



St. John's Art and Design Whole School Curriculum - 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Pen portraits Painting Printing David Hockney	Christmas cards Design on Christmas hats	Pen portraits Superhero comic strip	Mother's Day cards Easter cards Van Gough	Eid cards Pen portraits Symmetrical butterflies	Father's Day cards Monet Under the sea collages
Year 1		Drawing Block A Painting Block B Piet Mondrian		Revisit Drawing Print Making Block C Karen Lederer		Revisit Drawing Sculpture Clock E Kenojuak Ashevak
Year 2		Drawing Block A Painting Block B Wassily Kandinsky		Revisit Drawing 3D Block E John Kindness		Revisit Drawing Textiles and Collage Block D Katie Vernon
Year 3	Drawing and Painting Block A Vincent Van Gough		3D Block D Louise Bourgeois		Painting Block E Kehinde Wiley	
Year 4		Drawing and Painting Block A Georgio Morandi and Georgie O'Keeffe		Printmaking and Textiles Block C Gilbert Ahiagble (Bobbo)	3D + Collage Block D Alberto Giacometti	
Year 5		Drawing and Painting Block A Friedensreich Hundertwasser	Printmaking Block B Frank Auerbach		3D Block D John Brundson	
Year 6		Drawing Block A and Painting B + Collage Block B Frida Kahlo Patrick Caulfield		Printmaking + Textiles Block C Pablo Picasso	3D Block D Patrick Hughes	

Art and Design Domains:

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

Art and Design is divided up into the following core domains, all of which use the 'Working Artistically' Domains above:

- ✓ Drawing
- ✓ Painting
- ✓ Printmaking
- ✓ 3D
- ✓ Textiles
- ✓ Collage

Art and Design Curriculum Narrative

EYFS

EYFS pupils should be taught:

- ✓ 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.

Activities will be a mixture of adult- led focus tasks and independent learning within the provision.

Key Stage 1

Key stage 1 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.

Key Stage 2

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. Pupils should be 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.



Knowledge Organiser



Subject:	Art and Design/Design and Technology
Year Group:	Reception

Prior/Background Knowledge:

Children should start school:

- With some experience of drawing and painting.
- With a developing pencil grip, gaining more control
- Use scissors with some control
- Recognising primary colours
- With experience of junk modelling, collage and manipulating playdough.



Expressive Arts and Design ELG

Children at the expected level of development will:

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.

Autumn 1:

Pen portraits: This is done 3 times throughout the year to see progress in drawing. Encourage accuracy and pencil control. (position paper according to whether they are left or right handed)

Painting: Asses recognition of primary colours and holding a paintbrush correctly (the same way they would hold a pencil- Year 1 Art CUSP)

Printing: Using fruit and veg to print with linked to Handa's Surprise. (Naming veg and 5 sense CUSP)

David Hockney: Introduce and do work in his style.

Playdough recipe: Children will make playdough following a recipe- this recipe will be followed throughout the year with children becoming more independent. (Links to Year 1 DT CUSP Food and nutrition)

Senses: We learn about our senses as part of learning about ourselves. (Year 1 DT CUSP Food and nutrition)

Autumn 2:

Junk model vehicles: Scissors to cut down materials, Sellotape, masking tape and glue to join materials. (Year 1 DT mechanisms)

Paint junk model vehicles: Choosing colour for a purpose and beginning to use controlled brushstrokes (CUSP)

Christmas cards: Creating for a purpose, using scissors, controlled pen/paint strokes, pride in final piece.

Christmas hats: Printing with sponge shapes, designing and creating a pattern.

Spring 1:

Pen portraits: This is done 3 times throughout the year to see progress in drawing. Encourage accuracy and pencil control. (position paper according to whether they are left or right handed)

Veggie superheroes: Design and make own veggie superheroes to link with Supertato! Scissors skills, joining skills, pride in a final piece.

Healthy eating: We discuss being healthy heroes and healthy eating (link to Year 1 DT Food and nutrition)

Superhero comic strip: Group work to design and make a superhero comic strip, cutting out characters and speech bubbles to add to a background.

Bake and decorate gingerbread men: Linked to our 'Runaway stories'. Following a recipe, thinking of the design of their man.

Spring 2:

Mother's Day cards: Creating for a purpose, using scissors, controlled pen/paint strokes, pride in final piece.

Easter cards: Creating for a purpose, using scissors, controlled pen/paint strokes, pride in final piece.

Van Gough: Introduce and do work in his style.

