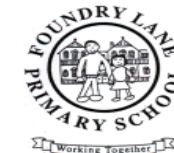


Art Progression and End Points at Foundry Lane Primary School



Curriculum Area 3D

By the end of the year learners will know and can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Exploring creative station.</p> <p>Playdough manipulation Jackson Pollock</p> <p>Playdough animals Sculpture Spring Artist</p> <p>Monet – water lily – printing, layering</p> <p>Observational Drawings of animals and plants.</p>	<p>Compares and recreates form and shape to natural and man made environments</p> <p>Making an alien summer term</p> <p>Use and recognise patterns, textures and basic shapes.</p> <p>Making an alien – summer term Creates texture using rigid and plastic materials and a variety of tools</p>	<p>Uses stimuli to create simple 2D and 3D images using a variety of tools and materials</p> <p>Crown</p> <p>Recreates 2D images in a 3D piece (e.g. the houses of the three little pigs)</p> <p>Crown</p>	<p>Shows an awareness of texture, form and shape by recreating an image in 3D form (wire)</p> <p>Wire</p> <p>Undertaking simple planning for their work to include how the work could be undertaken and what the final result might look like</p> <p>Wire</p> <p>Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work</p> <p>Wire leaves</p>	<p>Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and colour</p> <p>Looks at 3D work from a variety of genres and cultures and develops own response through experimentation</p> <p>Produce their own sculpture focusing on shape texture and colour</p> <p>Experiment with materials to create a collage/sculpture</p> <p>Work as a group to create a collage/sculpture</p> <p>Build and construct structures from a wide range of materials and objects.</p> <p>Plan the sculpture and select appropriate materials and tools to use</p> <p>Talk about their sculptures and relate to other artists work.</p> <p>Natural and man-made materials</p>	<p>To use a clay work station and choose the correct tools to use.</p> <p>To plan a sculpture and decide on tools needed</p> <p>To use a range of tools to decorate the clay.</p> <p>Egyptian artwork</p>	<p>Maintain a sketch book to show their ideas</p> <p>Plan their work using sketch books to rehearse and modify ideas</p> <p>Look at the work of artists</p> <p>Plan and resource techniques to be used.</p> <p>Papier mache –Mayan masks</p> <p>20th Century Art Jonny Hanna</p> <p>Mayan masks</p>

Curriculum Area Painting

By the end of the year learners will know and can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Experimenting with materials, exploring, creating collaboratively</p> <p>Colour Mixing</p> <p>Developing creative skills and using resources</p> <p>Christmas Cards/Calendars</p> <p>Painting</p> <p>Kandinsky – concentric circles – share children’s work with others/explain how they have created it.</p> <p>Painting</p> <p>Mothers day symmetrical painting</p>	<p>Creates pattern using different tools and colours</p> <p>Abstract Art -Kandinsky</p> <p>Use and recognise patterns, textures and basic shapes.</p> <p>Use an increasing range of media for drawing and painting.</p> <p>Making an alien – summer term</p> <p>Abstract Art - Kandinsky</p> <p>Recognise and name primary colours and be aware that they can make other colours if mixed together</p> <p>Abstract Art -Kandinsky</p>	<p>Recognise and name primary and secondary colours</p> <p>Sunflowers – Van Gogh</p> <p>Uses colour and marks to express mood Paints things observed, remembered or imagined, using colour/tools</p> <p>Sunflowers – Van Gogh</p> <p>Introduces different types of brushes for specific purposes</p> <p>Sunflowers – Van Gogh</p>	<p>Increase a range of techniques and skills through instruction and experimentation.</p> <p>Picasso artist study</p> <p>Identify key visual elements, e.g. colour, line, shape, space in their work and the work of others</p> <p>Matisse</p> <p>Consider primary and secondary colours with the addition of black and white and other hues</p> <p>And complementary colours</p>	<p>Use and control media to achieve effects.</p> <p>Revisit primary secondary and complementary colours</p> <p>Adapt and apply colours to create tone pattern and texture.</p> <p>Make drawings and paintings that contain detail.</p> <p>Choose surface and scale of work to suit artwork.</p> <p>Cezanne</p>	<p>Investigates paintings and breaking it down into simple shapes</p> <p>Uses techniques, colours, tools and effects to represent things seen, remembered or imagined</p> <p>Rousseau</p> <p>To paint using appropriate media and tools</p> <p>Egyptian artwork</p>	<p>Explores the effect of light and colour, texture and tone on natural and man-made objects</p> <p>Beach Stubbington work</p>

