

Art and Design Curriculum Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 3D design needs adding
	RESPECT/						
Term 1	<p>Print making/repeated patterns – links with maths, using 2D plastic shapes.</p> <p>Patterns, lines, space, colour</p> <p>Drawing using graphic tools</p> <p>Colour, marks, lines, space.</p> <p>Painting – using primary colours to create a Jackson Pollok inspired piece (dipping string into paint).</p> <p>Colour, wet, dry, mix, colour names.</p> <p>Lolly stick puppets</p> <p>Collage gingerbread men</p> <p>Soft, hard, cut, stick, fixed</p>	<p>Colour mixing – tones and shades</p> <p>Painting skills using primary colours, mixing tones using white and black.</p> <p>Create pieces inspired by Mondrian and Kadinsky</p> <p>Primary colours, light, dark, tone, warm, cold, different shades.</p>	<p>Colour mixing – creating different secondary colours</p> <p>L.O: To begin to mix shades and tones.</p> <p>Creating a collaborative piece of art (pirate flag) inspired by Paul Klee.</p> <p>Secondary colours, light, dark, thin, thick, tone, warm, cold, different shades, colour, wash.</p> <p>Tones and tints – creating a black and white pirate ship painting.</p> <p>L.O: To continue to experiment in lightening and darkening with and without using black and white.</p> <p>Light, dark, tints, tone.</p>	<p>Textiles – Fabric printing and print making (creating a print by sticking string to cardboard)</p> <p>L.O. I can discuss art from other times and cultures</p> <p>L.O. I can create a design for printing</p> <p>L.O. To evaluate my own and other's designs</p> <p>L.O. To create a polystyrene tile of my print</p> <p>L.O. To print my design</p> <p>L.O. I can evaluate my finished design</p> <p>Imprint, impression, background, surface, absorb, negative/positive space.</p>	<p>Clay models of Roman Gods.</p> <p>Gather information sketches of ideas.</p> <p>Sketches drawn in 3D thinking about light and shadows form and space.</p> <p>Work safely and keep area clean, tidy and clear away</p> <p>Form, shape, texture, proportion, symbolic, perspective.</p>	<p>Using sketchbooks to record visual information – shading/sketching techniques of Canopic jar</p> <p>Perspective, viewpoint, interior, exterior, subject</p> <p>Plan and create a Canopic Jar – clay</p> <ul style="list-style-type: none"> To explore how Egyptians interpreted death To use learnt techniques to sketch Canopic Jars To write a set of instructions To sculpt my armature To paint my Canopic jar To evaluate and peer assess my creation <p>Proportion, surface texture, balance, scale, transform, composition, structure, hollow, solid, surface, slip, attachment.</p> <p>Colour washes sunset with pyramids – poster paints</p> <p>Layered, opaque, translucent.</p>	<p>Frida Kahlo portraits + self portrait</p> <p>still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.</p> <p>Mayan headdress 3D design</p> <p>Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance.</p>
	COURAGE/						
Term 2	<p>Print making using stencils</p> <p>Pattern, wet, dry.</p> <p>Painting on different surfaces</p> <p>Texture, smooth, tough, flat, bumpy, soft, hard.</p>	<p>Textiles.</p> <p>Snowflake art – sewing to create snowflake patterns and sequins to embellish.</p>	<p>Printmaking – creating a seasonal calendar using relief printing, mono printing and rubbings.</p> <p>L.O: To use equipment and media correctly and be able to produce a clean printed image.</p>		<p>Textiles – Anglo Saxon Cloak brooch fabric brooches.</p> <p>Plan a design in a sketch book and execute it – explore different materials and experimentations, adapt work</p>	<p>Creating a Death Mask</p> <p>3-D design – follow instructions, card, mask, tape, glue, coloured paper</p>	