Summer 1

Eid cards: Creating for a purpose, using scissors, controlled pen/paint strokes, pride in final piece. (moveable)

Symmetrical butterflies: Choosing colour for a purpose and beginning to use controlled brushstrokes (CUSP)

Clay/playdough minibeast: Manipulating playdough to represent a minibeast. Adding materials for effect. (pipe cleaner antennae, googly eyes etc)

Pen portraits: This is done 3 times throughout the year to see progress in drawing. Encourage accuracy and pencil control. (position paper according to whether they are left or right handed)

Summer 2:

Monet: Introduce and do work in his style.

Father's Day cards: Creating for a purpose, using scissors, controlled pen/paint strokes, pride in final piece.

Under the sea collage: Create own underwater scene using collage materials and fabric to create 2D artwork (CUSP)

Throughout the Year:

- Construction area: indoor and outdoor- (identify different types of building blocks Year 1 DT CUSP- structures)
- Manipulate fabric and yarns by poking, pulling, threading and weaving (CUSP)
- Draw around a template (CUSP)
- Use scissors to cut along straight and curved lines and around shapes (Year 1 DT CUSP- mechanisms)
- Junk modelling: Joining materials with glue and Sellotape.

St John's Art and Design Medium Term Planning (using CUSP resources)

Yr group, Unit Title	Substantive concept	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Year 1: Drawing Block A Painting Block B Piet Mondrian	Drawing and Painting	Pupils will be able to: Hold drawing tools correctly Position their paper according to whether they are left or right-handed Pupils will be able to: Hold a paintbrush correctly in the same way that they hold a pencil	In this block, pupils will be introduced to a range of drawing tools, such as charcoal, pencil, chalk and pastel. They will be taught to make basic marks and about how changing the pressure and orientation of these marks can create different textures. 1.Can make a range of marks Can name the tools used 2. Can organise and arrange marks using a range of techniques Can share ideas and work with others 3. Can identify the marks made and talk about them using technical vocabulary Can identify and name drawing materials In this block, pupils will explore making thick and thin paint marks on a range of surfaces. They will use primary colours and the dip, dip dab method of painting. 1.Can name each part of the paintbrush Can use the dip, dip, dab method 2. Can make a range of marks by stroking the brush on the paper 3. Can paint blocks of a single colour without mixing into other colours	Drawing Pressure Orientation Pallet Primary Colours Brushstroke	Cross-hatching Texture Monochrome Bristles Furrule Hnadle
Year 1: Revisit Drawing Print Making Block C Karen Lederer	Drawing and Print Making	Drawing - Year 1 Drawing unit A Pupils will be able to: Hold a paintbrush correctly Use controlled brushstrokes Identify primary colours	In this block, pupils will explore the marks that can be made by printing with a range of objects. Pupils will be taught the techniques of stencilling and relief printing. They will combine these printing techniques to create a final piece, inspired by the work of Untitled 30 the contemporary artist Karen Lederer 1.Can print clear marks from a range of objects by applying paint carefully and using appropriate pressure Can comment on the effects created by overprinting Can explain the printing process 2. Can use the stippling technique and stencilling to create clear and defined shapes Can explain how to make and use a stencil	Printmaking Stencil Relief-printing	Stippling Stroking Overprint

			<p>Can produce a clear image from a relief printing block</p> <p>3. Can apply knowledge of a range of printing techniques</p> <p>Can explain a range of printing processes</p> <p>Can express preferences about their own and others' work</p>		
<p>Year 1: Revisit Drawing (as above)</p> <p>3D - Sculpture Clock E Kenojuak Ashevak</p>	Drawing and Sculpture	<p>Drawing - Year 1 Drawing unit A</p> <p>Pupils will be able to:</p> <p>Use collage materials and fabric to create 2D artwork</p> <p>Use scissors and drawing tools</p> <p>Use line and texture to create effects</p>	<p>In this block, pupils will learn how to smooth a form out of clay. They will explore a range of materials to understand the importance of weight and balance in construction and they will use recycled materials to create their own sculpture inspired by The Enchanted Owl by Kenojuak Ashevak.</p> <p>1.Can manipulate and form clay with control and dexterity Can follow specific techniques to create smooth forms</p> <p>Can use a wide vocabulary to describe the tactile and visual qualities of pebbles and clay</p> <p>2. Can adjust objects accurately and carefully in order that they balance unaided</p> <p>Can articulate preferences about materials and give reasons Can build a structure that echoes the shape and form of an inuksuk</p> <p>3. Can make reasoned choices when selecting materials to use</p> <p>Can select and assemble materials and objects to form a recognisable form</p> <p>Can use methods to join and adhere materials effectively</p> <p>Can use line and shape to create an image that reflects the style of a specific artist</p>	Inuksuk Smooth Pebble	Balance Construct Model

