

Art and Design Curriculum overview and skills progression

National curriculum statements for KS2					KS2- 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.		
Aims: The National Curriculum for art and design aims to ensure that all pupils: <ul style="list-style-type: none">Produce creative work, exploring their ideas and recording their experiencesBecome proficient in drawing, painting, sculpture and other art, craft and design techniquesEvaluate and analyse creative works using the language of art, craft and designKnow about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.					<ul style="list-style-type: none">to create sketch books to record their observations and use them to revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]Learn about great artists, architects and designers in history		
Year Group		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	Area of study	Illustration Quentin Blake (English link)	Portraits – paint & pen Julian Opie + Kimmy Cantrell – portrait artist comparison.	Textiles – Creating landscapes with felt (Topic link – Stone Age)	Sculpture - <u>Clay</u> Busts of ourselves inspired by Picasso	Collage Henri Matisse <u>Oil pastel</u> animals (Topic link – Rainforest)	Printing making Angie Lewin
			D&T focus – Cutting and joining, strengthening - Photo frames	D&T focus – Mechanisms- pop up books			
	Focus artist	Quentin Blake	Julian Opie and Kimmy Cantrell		Pablo Picasso	Henri Matisse	Angie Lewin
	Key questions	What is illustration? How does Quentin Blake represent Roald Dahl’s characters through line and colour?	How to different artists represent faces? How can we draw faces accurately and in an abstract way?		What is sculpture? Where do we see it in everyday life? How can we create a likeness of ourselves using clay?	How can we convey our theme while creating an abstract piece? How can we collage materials and use colour to create the impression of a rainforest?	What is printmaking? Who is Angie Lewin? How can we represent nature?
	Key skills	<ul style="list-style-type: none">Develop and record ideas in sketchbooksDrawingPainting (including colour)	<ul style="list-style-type: none">Develop and record ideas in sketchbooksDrawingPaintingColourUse of different media (charcoal)	<ul style="list-style-type: none">Develop control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art,Weave using different materials	<ul style="list-style-type: none">Develop and record ideas in sketchbooksSculptureSculpture – recorded using photographs	<ul style="list-style-type: none">Develop and record ideas in sketchbooksCollageColourUse of different media (paper)	<ul style="list-style-type: none">Develop and record ideas in sketchbooksDrawingPrinting
4	Area of study	New unit 24/25: <u>Charcoal</u> - Portrait of famous black Bristolian (Topic Link)	David Hockney – landscape painting (ready mix/acrylic)	Boudicca – Study of figures (History link)	Roman mosaics – printing Study of mosaics in modern day (Gaudi) (History link)	Robert Lyn Nelson – painting and collage (Science & Geography link – habitats)	Andy Goldsworthy – sculpture <u>with natural materials</u> (Science link – habitats)
			D&T focus - Electricity – Make an advent candle.	D&T focus – Sewing- Design and make a roman coin purse		D&T focus – Food - smoothies	D&T focus – Construction - bug houses