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	<p>Drawing using a range of media – firework pictures</p> <p>Line, texture, mark</p> <p>Pasta Rangoli</p> <p>Patterned, wet, dry, sweep</p>	<p>Fabric, colour, pattern, shape, texture, stick, sew, needle, felt, scraps, thread</p> <p>Create and evaluate a textiles piece.</p> <p>Fabric, colour, pattern, shape, texture, stick, sew, needle, felt, scraps, thread</p>	<p>Print, rubbing, smudge, image, reverse, shapes, surface, pressure, repeat, rotate.</p>		<p>when necessary and explain why.</p> <p>Change and modify threads and fabrics</p> <p>Using correct language to describe skills and technique</p> <p>Use a technique as a basis of stitch embroidery.</p> <p>Look fabrics that the Saxons/Vikings/Romans</p> <p>Apply decoration using needle and thread: buttons sequins.</p> <p>Stitch (running, blanket, etc.), embroidery, needle, thread, fabric,</p>	<p>Structure, attach, proportion, surface texture, scale, construct, flexible, hollow, solid, surface, slip, attachment</p>	
FORGIVENESS/							
Term 3	<p>Drawing patterns – different thickness.</p> <p>Drawing space ships.</p> <p>Line, marks.</p> <p>Marbling planets.</p> <p>Patterned, wet, dry, sweep</p> <p>Primary colour planets.</p> <p>Planet collage</p> <p>Fixed, cut, stick</p>	<p>Drawing with different media – pencils, crayons, pastels, etc.</p> <p>London landscapes – drawing famous landscapes</p> <p>Thick, thin, soft, broad, narrow, fine, line, detail, smudge, pressure</p>	<p>Drawing – shades and tones – animal drawings/sketches.</p> <p>LO: to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Thick, thin, soft, broad, narrow, fine, line, shape, detail, still life.</p> <p>African sunsets – painting.</p> <p>LO: to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work.</p> <p>Secondary colour, light, dark, warm, cold, shade</p>	<p>Stonehenge sketches/landscape</p> <p>Skills – shading/hatching etc</p> <p>Light and dark using different pencil gradings.</p> <p>Line, shade, hatching, cross hatching, tone, texture.</p> <p>Third dimension/perspective.</p> <p>Tertiary colours, dimension, perspective, specific colour descriptors (e.g. scarlet, crimson), background, foreground, middle ground.</p>	<p>Russian portraits – painting and drawing. Van Gough style</p> <p>Draw and paint confidently experiment with different effects- colour blocking, colour washes, thickened paint to create different textures.</p> <p>Imaginary, Impressionist, Abstract, Idealised, , Swirling, Foreground, Background, Middle ground.</p> <p>Drawing – creating intricate patterns using different pencil gradings</p> <p>Develop a painting from a drawing</p> <p>Be able to mix to colours shades and tones to understand how different colours complement each other.</p>	<p>Pottery Clay Dutch houses if time!</p> <p>Proportion, surface texture, balance, scale, transform, composition, structure, hollow, solid, surface, attachment .</p> <p>Printmaking Delft tiles – intaglio printing using polystyrene.</p> <ul style="list-style-type: none"> To explore the history of Delft designs To use learnt techniques to sketch Delft designs To engrave design onto polystyrene To print design on card To evaluate and peer assess my creation <p>Intaglio, printing plate, water-based,</p>	<p>WW2 silhouette art</p> <p>Spitfires watercolour</p> <p>Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.</p>