Yr group, Unit Title	Substantive concept	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Year 2: Drawing Block A</p> <p>Painting Block B</p>	Drawing and Painting	<p>Pupils will be able to:</p> <p>Recognise a range of different marks</p> <p>Apply pressure to change the mark</p> <p>Select a range of mark making tools and use them to create a variety of marks, including cross-hatching</p>	<p>In this block, applying previously acquired skills, pupils will use a range of marks to represent mood and movement. They will start to explore shape and texture through expressive mark making in response to a piece of music and descriptive language. Pupils will use a picture book or piece of art as a starting point for their own artwork.</p> <p>1.Can identify the materials they have used</p> <p>2.Can identify where marks change in response to a change in music</p> <p>3.Can take inspiration by observing the work of a professional artist</p>	Response Stroke Linework	Contrast Media/Medium Stippling

		<p>Pupils will be able to:</p> <p>Identify shades of primary colours</p> <p>Make a range of thick and thin marks on different surfaces</p>	<p>Can make a range of marks to show movement</p> <p>In this block, pupils will respond to music as they explore line, colour and space. They will use traditional painting tools as well as make their own to manipulate the paint they work with.</p> <p>1.Can trace around a shape Can fill in small areas or spaces without overlapping colours Can use different tools to paint with</p> <p>2. Can say which two primary colours make each of the secondary colours Can name shades of secondary colours</p> <p>3. Can make links between colour, shape, lines and emotions</p>	<p>Secondary Colours</p> <p>Imagination</p> <p>Control</p>	<p>Concentric-shapes</p> <p>Contrast</p> <p>Motif</p>
<p>Year 2:</p> <p>Revisit Drawing</p> <p>3D Block E</p>	<p>Drawing and 3D</p>	<p>Drawing Year 2 Unit A - as above</p> <p>Pupils will be able to:</p> <p>Use different painting tools</p> <p>Apply techniques of joining, cutting and constructing</p> <p>Select modelling materials for their properties and use to create a sculpture from a sketch</p>	<p>In this block, pupils will take inspiration from the art of the indigenous people of Australia. They will combine these ideas with sculpture, creating three-dimensional forms decorated with dot patterns.</p> <p>1.Can explain the purpose of indigenous art and identify some common symbols Can use a cotton bud to create defined dots with adequate spacing Can describe a painting in terms of its colour, style and motifs</p> <p>2. Can apply joining techniques to construct a 3D planned sculpture Can mould and manipulate paper to create 3D forms Can follow a process and evaluate the outcomes, identifying difficulties and possible solutions</p> <p>3. Can apply a specific paint technique to a 3D form Can incorporate the style and colours of indigenous Australian art in their own design Can make constructive comments about the work of others</p>	<p>Indigenous</p> <p>Inspired</p> <p>Sacred</p>	<p>Depth</p> <p>Maquette</p> <p>Sculpt</p>
<p>Year 2:</p> <p>Revisit Drawing</p> <p>Textiles and Collage Block D</p>	<p>Drawing and Textiles</p>	<p>Drawing Year 2 Unit A - as above</p> <p>Pupils will be able to:</p> <p>Apply a range of printing techniques</p> <p>Use stencilling techniques to achieve different effects</p> <p>Manipulate fabric and yarns by poking, pulling, threading and weaving</p>	<p>In this block, pupils will create abstract collage and textile images using a range of materials. They will also make a reconstructed picture using selected images from magazines and prepared papers.</p> <p>1.Can use and combine a variety of techniques successfully Can create a range of repeated patterns, combining curved and straight lines</p>	<p>Image</p> <p>Adhesive</p> <p>Non-realistic</p>	<p>Reconstruct</p> <p>Montage</p> <p>Manipulate</p>

