



Overview:

Drawing and painting: will be taught progressing through every year group - rehearsing, embedding, building and progressing skills year on year.

Collage and textiles: Year 1 3 and 5

Print and sculpture: Year 2 4 and 6

Digital media and studying "the greats" will be taught throughout the year groups.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	√	√	√	√	√	√	√
Painting	√	√	√	√	√	√	√
Collage	√	√		√		√	
Sculpture	√		√		√		√
Print	√		√		√		√
Textiles	√	√		√		√	
Digital Media	√	√	√	√	√	√	√
Artists	√	√	√	√	√	√	√

Artist studies:

Year	Artist		Strand
1	Victor Delfin	1927 – present day	Drawing
2	Da Vinci	1452 - 1519	Drawing
3	Pablo Picasso	1881 - 1973	Drawing
4	Stephen Wiltshire	Modern day	Drawing
5	Keith Haring	1958 - 1990	Drawing
6	Norman Foster, Robert Venturi, Denise Scott Brown – architects		Drawing
1	J.M.W. Turner	1775 - 1851	Painting
2	Katsunshika Hokusai	1760 - 1849	Painting
3	Van Gough	1853 - 1890	Painting
4	Claude Monet	1840 - 1926	Painting
5	Matisse	1869 - 1954	Painting
6	Banksy	Modern day	Painting
1	Elizabeth St Hilaire	Modern day	Collage
3	Eloise Renouf	Modern day	Collage
5	George Braque	1882 - 1963	Collage
2	The Terracotta Army	246 BC	Sculpture
4	Andy Goldsworthy	Modern day	Sculpture
6	Donatello	1386-1466	Sculpture
2	Georgia O'Keefe	1887 - 1986	Printing
4	Andy Warhol	1928 – 1987	Printing
6	Elizabeth Catlett	1915 - 2012	Printing



The Orchard Lea Federation - Art and Design: Progression of knowledge and skills (Infant)



Art Vocabulary Progression- **Bold words** are progressive throughout, **red words** are new progressive words

Artist study

Assessment points

		Reception	Year 1	Year 2	End of Key Stage Expectations
To develop ideas		<p>As an artist: I can represent my own ideas, thoughts and feelings through art.</p>	<p>As an artist: I can respond to simple ideas to start my work. I can explore ideas and pictures. I can try some different methods and materials.</p>	<p>As an artist: I can respond to ideas and starting points. I can explore ideas and collect visual information. I can explore different methods and materials as ideas develop.</p>	<p>Pupils should be taught:-</p> <p>To use a range of materials creatively to design and make products</p>
To master techniques	Drawing	<p>As an artist: ELG: 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; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive</p>	<p>As an artist: I can draw different lines using different pencils (e.g. 6B, HB). I can colour my own work carefully, following the lines as much as I can. I can show some pattern and texture by adding dots or lines. I can show some tones by using coloured pencils. Victor Delfin</p>	<p>As an artist: I can draw lines of different size and thickness. I can colour my own work neatly, following the lines. I can show pattern and texture by adding dots and lines. I can show different tones by using coloured pencils. Da Vinci</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</p>
	Painting	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>	<p>As an artist: I am beginning to use thick and thin brushes. I am beginning to mix primary colours to make secondary colours. I am beginning to add white to colours to make tints and black to make tones. J.M.W. Turner</p>	<p>As an artist: I can use thick and thin brushes. I can mix primary colours to make secondary colours. I can add white to colours to make tints and black to make tones. I can create colour wheels. Katsunshika Hokusai</p>	
	Collage		<p>As an artist: I can use a combination of materials that are cut, torn and glued. I can sort and arrange materials. I can mix materials to create texture. Mola Art Elizabeth St Hilaire.</p>		
		<p>Vocabulary: observation, tone, pattern, shape control, media, light/ dark, marks, features, viewfinder, frame, image, plan,</p>			
		<p>Vocabulary: particular effects, mixing wet/dry techniques, backgrounds, context, mood, represent, brushes</p>			

			<u>Vocabulary</u> Material, together, arrange Tear/torn, combine, glue, mix	
	Sculpture			As an artist: I can use a combination of shapes. I can include lines and texture. I can use rolled up paper, straws, paper, card and clay as materials. I can use techniques such as rolling, cutting, moulding and carving. The Terracotta Army
				<u>Vocabulary:</u> identify, explore, experiment sculpture, malleable, functional, smoothing, joining, finishing
	Print			As an artist: I can use repeating or overlapping shapes. I can mimic print from the environment (e.g. wallpapers). I can use objects to create prints (e.g. fruit, vegetable or sponges). I can press, roll, rub and stamp to make prints. Georgia O'Keefe
				<u>Vocabulary:</u> Printing, texture, pattern fabric, colour, techniques
	Textiles			As an artist: I can use weaving to create a pattern. I can join materials using glue and/or a stitch. I can use plaiting. I can use dip dye techniques.
			<u>Vocabulary</u> design, measure material, make, sew, cut, thread, join	
Digital			As an artist: I am beginning to use a range of tools to create different textures, lines, tones, colours and shapes.	As an artist: I can use a wide range of tools to create different textures, lines, tones, colours and shapes.
			As an artist: I can make comments on the work of notable artists, artisans and designers. I can copy some artists studied to create my own pieces.	As an artist: I can describe the work of notable artists, artisans and designers. I can use some of the ideas of artists studied to create my own pieces.
To take inspiration from the greats				
	Artists		<u>Vocabulary</u> Artist, explore, create, style describe, intention/ meaning	



The Orchard Lea Federation - Art and Design: Progression of knowledge and skills (Junior)



Art Vocabulary Progression- **Bold words** are progressive throughout, **red words** are new progressive words