	<u>Focus artist</u>		David Hockney		Gaudi	Robert Lyn Nelson	Andy Goldsworthy
	<u>Key questions</u>	What are the proportions of a face? Are all faces proportioned the same? How can we mould and shape clay to create features without joining? How can we create a likeness of someone else?	Who is David Hockney and how does he create landscape art?	What are the proportions of a body? Does everyone have the same proportions? How can we draw bodes to make them look proportional?	How has mosaic changed from Roman times?	How does Robert Lyn Nelson create art? How can we create perspective and layers through our use of colour?	Who is Andy Goldsworthy? How can we use nature to create art?
	<u>Key skills</u>	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks 	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks Drawing Painting Colour 	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks Drawing – whole bodies Painting Colour 	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks Printing Drawing Colour 	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks Drawing (idea development) Painting Collage 	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks – study of the artist Sculpture – recorded using photographs
5	Area of study	Storytelling through illustration Drawing – Line drawing and water colour	Ancient Greek pots Sculpture <u>clay</u> (History link)	Peter Thorpe – space art – painting/mixed media (Science link) Oil pastels Ready mix/acrylic	Art – Weaving <i>D&T - Weaving a trinket bowl</i> (Topic link – Anglo-Saxons)	Chuck Close – Drawing, pattern and colour	Fauvist movement – painting
			<i>D&T Focus</i> <i>Foods – flatbreads and hummus</i>		<i>D&T Focus –</i> <i>Mechanisms- Cranes</i>		<i>D&T Focus –</i> <i>Electricity - Lighthouses</i>
	<u>Focus artist</u>	Laura Carlin and Shaun Tan		Peter Thorpe		Chuck Close	Derain, Matisse, Braque and Duffy
	<u>Key questions</u>	How can illustrations be used to tell a story? How does Sendak create characters? What is perspective?	How did the Ancient Greeks decorate pottery?	Who is Peter Thorpe? How does he use colour to represent space?		Who is Chuck Close? How can pattern and colour be used to create a portrait?	What was the Fauvist movement? How did they use colour?
	<u>Key skills</u>	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks Drawing (pen and ink) Painting 	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks Drawing (studies of pots) Sculpture 	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks Drawing Blending colours (oil pastels) Mixed media (paint and pastel) 	<ul style="list-style-type: none"> Develop control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, Improve their mastery of art and design techniques, including weaving Weave using different materials 	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks Drawing Colour Pattern 	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks Drawing Painting Colour
6	Area of study	William Morris - printing	Watercolour perspective Charcoal landscape	Graffiti/Street Art	Hokusai – painting (watercolour) (Geography link)	South American Artists – painting and mixed media/collage (History link)	Maya masks – sculpture <u>papier-mâché</u> (History link)

			D&T focus– Textiles- Christmas stockings		D&T focus– Strengthening materials- Earthquake protection	D&T focus– Construction- Props for Y6 production	D&T focus– Food -Jam tarts
	<u>Focus artist</u>	William Morris	LS Lowry	Banksy and other street artists (street art movement)	Hokusai	Frido Kahlo	
	<u>Key questions</u>	Who was William Morris? What different printmaking techniques are there? How is print used?		What is street art? Is it right or wrong? Who is Banksy? How does street art vary? What materials are used?	How was Hokusai? How did he create artwork? What was his focus? How is perspective used?	Who was Frida Kahlo? What are her paintings like? What inspired her?	How can we create a Mayan inspired mask? What 3D skills will we need?
	<u>Key skills</u>	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks Drawing Printing 		<ul style="list-style-type: none"> Develop and record ideas in sketchbooks Drawing Mixed media (paint, pencil and pastel) 	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks Drawing Painting 	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks Drawing Painting 	<ul style="list-style-type: none"> Develop and record ideas in sketchbooks Drawing Sculpture Painting