			<p>Can express views about work created by others, making constructive comments and giving reasons for preferences</p> <p>2. Can make thoughtful decisions about which materials to use to achieve desired effects</p> <p>Can place and arrange materials and objects to achieve balance</p> <p>Can use a wide range of relevant vocabulary to describe the visual and tactile qualities of their work</p> <p>3. Can articulate views about the work of artists</p> <p>Can make effective choices about images and composition to create a balanced collage</p> <p>Can show control and dexterity in cutting and sewing skills</p>		
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Yr group, Unit Title	Substantive concept	Previous Learning	National Curriculum – Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Year 3: Drawing and Painting Block A	Drawing and Painting	<p>Pupils will be able to:</p> <p>Explore mark making using a range of tools and media</p> <p>Use different brushstrokes to make a variety of marks</p> <p>Combine the visual and tactile quality of paint</p> <p>Talk about their work and that of others using appropriate vocabulary</p> <p>CUSP History - Stone Age (cave art of Palaeolithic and Neolithic periods) CUSP Science - Rocks</p>	<p>In this block, pupils will continue to experiment by using a range of materials, including paint, to create different marks. They will also mix colours. Pupils will be taught how to use a variety of painting techniques, including tonking and sgraffito. They will explore how to combine techniques to create texture and shape.</p> <p>1.Can use graphic marks to explore the line and contour of a shape Can create tints of a colour by adding white</p> <p>2. Can use a range of painting techniques</p> <p>Can control tools and improve techniques including: • using impasto paint • tonking • combining drawing and painting to create sgraffito marks</p> <p>3. Can identify different marks and talk about them using technical vocabulary</p> <p>Can reflect on their work verbally and record annotations in sketchbooks</p>	Hue Repetition Resist	Tonking a Sgraffito Impasto
Year 3: Revisit Drawing 3D Block D	3D	<p>Drawing Year 3 Block A – as above</p> <p>Pupils will be able to:</p> <p>Select and combine materials to create interesting textural and visual effects</p> <p>Explore and explain the textural, visual and tactile qualities of artwork</p> <p>Explore methods of manipulating fabric and yarns by poking, pulling, threading and weaving</p>	<p>In this block, pupils will combine form and texture to build relief images and then create 3D insects, taking inspiration from Louise Bourgeois.</p> <p>1.Can make considered choices about objects used and their positioning</p> <p>Can create interesting textural effects on a plaster surface Can use language relating to pattern and texture to describe the effects they have created</p>	Pliers Pargeting Gauge	Gesso (jesso) Relief a Installation

			<p>2. Can use a paintbrush effectively to apply an even coat of paint to a three-dimensional surface</p> <p>Can effectively remove sections of a layer of paint to achieve the desired effect</p> <p>Can give a step-by-step explanation of a process, sequencing key information in the correct order</p> <p>3. Can describe the work of other artists using artistic and technical vocabulary</p> <p>Can select appropriate materials and apply taught techniques to construct and join 3D shapes</p> <p>Can make anatomically correct sketches of insects and represent these in 3D Can articulate their thoughts and feelings about their own work and their use of techniques</p>		
<p>Year 3:</p> <p>Revisit Drawing</p> <p>Painting Block E</p>	Painting	<p>Drawing – Year 3 Drawing unit A as above.</p> <p>Pupils will be able to:</p> <p>Identify primary and secondary colours</p> <p>Mix tones and tints</p> <p>Apply paint using a range of techniques</p>	<p>In this block, pupils will learn techniques to create a negative space using paint and explore the contrast between Barack Obama (2018) by Kehinde Wiley foreground and background.</p> <p>1. Can change the intensity of colours by mixing them with water and create tones by mixing colours with white</p> <p>Can create interesting effects by manipulating paint using cardboard combs and fingers</p> <p>Can use a range of brushes with control to apply washes of colour</p> <p>Can use artistic language to describe effects and explain methods used</p> <p>2. Can explain the difference between positive and negative space</p> <p>Can create interesting negative spaces by arranging cut-out shapes against a background</p> <p>Can explain what a silhouette is and use this to create a foreground that contrasts with a coloured background</p> <p>Can create intricate black and white patterns to contrast with a colourful but less detailed background</p> <p>3. Can use artistic language to describe the work of another artist</p> <p>Can apply a range of techniques to create a visually interesting background for a painting</p> <p>Can apply painting and drawing techniques to create an image to place in the foreground</p> <p>Can describe the effects created</p>	Background Traditional Wash	Negative Space Gradient Effect

