint, powder paint, poster paint).
- Use media with increasing accuracy and control to create outcomes (chalk, charcoal, pencil, coloured pencil, pastel).
- Explore the versatility of media through mark making (pressure of pencil/ brush, use of tools to apply media, quality of line)
- Explore 3D forms responding to a theme. (This could be cardboard modelling, clay, nets, modroc, papier mache.)

**Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.**

- Generate ideas to inform a piece of art (this could be as a class, small group or independently)
- Use sketchbooks to develop and annotate their ideas.
- Record from direct observation. (From life or photographs).

**Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.**

- Study a minimum of one artist, including the identification of the artist's style, period in art history, media, technique.
- Comment on the content and mood of the artist's work.
- Form and share a reasoned opinion on the artist's work. (all of the above should involve opportunities for both verbal and written responses-possibly with the support of sentence starters and key words)

YEAR 4

**Topics/Themes/Texts:** (To be decided by individual schools)

**The key things we want pupils to know /be able to do**

PSHE link - This is me posters/ Identity boxes

Celebrations- Christmas cards, calendars, easter cards

Tudor themed art- work - Hans Holbein miniature portraits  
Half portraits of Tudor Monarchs

Ancient Egypt- Egyptian cats - modroc  
canopic jars - clay

Water - Where the forest meets the sea. - collages  
Hockney - water theme- swimming pool, water droplets

Clay - Diwali lamps

Van Gogh - sketch book work

The pupils will be able to:

**Explore and refine their application of practical skills and record through the use of a range of media.**

- Revisit the secondary colours and be able to mix all three using primary colours. Explore a range of media (watercolour paint, powder paint, poster paint).
- Use media with increasing accuracy and control to create outcomes (chalk, charcoal, pencil, coloured pencil, pastel).
- Explore the versatility of media through mark making (pressure of pencil/ brush, use of tools to apply media, quality of line)
- Explore 3D forms responding to a theme. (This could be cardboard modelling, clay, nets, modroc, papier mache.)

**Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.**

- Generate ideas to inform a piece of art (this could be as a class, small group or independently)
- Use sketchbooks to develop and annotate their ideas.
- Record from direct observation. (From life or photographs)
- Demonstrate perseverance when creating a piece towards a brief.

	<p><b>Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.</b></p> <ul style="list-style-type: none"> <li>• Study a minimum of one artist, including the identification of the artist's style, period in art history, media, technique.</li> <li>• Comment on the content and mood of the artist's work.</li> <li>• Form and share a reasoned opinion on the artist's work. (all of the above should involve opportunities for both verbal and written responses-possibly with the support of sentence starters and key words)</li> </ul>
<p><b>YEAR 5</b></p>	
<p><b>Topics/Themes/Texts:</b> (To be decided by individual schools)</p>	<p><b>The key things we want pupils to know /be able to do</b></p>
<p>Viking Art - Huginn and Munin - Ravens, Viking valknot</p> <p>Class projects - Viking Longship for display (shields, etc)</p> <p>Pastels - planets</p> <p>Creatively Me - self expression, individualisation, mixed media</p> <p>Egyptian Gods - sketching or life size models (paints)</p> <p>Clay - Greek pots (coil)</p> <p>Remembrance Art - themed on poppy</p>	<p>The pupils will be able to:</p> <p><b>Explore and refine their application of practical skills and record through the use of a range of media.</b></p> <ul style="list-style-type: none"> <li>• Explore a range of media (such as chalk, charcoal, oil pastel, watercolour paint, powder paint, poster paint, pencil crayon).</li> <li>• Use media purposefully and skillfully to communicate detail linking to the Formal Elements of Art in drawing.</li> <li>• Explore 3D forms. (This could be cardboard modelling, clay, nets, modroc, papier mache.)</li> </ul>

Mothers day hearts - origami

Festivals work - Menorah Candles - creative interpretation

Cartoon strips - English link - Beowulf

Dragon art - free choice of media

Tie dye

Calendars - seasonal scenes

Photoframe from twigs

Outdoor Art - sturdy **Andy Goldsworthy** and create own, photograph etc

**Edvard Munch** - The Scream - study and own interpretations.

Emotion through art and music

Andy Goldsworthy - Art in Nature

**Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.**

- Develop a range of ideas before deciding upon a final outcome.
- Use sketchbooks to develop, refine and annotate their ideas.
- Have opportunities to choose the media appropriate for their personal outcome (this should be informed by their annotation)
- Record from direct observation with increasing accuracy and detail. (From life or photographs).

**Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.**

- Study a minimum of one artist, including the identification of the artist's style, period in art history, media, technique.
- Comment on the content and mood of the artist's work.
- Form and share a reasoned opinion on the artist's work. (all of the above should involve opportunities for both verbal and written responses)

<b>YEAR 6</b>	
<b>Topics/Themes/Texts:</b> (To be decided by individual schools)	<b>The key things we want pupils to know /be able to do</b>
<p>Spring term: Henri Rousseau - mixing tertiary colours to create depth to rainforest background; sketching jungle animals, using shading to show light and depth</p> <p>Autumn: Kandinsky - making colour choices including contrasting and complimentary colours to express mood/emotion; Using sketch books to explore ideas including changing colour from Kandinsky 'Soft Hard'; Sketch book and collage used to generate, discuss and develop ideas</p> <p>Sketching 3D shapes using shading skills to show light and shade.</p> <p>Picture studies: Kandinsky 'Composition 8; Rousseau Tiger in a Tropical Storm - both the include opportunities for verbal and written analysis</p> <p>Autumn: Bridget Riley - optical art - including using shade and pencil pressure to create illusion</p> <p>Summer Term - using range of media including 3D, create a Maya Mask.</p> <p>Sketching skills further developed through Charles Darwin inspired 'sketch diaries'</p> <p>Summer term - Fossil printing using polystyrene</p>	<p>The pupils will be able to:</p> <p><b>Explore and refine their application of practical skills and record through the use of a range of media.</b></p> <ul style="list-style-type: none"> <li>● Be able to mix all three secondary colours and begin to explore tertiary colours and the concept of contrasting and harmonious colours.</li> <li>● Be able to apply different pencil pressures to create a range of tonal values. (Light, Medium and Dark)</li> </ul> <p><b>Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.</b></p> <ul style="list-style-type: none"> <li>● Develop a range of ideas before deciding upon a final outcome.</li> <li>● Use sketchbooks to develop, refine and annotate their ideas.</li> <li>● Record from direct observation with increasing accuracy and detail. (From life or photographs).</li> </ul> <p><b>Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.</b></p>

- Study a minimum of one artist, including the identification of the artist's style, period in art history, media, technique.
- Comment on the content and mood of the artist's work with increasing depth using subject specific vocabulary.
- Form and share a reasoned opinion on the artist's work. (all of the above should involve opportunities for both verbal and written responses)

**By the end of Key Stage 2 all pupils should have been taught:**

- 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