<u>Backwell Junior School – Art & Design Skills Progression</u>					<u>Autumn 2023</u>
<u>Aims: The National Curriculum for art and design aims to ensure that all pupils:</u> <ul style="list-style-type: none"> 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. 			<u>KS2-</u> 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: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to 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] 		
	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
<u>Drawing</u> <i>Line, tone and pattern</i>	<ul style="list-style-type: none"> Understand, explore and experiment with a range of sketching pencils Observe and draw simple shapes. Begin to understand shading techniques Make initial sketches as a preparation for painting and other work. Encourage more accurate drawings of people – particularly faces Begin to use sketchbooks to explore the work of focus artists 	<ul style="list-style-type: none"> Select the sketching pencils appropriately with some guidance Use sketch books to make initial sketches as a preparation for painting and other work. Identify and draw the effect of light (shadows) on a surface (objects). Introduce the concepts of scale and proportion. Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. Work on a variety of scales (large and small) 	<ul style="list-style-type: none"> Independently selects materials/ techniques to create a specific outcome. Observe and use a variety of techniques to show the effect of light on objects and people (e.g. use rubbers to lighten, use pencil to show tone) Identify and draw the effect of light (shadows) on different surfaces. Produce increasingly accurate drawings of people. Produce increasingly detailed preparatory sketches in sketchbooks Introduce the concept of perspective. Work on a variety of scales Plan and create own patterns Use shape to create patterns and create own abstract pattern 	<ul style="list-style-type: none"> Independently selects materials/ techniques to create a specific outcome. Observe and use a variety of techniques to show the effect of light on objects and people (e.g. use rubbers to lighten, use pencil to show tone) Look at the effect of light on an object from different directions. Produce preparatory sketches in sketchbooks Develop an understanding of perspective. Work on a variety of scales (independently and collaboratively) Plan and create own patterns Use shape to create patterns and create own abstract pattern 	
<u>Painting</u> <i>Including colour</i>	<ul style="list-style-type: none"> Begin to use sketchbooks to explore the work of focus artists Experiment with different effects and textures including block colour, washes Choose appropriate brushes for a task with guidance Explore different paints (watercolours, ready mix) and understand how they are different Extend exploring colour mixing to applying colour mixing. Begin to apply colour to imitate an artist. 	<ul style="list-style-type: none"> Independently select the best brushes for a task Create different effects and textures with paint according to what they need for the task Develop confidence when working with a range of paints Mix and match colours to those in a work of art with. Work with one colour against a variety of backgrounds. Observe colours on hands and faces - mix flesh colours. Use sketchbooks to plan and develop ideas for final pieces, including colour mixing 	<ul style="list-style-type: none"> Explore the texture of paint (thin/thick, wet/dry) Independently select and question materials needed for a particular purpose (including paper, paint and brushes) Accurately mix colours for purpose and to match those they need. Match colours to those of another artist Be able to control a range of paints confidently and use with increasing detail (water colour, acrylic, ready mixed) Controlling and experimenting particular qualities of tone, shades, hue and mood. Use colour to express moods and feelings. Consider artists use of colour and application of it 	<ul style="list-style-type: none"> Explore the texture of paint (thin/thick, wet/dry) Independently select and question materials needed for a particular purpose (including paper, paint and brushes) Accurately mix colours for purpose and to match those they need. Match colours to those of another artist Be able to control a range of paints confidently including adding detail to artwork Controlling and experimenting particular qualities of tone, shades, hue and mood. Considering colour for purposes Use colour to express moods and feelings. 	
<u>Textiles</u>	<ul style="list-style-type: none"> Develop skills in stitching, cutting and joining Use some key vocabulary to demonstrate knowledge and understanding in this strand: stitch, sew, threat, weave Use a simple running stitch Use smaller eyed needles and finer threads. 		<ul style="list-style-type: none"> Become secure in a range of stiches Experiment with a range of media by overlapping and layering in order to create texture, effect and colour Add decoration to create effect. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. Select appropriate materials, giving reasons for choice. 		

<u>Collage</u>	<ul style="list-style-type: none">• Explore creating collage with a variety of media• Learn new techniques, e.g. overlapping, mosaic and montage.• Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.• Create collage inspired by the work of focus artist		<ul style="list-style-type: none">• Experiment with mixing textures and with sorting and arranging materials with purpose to create effect.• Develop own ideas through planning.• add collage to a painted or printed background;• create and arrange accurate patterns;• use a range of mixed media;• plan and design a collage	
<u>Sculpture</u>	<ul style="list-style-type: none">• Cut, make and combine shapes to create recognisable forms• Begin to understand how to effectively join clay• Use tools to carve, add shape and texture• Use key vocabulary to demonstrate knowledge and understanding in this strand: material, 3D shape, brim, edging, trimmings, shape, form, shadow, light.•	<ul style="list-style-type: none">• Build on techniques from Y3 to carve recognisable features from a soil lump of clay• Use tools to carve, add shape and texture• Use key vocabulary to demonstrate knowledge and understanding in this strand: material, 3D shape, brim, edging, trimmings, shape, form, shadow, light.•	<ul style="list-style-type: none">• Use sketchbook to inform, plan and develop ideas.• Plan and design a sculpture.• Use tools and materials to carve, add shape, add texture and pattern• Develop cutting and joining skills, e.g. using wire, coils, slabs and slips• Use materials other than clay to create a 3D sculpture• Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, cast.	<ul style="list-style-type: none">• Use sketchbook to inform, plan and develop ideas.• Plan and design a sculpture.• Use tools and materials to create dimension, add shape, add texture and pattern• Use materials other than clay to create a 3D sculpture. – Mayan masks• Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, cast.
<u>Printing</u>	<ul style="list-style-type: none">• Explore different printing blocks e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.• Use more than one colour to layer in a print• Replicate patterns from observations Use key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, colour, shape, block printing ink, inking rollers.		<ul style="list-style-type: none">• Opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.• Design and create printing blocks/tiles• Develop techniques in mono, block and relief printing• Create and arrange accurate patterns• Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange, collograph;	