			Can make suggestions about how they would improve or develop their work further		
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Yr group, Unit Title	Substantive concept	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Year 4: Drawing Block A and Painting Block B	Drawing and Painting	<p>Drawing - Year 4 Drawing unit A as above.</p> <p>Pupils will be able to: Sort, collect and compare graphic marks Compare ideas and approaches Use cross-hatching, dots and dashes to create light and shaded areas Identify patterns and lines in nature Select appropriate materials Use the vocabulary of an artist Name artists and select pieces of their Prior Learning work that link to drawing techniques CUSP History - Anglo-Saxons (if choosing to draw from photos of artefacts in Lesson 2)</p> <p>Pupils will be able to: Hold a paintbrush correctly Experiment with brush marks Make a secondary colour by mixing two primary colours together Use water to clean a paintbrush between colours Use a paper towel to blot and clean their brush and to absorb excess water Use a viewfinder</p>	<p>In this block, pupils will refine their drawing skills, focusing on lines and detail. They will select drawing materials based on their understanding of the possible marks that can be made. They will use a viewfinder to select a focal point.</p> <p>1.Can explain that composition is a group of objects arranged in a set way Can use line to show the outline of a 3D form 2. Can include detail after selecting appropriate media and tools 3. Can identify negative space Can talk about their work and the marks made Can reflect on things they would change or modify</p> <p>In this block, pupils will examine in detail a part of a flower using magnifiers and viewfinders before sketching and then enlarging it. They will develop the techniques of overpainting and wet-on-wet, as well as make tertiary colours. They will respond to the work of artists.</p> <p>1.Can mix tertiary colours and explain how they are made Can overpaint and explain the marks made 2. Can make detailed drawings using paint Can identify and use primary and secondary colours Can apply wet-on-wet and talk about the effect it produces 3. Can give an opinion about works of art Can produce a large abstract painting of a natural object Can include overpainting and wet-on-wet in their artwork</p>	<p>Composition Focal point Form</p> <p>Wash Background Watercolour</p>	<p>Viewfinder Contour line Negative space</p> <p>Overpainting Tertiary colour Wet-on-wet</p>
Year 4: Revisit Drawing	Printmaking and Textiles	<p>Drawing - Year 4 Drawing unit A as above.</p> <p>Pupils will be able to: Tell a story using textiles and collage Use the dip and dye technique</p>	<p>In this block, pupils will respond to the traditional designs of Kente cloth. They will create a range of surfaces, combining colour, texture and pattern. Pupils will explore the symbolic significance of colour.</p> <p>1.Can apply tie dye techniques</p>	<p>Kente cloth Geometric designs Symbolise</p>	<p>Tie dye Weft loom Warp</p>

Printmaking and Textiles Block C		<p>Explain the effects created by dying fabric</p> <p>Print and paint onto fabric</p>	<p>Can apply weaving techniques</p> <p>Can describe the effects created by weaving with a range of materials</p> <p>2. Can draw and paint designs based on traditional Kente cloth with accuracy</p> <p>Can apply pre-taught printing techniques to create repeat patterns containing geometric shapes</p> <p>3. Can evaluate their own and others' work, stating preferences and making suggestions for improvements</p> <p>Can combine techniques effectively to create interesting effects</p>		
<p>Year 4:</p> <p>Revisit Drawing</p> <p>3D + Collage Block D</p>	3D and Collage	<p>Drawing - Year 4 Drawing unit A as above.</p> <p>Pupils will be able to:</p> <p>Use knowledge of primary colours to create secondary colours</p> <p>Use techniques of manipulating wire and fabric to construct 3D sculptures</p> <p>Make accurate observations of anatomical structures and details</p> <p>Understand the terms 2D and 3D</p> <p>Paint evenly onto a textured and three-dimensional surface</p>	<p>In this block, pupils will explore proportion and scale by creating images of the human form. They will also use shape and colour to create the illusion of movement.</p> <p>1.Can alternate complementary colours to achieve visual effects in an image</p> <p>Can draw basic body parts in proportion</p> <p>Can use a range of configurations to represent a moving figure</p> <p>2. Can select images, patterns and colours to create interesting effects on 3D forms</p> <p>Can select and use complementary colours effectively to create a sense of movement</p> <p>Can cut and position strips of paper in a way that suggests movement</p> <p>Can apply skills of manipulating wire and paper to create a 3D form</p> <p>3. Can use relevant vocabulary to describe and state preference about the work of Giacometti</p> <p>Can use tools effectively to manipulate and sculpt wire into desired forms and positions</p> <p>Can articulate their feelings about their work and how effective they have been in depicting a specific action</p>	Elongated Motion Figure	Form Proportion Découpage

Yr group, Unit Title	Substantive concept	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Year 5:</p> <p>Drawing and Painting Block A</p>		<p>Pupils will be able to:</p> <p>Refine drawing skills to focus on lines and details</p> <p>Make detailed thumbnail drawings using a pencil or paint</p>	<p>In this block, pupils will learn a new technique called subtractive drawing. They will combine this with previously learned drawing techniques. In Lessons 2 and 3, they will look at the work of Hundertwasser. Using organic lines and spirals, along with bright colours and overlaying, pupils will create abstract landscapes.</p>	<p>Subtractive drawing (working in the negative)</p> <p>Organic</p>	<p>Overlay</p> <p>Abstract</p> <p>Chroma</p>