Curriculum Area **Printing**

By the end of the year learners will know and can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Printing – using natural objects. Printing exploring pattern through paint.</p>	<p>Undertaking simple planning for their work to include how the work could be undertaken and what the final result might look like Printing by exploring colour and pattern through paint</p>	<p>Explores images and recreates texture using seeds, tissue paper, paint</p> <p>Sunflowers – Van Gogh Explores colour mixing through printing, using two colours Aboriginal art</p>	<p>Compares own image and pattern making with that of well-known artists Matisse</p>	<p>To make a more complex printing block from polystyrene printing tiles or similar To investigate a range of other techniques e.g. printing on fabric, with a range of objects and as represented in the work of other artists Make a printing block from polystyrene tiles Ink up a block and print as a relief print. David Hockney</p>		<p>Carries out press printing with relief</p> <p>Experiments with approaches used by other artists</p> <p>20th Century Art Jonny Hanna</p>

Curriculum Area **Drawing**

By the end of the year learners will know and can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Observation Evaluating – go to farm: Shapes and outlines</p>	<p>Uses line and tone to draw things seen, remembered or observed</p> <p>Making an alien summer term</p>	<p>Explores shading, using different media Draws familiar things from different viewpoints</p> <p>Crown Uses line, tone and shade to draw things seen, remembered or imagined Crown</p>	<p>Recognise and apply the proportions of the human body. Picasso artist study</p> <p>Recognise define and develop a variety of colour, line tone pattern, texture and shape. Picasso artist study Uses a range of materials to produce line, tone and shade</p> <p>To begin to match the approach to the scale of the work</p> <p>To make drawings and paintings that include detail and context</p> <p>To make drawings and paintings from observation, experience and imagination with the emphasis on first hand experience Picasso</p>	<p>Selects appropriate media and techniques to achieve a specific outcome</p> <p>Cezanne</p> <p>Use a sketch book to collect and develop information</p> <p>Use a sketch book for experimentation developing colour texture shape line etc</p> <p>Adapt and apply colours to create tone pattern and texture. Make drawings and paintings that contain detail. Choose surface and scale of work to suit artwork. Cezanne</p>	<p>To draw mechanical images from images and sources using different types of line structure textiles linking to clockwork book</p>	<p>Draw the human figure in isolation, in groups and in set environments.</p> <p>Use a range of simple tools to cut and shape.</p> <p>Choose materials appropriate to the subject</p> <p>Plan their work including materials tools and ways of working.</p> <p>Plan and resource techniques to be used. People in action</p>

Curriculum Area Collage

By the end of the year learners will know and can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Picasso – cut and paste different features of faces</p> <p>Monet – water lily – printing, layering</p>	<p>Has experience of adhesives and decides on the most effective for a given task</p> <p>Making an alien summer term</p> <p>Develops skills of overlapping and overlaying</p> <p>Making an alien– summer term</p>	<p>Develops awareness of contrasts in texture and colour</p> <p>Sunflowers – Van Gogh</p> <p>Experiments with creating mood, feeling, movement and areas of interest</p> <p>Sunflowers – Van Gogh</p>	<p>To cut complex shapes from a range of materials with some accuracy</p> <p>To apply adhesive springly and stick shapes down accurately</p> <p>Picasso artist study</p> <p>Matisse</p> <p>Uses the natural environment as a stimulus</p> <p>Wire leaves</p>	<p>Tear paper to predetermined shapes</p> <p>Change texture of material by crumpling folding tearing creasing fraying</p> <p>David Hockney</p> <p>Embellishes, using a variety of techniques, including drawing, painting and printing</p> <p>David Hockney</p>	<p>Develops experience in embellishing, using more advanced stitching and applique techniques, e.g. card, relief</p> <p>Applies knowledge of different techniques as a form of expression</p> <p>structure textiles linking to clockwork book</p>	<p>Designs an artefact, using knowledge of techniques, for a specific outcome (Mayan masks)</p> <p>Create a collage using drawn images</p> <p>People in action</p>

Curriculum Area Textiles

By the end of the year learners will know and can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Damien Hurst Blossom picture cotton bud painting</p> <p>Monet – water lily – printing, layering</p>	<p>Cut straight and curved lines from different materials.</p> <p>Simple weaving with strong wool through a stiff card loom</p> <p>Diwali Christmas</p> <p>Cut fabrics and organise by colour and texture.</p> <p>Weave with paper, card and materials.</p> <p>Fix objects and paper together using weaving techniques.</p> <p>Weaves paper, progressing from one to two colours</p> <p>Diwali Christmas</p>	<p>Use and recognise pattern and basic shapes</p> <p>Sunflowers – Van Gogh</p> <p>Prints using polystyrene with dotted images</p> <p>Aboriginal art</p> <p>Create Art in different scales by printing a whole class piece onto fabric using one print each</p> <p>Aboriginal art</p>	<p>Uses contrasting colours in weaving</p> <p>Wire leaves</p> <p>Christmas tree weaving</p>	<p>Uses contrasting colours in stitching</p> <p>David Hockney water work</p> <p>Dyes fabrics using tie dye, batik etc...</p> <p>Develops an awareness of the natural environment through choice of colour</p>	<p>To accurately cut complex shapes from a range of fabrics</p> <p>To use appropriate fixatives</p> <p>To cut arrange and apply shapes onto the background.</p> <p>To choose materials to achieve new textures, colours and patterns.</p> <p>To sew fabric together accurately using needle and thread</p> <p>Select fabrics, beads, sequins and threads to achieve particular effect on their work.</p> <p>– structure textiles linking to clockwork book</p>	