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					Explore famous artists and architects-	oil-based, etching, engraving, pressure. Vermeer- the girl with the pearl earring Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.	
HUMILITY/							
Term 4	Print making – rubbing bark Texture, bumpy, jagged, rough, smooth, flat. Textiles – stitch work, collaging, layering, decorating a piece of fabric. Decorating fabric Christmas stockings. Cut, fixed, soft.	Print making Tudor house printing using simple brick style objects Print, image, reverse, shapes, surface, pressure.	3D – making a pinch pot and adding texture using everyday materials found within the classroom as well as specific clay tools (Kapow video) LO: I can shape and form from direct observation. Sculpture, assemble, model, form, clay, impress, texture. Digital art – PM planning. Pointillism, repeated pattern, surrealism.		Paper Mache – Faberge eggs. Form, shape, texture, proportion, decoration, ornate, symbolic. Russian dolls (differentiation 3 colour Russian flag) – printmaking 3 colour printing process laying down colours. Using string. Plan edit and keep Final printing on fabric Block, repeat, continuous.	Packaging in the style of the DE Stijl movement. Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation,	Bansky graffiti style WW” propaganda posters Comparison of modern vs traditional
TRUST/							
Term 5	Painting with twigs Colour, marks, lines, texture, wet, dry mix. Weaving natural objects Weave Clay mini beasts Weaving with sticks and spider web weaving with a paper plate and string. Texture, smooth, flat, bumpy, soft, hard Drawing insects. Line, texture, mark.	Clay boomerangs Aboriginal art taught through the topic of Australia Bend, attach, assemble, model	Responding to Artists – Jon Klassen. Studying his work and how he creates textures using watercolours. Illustrating our own page of a book in the style of JK. LO: I can say how I think the artist made this artwork. I can say what colour was used most in the artwork and why this has been used. LO: I can say if I would like the artwork in my house and give reasons for my answer.		Animal sketches – Rousseau Direction, position, form, texture, tone, weight, pressure.	Silk Batik of a space scene <ul style="list-style-type: none"> To explore the history of Batik To understand how silk is made. To use learnt techniques to sketch Space designs To draw design using the canting on silk To paint ink onto silk / fabric 	The impressionists – Monet, sketching outside landscapes. Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight. William Moma's printmaking on tiles. translation of print. Aesthetic, Pattern, Motif, , Rotation, Reflection, Symmetrical, Repetition.

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	<p>Painting butterflies – symmetry</p> <p>Flower printing / sunflower bashing.</p> <p>Wet, pattern, print</p> <p>Flower paintings in the style of -----</p> <p>Discuss what they like and don't like using vocab previously taught.</p>		<p>LO: Use a sketchbook to plan and develop simple ideas</p> <p>LO: Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Background/foreground, style, artist, similarity/differences</p> <p>Drawing – different tones using different pencil grading.</p> <p>Experimenting with different pencil types inspired by the work of Nancy McCrosky (Kapow Video)</p> <p>LO: To control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Thick, thin, soft, broad, fine, line, shape, detail.</p>		<ul style="list-style-type: none"> To evaluate and peer assess my creation <p>Cloth, fray, embellished.</p>	
WISDOM/						
Term 6	<p>Drawing on different surfaces</p> <p>Marks, texture, smooth, rough, flat, bumpy, soft, hard.</p> <p>Rubbing of coins</p> <p>Texture, bumpy, jagged, rough, smooth, flat.</p>	<p>Different surfaces and media</p> <p>Collaborative Rainbow fish with individual scales created using different material, rubbings etc.</p> <p>Texture, thick, thin, broad, narrow, rubbing, surface, pressure</p> <p>Evaluate</p> <p>Line, space. Texture, value, shape, colour</p>	<p>Textiles – making a Chinese money wallet</p> <p>LO: Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.</p> <p>Fabric, texture, sew, needle, felt, scraps, mixed media, combine, thread.</p> <p>Textiles – weaving. Weaving a picture (Kapow). Can we weave a 3D object? Inspired by Chinese bamboo weaving.</p> <p>LO: Continue to gain experience in weaving, both 3D and flat</p> <p>Weave, assemble, construct, fold, bend.</p>	<p>Andy Warhol – Volcano painting series – pop art and pastels.</p> <p>L.O. To explore the work of Andy Warhol and the style of Pop Art.</p> <p>L.O. To use Andy Warhol's Pop Art technique to recreate the Vesuvius painting.</p> <p>L.O. To explore and experiment with the colour wheel to understand contrasting colours.</p> <p>Tertiary colours, pop art, abstract, specific colour descriptors (e.g. scarlet, crimson), background, foreground, middle ground.</p> <p>Volcanic landscape – 3D</p> <p>Creating texture through a range of techniques – painting and drawing.</p> <p>Viewpoint, detail, form, two dimensional, three dimensional, texture</p>	<p>Tie dye – become confident applying colour. Create own dyes- stinging nettles, other natural colourings.</p> <p>Tie dyeing- using colours inspired by the rainforest, camouflage.</p>	<p>Bayeux tapestry wall hanging on hessian.</p>

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Glossary of some art vocabulary - <https://www.nsead.org/resources/curriculum/the-national-curriculum-in-england/glossary/>