		Understand that abstract art is more about shape, colour and expressing feelings than being a realistic depiction Make secondary and tertiary colours	1.Can draw using the subtractive method and give a concise explanation of what it is to a partner 2. Can transfer and enlarge an image Can select appropriate colours and paint within the border of each area Can trace black lines 3. Can work in the style of Hundertwasser Can make comparisons between their own work and others' (including artists) Can follow a series of sequenced steps	Harmony	
Year 5: Revisit Drawing Printmaking Block B	Printmaking	Drawing - Year 5 Drawing unit A as above. Pupils will be able to: Explain what a monoprint is Understand stencilling, impression and Prior Learning collagraph block printing methods	In this block, pupils will learn a new printing process. This learning will be spread over the first two lessons. In Lesson 3, pupils will combine this new skill with printing techniques learned previously. 1.Can make a printing block and are able to press-print using three primary colours Can produce a series of coloured prints Can comment on the work of a particular printmaker, making reference to their work 2. Can reflect on the process of reduction printing in their sketchbooks, giving step-by-step instructions and using the correct terminology Can adapt and modify their work according to their own reflections 3. Can form opinions and make comparisons about the work of printmakers Can apply knowledge of different printing processes and combine them to produce an overlaid image	Edition Overlaid Reduction Printing	Transpose Incision Inverted
Year 5: Revisit Drawing 3D Block D	3D	Drawing - Year 5 Drawing unit A as above. Pupils will be able to: Identify primary, secondary and complementary colours Use the technique of decoupage make impressions in a smooth clay surface Roll and cut clay Construct 3D forms from wire	In this block, pupils will develop visual spatial skills as they look at the shape and form of 3D objects. They will use papier-mâché as well as develop skills to manipulate clay. 1.Can apply layers of torn paper evenly to create a smooth surface Can use an armature to create a 3D form that, once dry, holds its shape Can select analogous colours for their harmonious effect 2. Can manipulate and mould clay to form desired shapes and lines	Armature Papier-mâché Slip	Analogous) Contour Score

<p>Year 6:</p> <p>Revisit Drawing</p> <p>Printmaking + Textiles Block C</p>	<p>Printmaking and Textiles</p>	<p>Drawing - Year 6 Drawing unit A as above.</p> <p>Pupils will be able to: Follow a process to produce three colour reduction prints Explain the terms: three dimensional, vertical, horizontal and diagonal Use a viewfinder Apply the tie dye technique Make drawings applying proportion and scale</p>	<p>In this block, pupils will create a simple one-point perspective drawing and use selected parts to create a printed image as well as replicate line through batik.</p> <p>1.Can use the correct vocabulary to explain what perspective is Can follow the steps to create a one-point perspective drawing, showing understanding of the terms vertical, horizontal and diagonal Can show and explain which areas of the drawing require more detail than others 2. Can follow the steps required to create a clear reduction print Can explain why the lightest colour should be used first and can identify how to ensure a clear print is achieved Knows the meaning of positive and negative space and can create these by repeating a print with accuracy 3. Can use the tjanting tool with accuracy and control and applies dye with care Can explain the batik process Can describe the effects that the wax has created and identifies difficulties and possible solutions</p>	<p>Vanishing point Illusion Perspective</p>	<p>Batik Tjanting tool (tj -ant -ing Resist art</p>
<p>Year 6:</p> <p>Revisit Drawing</p> <p>3D Block D</p>	<p>3D</p>	<p>Drawing - Year 6 Drawing unit A as above.</p> <p>Pupils will be able to: Create 3D forms with paper and tissue, using an armature Use tie dye techniques Apply knowledge of complementary and analogous colours</p>	<p>In this block, pupils will create 3D forms using a variety of techniques. They will need to consider use of colour, pattern and texture as they combine their pieces made throughout the unit in Lesson 3, to form 3D structures.</p> <p>1.Can apply and adapt techniques Can make intentional choices about colour and design with a desired outcome in mind Can articulate preferences about design and colour choices made and the intended outcomes Can use the terms amorphic and biomorphic correctly 2. Can describe the work of an artist using relevant artistic and technical vocabulary Can use the method of applying starch to stiffen materials Can identify complementary and analogous colours and select these for desired effects 3. Can, with support, use the heating method to change the form and appearance of a material Can describe the effects achieved using relevant artistic and technical vocabulary</p>	<p>Translucent Glassblowing Starch</p>	<p>Asymmetrical balance Amorphous Biomorphic</p>