Curriculum Area Evaluating

By the end of the year learners will know and can:						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Kandinsky – concentric circles - share children’s work with others/explain how they have created it.</p>	<p>Talk about their work describing tools, media and processes. Making an alien–summer term</p> <p>Abstract Art -Kandinsky</p>	<p>Collect information and drawings in sketch books to prepare for art work.</p> <p>Use photographs and pictures as a source for drawing/ painting</p> <p>Sunflowers – Van Gogh Evaluate their own work- talk about their print and relate it to an aboriginal tale. Aboriginal art</p>	<p>To describe what they have achieved and how it was produced using art language To undertake simple planning for their work to include how the work could be undertaken and what the final result might look like</p> <p>To justify their their approach to the work. To talk about their work and the work of others using language appropriate to the visual elements of shape, texture, pattern and colour and identify how they combine in the work to achieve specific results</p> <p>Compares own image and pattern making with that of well-known artists Matisse</p>	<p>To justify their their approach to the work.</p> <p>To evaluate own artwork by talking about their work and the work of others using language appropriate to the visual elements of shape, texture, pattern and colour and identify how they combine in the work to achieve specific results To say how they could improve their work David Hockney</p>	<p>To evaluate their own work identifying the strengths and weaknesses.</p> <p>Plan their ideas and make changes and evaluations Egyptian artwork</p>	<p>Maintain a sketch book to show their ideas</p> <p>Plan their work using sketch books to rehearse and modify ideas.</p> <p>Look at drawings and paintings from other artists in a variety of times and cultures.</p> <p>Look at the work of artists People in action</p>
Curriculum Area Looking at Artists						
By the end of the year learners will know and can:						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Jackson Pollock, Monet, Picasso, Kandinsky, Damien Hurst, Picasso</p>	<p>Use photographs or images as a source for drawing and painting Collect information and drawings in sketch books to prepare for art work. Making an alien – summer term</p> <p>Look at artists work and describe using Art vocabulary Making an alien– summer term</p>	<p>Alters images through collage</p> <p>Look at artists work and describe the work using art vocabulary ie: Dark Light Shape Line Form Space detail</p> <p>Make drawings and paintings to show increasing detail. Sunflowers – Van Gogh</p>	<p>Look at a range of drawing and paintings made by artists Picasso artist study Matisse</p>	<p>Use a sketch book to collect and develop information</p> <p>Use a sketch book for experimentation developing colour texture shape line etc</p> <p>Work to relevant criteria and identify personal criteria.</p> <p>Look at the work of artists and designers. David Hockney Cezanne Work to relevant criteria and identify personal criteria.</p> <p>Look at the work of artists and designers. Identify different styles in artists work. Cezanne</p>	<p>Use a sketch book for experimentation developing colour texture shape line etc Rousseau Louise Baldwin</p> <p>structure textiles linking to clockwork book Rousseau</p>	<p>Look at 5 different pieces of art work. – Picasso, Warhol, Matisse, Morris, Monet</p> <p>Design and create planned picture with chosen media, ie. pastel, paint, pencil.</p> <p>Use a range of simple tools to cut and shape.</p> <p>Choose materials appropriate to the subject</p> <p>Plan their work including materials tools and ways of working. Propoganda art 20th Century Art</p>

Curriculum Area Vocabulary Progression

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour Layer Explain Shape Print Observe Symmetrical Outline	Line Tone Pattern Tools Paintbrush Drawing Texture Curved Straight Weaving Natural Man-made Material Sketchbook Weaving Primary colours Viewer Purpose Audience	Shading Viewpoint Secondary colours 2D 3D Contrasts Images Recreate Dark Light Shape Line Form Space detail Viewer Purpose	Complementary colour Picasso Proportion Experiment Recreate Adhesive Weave Loom Weft Warp Materials Viewer Purpose Audience	Technique Relief print Surface Scale Stimuli Experimentation Polystyrene tiles Criteria Natural environment Viewer Purpose Audience Relief print	Proportion Viewfinder Perspective Contrast Viewer Purpose	Screen print Papier mache Mayan masks Still life Complementary colour

EYFS: Expressive Arts and Design: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The National Curriculum for Primary subject covers the following areas:

Key Stage one: Purpose of study Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Aims The national curriculum for art and design aims to ensure that all pupils: ♣ 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. Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets]. Art and design – key stages 1 and 2 2 Subject content 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.

Key: 3D Painting Printing Drawing Collage Textiles Evaluating Looking at Artists