			Can assemble and combine 3D forms, making decisions about the balance of shape, pattern and colour Can use relevant vocabulary to evaluate the outcome.		
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Art and Design Progression Map – Progress measures for working at the 'Expected' Level



	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>

Exploring and developing ideas	<ul style="list-style-type: none"> • Explore ideas from first hand observations • Answer questions about the pieces of art they create. 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observations • Ask and answer questions about the starting points for their work • Develop their ideas - try things out, change their minds • Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work	<ul style="list-style-type: none"> • Look at different artists work and say what they like/ don't like. • Summer 2: Talk about what they like about their work with support. Is there anything they would change? 	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in future work 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in journal. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in a journal

Drawing	<ul style="list-style-type: none"> Experiment with a variety of different media. Begin to gain more control of marks made with the range of media. Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people 	<ul style="list-style-type: none"> Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media <ul style="list-style-type: none"> <u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media <ul style="list-style-type: none"> <u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes <ul style="list-style-type: none"> <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes <ul style="list-style-type: none"> <u>Texture</u> Investigate textures by describing, naming, rubbing, copying 	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <ul style="list-style-type: none"> <u>Lines and marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <ul style="list-style-type: none"> <u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension <ul style="list-style-type: none"> <u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <ul style="list-style-type: none"> <u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. 	<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work. <ul style="list-style-type: none"> <u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. <ul style="list-style-type: none"> <u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition.
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Painting		<ul style="list-style-type: none">• Use a variety of tools and techniques including different brush sizes and types• Mix and match colours to artefacts and objects• Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through• Identify primary and secondary colours by name• Mix secondary colours• Create textured paint by adding sand, plaster	<ul style="list-style-type: none">• Name different types of paint and their properties• Mix primary shades and tones• Make as many tones as possible out of one colour using white.• Darken colours without using black.• Use colour on a large scale.• Experiment with tools and techniques: mixing media and scrapping through.	<ul style="list-style-type: none">• Make colour wheels.• Experiment with different effects and textures inc. blocking in colour,washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc.• Create different effects and textures with paint according to what they need for the task.• Colour Mix colours and know which primary colours make secondary colours• Use more specific colour language• Explore different techniques to apply colour e.g. dotting, scratching, splashing		<ul style="list-style-type: none">• Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours• Create imaginative work from a variety of sources e.g.observational drawing, themes, poetry, music• Colour Mix and match colours to create atmosphere and light effects• Be able to identify and work with complementary and contrasting colours• Develop the use of hue, tint, tone and shades.• Explore the use of colour to reflect moods and express feelings.•	
Printing	<ul style="list-style-type: none">• Use repeating or overlapping shapes• Use objects to create print eg fruit, sponges	<ul style="list-style-type: none">• Press, roll rub & stamp to create prints Mimic print from the environment eg wallpaper	<ul style="list-style-type: none">• Create a printed piece of art by pressing, rolling, rubbing and stamping	<ul style="list-style-type: none">• Use layers of two or more colours• Replicate patterns from nature or built environments	<ul style="list-style-type: none">• Make printing blocks eg coiled string glued to a block• Use greater precision• Print onto different materials using at least 4 different colours	<ul style="list-style-type: none">• Use images which have been created, scanned and found; altering them where necessary to create art	<ul style="list-style-type: none">• Use a range of eresources to create Art. Print using relief or etching to create different patterns showing fine detail.• Use visual elements to reflect the purpose of the work
Collage	Use a combination of materials that are cut torn and glued	<ul style="list-style-type: none">• Sort and arrange materials Mix materials to create texture	Select and arrange materials for a striking effect	<ul style="list-style-type: none">• Ensure collage work is precise Use coiling, overlapping & tessellations.	<ul style="list-style-type: none">• Ensure collage work is precise• Use mosaic & montage	<ul style="list-style-type: none">• Use mixed textures to combine visual & tactile qualities.	<ul style="list-style-type: none">• Use ceramic mosaic materials & techniques

Textiles	<ul style="list-style-type: none"> Join material using glue 	<ul style="list-style-type: none"> Use weaving to create a pattern Learn to plait Use dip dye Join material using glue/stitch 	<ul style="list-style-type: none"> Use a template to shape Join material using running stitch Decorate eg add sequins 	<ul style="list-style-type: none"> Join textiles with stitching. Understand the need for a seam allowance Create weavings 	<ul style="list-style-type: none"> Dye fabric Use cross stitch & back stitch 	<ul style="list-style-type: none"> Choose from a range of stitching techniques Quilt pad & gather 	<ul style="list-style-type: none"> Create pieces using previously learned sewing techniques Including seam allowance Use range of stitches Select material to create visual and tactile effects including decorations.
3D	<ul style="list-style-type: none"> Use rolled up paper, straws card and clay Use rolling & cutting Manipulate and use playdough/plasticine Experiment with 3d junk modelling 	<ul style="list-style-type: none"> Join material using glue/stitch Use rolling, cutting carving & moulding clay 	<ul style="list-style-type: none"> Decorate eg add sequins Use clay & other mouldable materials using coiling method Join 2 pieces of clay together. 	<ul style="list-style-type: none"> Use clay Add materials to provide interesting details 	<ul style="list-style-type: none"> Create and combine shapes eg nets or using solid materials Sculpt using clay & other mouldable materials Include texture that conveys expression and movement 	<ul style="list-style-type: none"> Use tools to create texture and pattern Show life like qualities and real life proportions 	<ul style="list-style-type: none"> Including seam allowance Use range of stitches Select material to create visual and tactile effects including decorations Use frameworks such as wire and moulds to provide stability & form Combine visual & tactile qualities
Digital Media	<ul style="list-style-type: none"> Introduce 2 Simple or appropriate software to create colours & shapes 	<ul style="list-style-type: none"> Use 2 Simple or appropriate software to create colours, shapes, textures lines and tones. 	<ul style="list-style-type: none"> Shape prints—adding colour Use digital images and combine with other media in artwork. Use IT to create art that includes my own work and that of others. 	<ul style="list-style-type: none"> Create images, video & sound recordings 	<ul style="list-style-type: none"> Create images, video & sound recordings 	<ul style="list-style-type: none"> Enhance digital media by editing, use of animation and installations 	<ul style="list-style-type: none"> Enhance digital media by editing, use of animation and installations

<p style="text-align: center;">Interpretation, Enquiry & Using Resources</p>	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> • Make simple observations about different people, events, beliefs and communities. • Use sources to answer and ask simple questions about the past. • Identify some of the basic ways in which the past can be represented. • Choose parts of stories and other sources to show what they know about the past. 	<ul style="list-style-type: none"> • Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers. • Consider why things may change over time. • Recognise some basic reasons why people in the past acted as they did. • Choose parts of stories and other sources to show what they know about significant people and events. 	<ul style="list-style-type: none"> • Use sources to address historically valid questions. • Recognise that our knowledge of the past is constructed from different sources of evidence. • Recognise that different versions of past events may exist. • Describe and explore some of the ways the past can be represented – pictures, letters, artefacts etc. 	<ul style="list-style-type: none"> • Use sources to address historically valid questions and hypotheses. • Recognise how sources of evidence are used to make historical claims. • Recognise why some events happened and what happened as a result. • Identify historically significant people and events in different situations. 	<ul style="list-style-type: none"> • Use a wider range of sources as a basis for research to answer questions and to test hypotheses. • Recognise how our knowledge of the past is constructed from a range of sources. • Evaluate Primary and Secondary sources and make simple inferences. • Choose relevant sources of evidence to support particular lines of enquiry. 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions and hypotheses. • Give some reasons for contrasting arguments and interpretations of the past. • Recognise that some events, people and changes are judged as more significant than others. • Bring knowledge gathered from several sources together into a coherent account.
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Communication		<ul style="list-style-type: none"> • Describe special or significant events. • Retell simple stories or events from the past using simple Historical vocabulary. • Use simple historical terms. 	<ul style="list-style-type: none"> • Talk about what/who was significant in simple historical accounts. • Demonstrate simple historical concepts and events through role-play, drawing and writing. • Use a variety of simple historical terms and concepts. 		<ul style="list-style-type: none"> • Discuss significant aspects of, and connections between, different historical events. • Select and organise relevant historical information to present in a range of ways. • Begin to evaluate the usefulness of different sources. • Use relevant and appropriate historical terms and vocabulary linked to chronology. 	<ul style="list-style-type: none"> • Discuss and debate historical issues. • Use appropriate vocabulary when discussing and describing historical events. • Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. • Compare accounts of events from different sources - fact or fiction. 	<ul style="list-style-type: none"> • Acknowledge contrasting evidence and opinions when discussing and debating historical issues. • Use appropriate vocabulary when discussing, describing and explaining historical events. • Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. • Choose the most appropriate way of communicating different historical findings.
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