Artist study

Assessment points

		Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
To develop ideas		<p>As an artist: I am beginning to develop ideas from starting points throughout the curriculum. I am learning how to collect information, sketches and resources. I am beginning to adapt and refine ideas as I progress. I am beginning to explore ideas in a variety of ways. I am beginning to use visual language to comment on an artist's work.</p>	<p>As an artist: I can develop ideas from starting points throughout the curriculum. I can collect information, sketches and resources. I can adapt and refine ideas as I progress. I can explore ideas in a variety of ways. I can comment on art works using visual language.</p>	<p>As an artist: I can develop and start to imaginatively extend ideas from starting points throughout the curriculum. I can begin collecting information, sketches and resources and present ideas more imaginatively in a sketch book. I am beginning to use the qualities of materials to enhance ideas. I am beginning to spot the potential in unexpected results as work progresses. I can comment on artworks using a wider range of visual language.</p>	<p>As an artist: I can develop and imaginatively extend ideas from starting points throughout the curriculum. I can collect information, sketches and resources and present ideas imaginatively in a sketch book. I can use the qualities of materials to enhance ideas. I can spot the potential in unexpected results as work progresses. I can comment on artworks with a fluent grasp of visual language.</p>	<p>Pupils should be taught:-</p> <p>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.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>About great artists, architects and designers in history</p>
To master techniques	Drawing	<p>As an artist: I am beginning to use different hardnesses of pencils to show line, tone and texture. I am beginning to annotate sketches to explain and elaborate ideas. I am beginning to sketch lightly (no need to use a rubber to correct mistakes). I am beginning to use shading to show light and shadow. I am beginning to use hatching and cross-hatching to show tone and texture. Picasso</p>	<p>As an artist: I can use different hardnesses of pencils to show line, tone and texture. I can annotate sketches to explain and elaborate ideas. I can sketch lightly (no need to use a rubber to correct mistakes). I can use shading to show light and shadow. I can use hatching and cross-hatching to show tone and texture. Stephen Wiltshire</p>	<p>As an artist: I am beginning to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). I am beginning to use a range of techniques to depict movement, perspective, shadows and reflection. I am beginning to choose a style of drawing suitable for the work (e.g. realistic or impressionistic). I am beginning to use lines to represent movement. Keith Haring</p>	<p>As an artist: I can use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). I can use a choice of techniques to depict perspective, shadows and reflection. I can choose a style of drawing suitable for the work (e.g. realistic or impressionistic) I can use lines to represent movement. Norman Foster, Robert Venturi, Denise Scott Brown – Architects</p>	<p>Vocabulary: observation, tone, pattern, shape control, media, light/ dark, positioning, marks, features, viewfinder, frame, image, plan, techniques.</p> <p>Vocabulary: observation, tone, pattern, shape intricate pattern, techniques, perspectives, source material, composition, grades, dexterity, third dimension. control, media, scale, adapt, sketching, hatching, improve,</p>

Painting	<p>As an artist: I am beginning to use a wider of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. I am beginning to mix colours more effectively. I am beginning to use watercolour paint to produce washes for backgrounds then add detail. I am beginning to experiment with creating mood with colour. Van Gough</p>	<p>As an artist: I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. I can mix colours effectively. I can use watercolour paint to produce washes for backgrounds then add detail. I can experiment with creating mood with colour. Claude Monet</p>	<p>As an artist: I am beginning to sketch (lightly) before painting to combine line and colour. I am beginning to create a colour palette based upon colours observed in the natural or built world. I am beginning to explore the qualities of watercolour paints to create visually interesting pieces. I am beginning to combine colours, tones and tints to enhance the mood of a piece. I am beginning to use brush techniques and the qualities of paint to create texture. I am beginning to develop a personal style of painting and drawing based on ideas from other artists. (I can explain where my ideas stemmed from). Matisse</p>	<p>As an artist: I can sketch (lightly) before painting to combine line and colour. I can create a colour palette based upon colours observed in the natural or built world. I can use the qualities of watercolour paints to create visually interesting pieces. I can combine colours, tones and tints to enhance the mood of a piece. I can use brush techniques and the qualities of paint to create texture. I can develop a personal style of painting and drawing based on ideas from other artists. Banksy</p>
	<p><u>Vocabulary:</u> particular effects, mixing warm/cool colours, express, hues, texture, observed, emotion, primary/secondary colours, specific, represent, appropriate</p>		<p><u>Vocabulary:</u> particular effects, mixing, warm/cool colours express, hues, texture, tone, observed, emotion composition, research, analyse, primary/secondary colours, specific, represent, appropriate, natural/ manmade</p>	
Collage	<p>As an artist: I can select and arrange materials for a striking effect. I can ensure my work is precise. I can use coiling, overlapping, tessellation, mosaic and montage Eloise Renouf</p>		<p>As an artist: I can explore mixing textures (e.g. rough and smooth, plain and patterned). I can explore the combination of visual and tactile qualities. I can mix textures (e.g. rough and smooth, plain and patterned). I can combine visual and tactile qualities. I can use ceramic mosaic materials and techniques. George Braque</p>	
	<p><u>Vocabulary</u> Material, together, arrange, combine accurate precise tear/torn, coil, overlap, tessellate, mosaic, montage</p>		<p><u>Vocabulary</u> Material, together, arrange, combine accurate, precise tear/torn, coil, overlap, tessellate, mosaic, montage, tactile, ceramic, visual</p>	

Sculpture	<p>As an artist: I can create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). I can include texture that conveys feelings, expression or movement. I can use clay and other mouldable materials. I can add materials to provide interesting details. Andy Goldworthy</p>	<p>As an artist: I can show life-like qualities and real life proportions or, if more abstract, provoke different interpretations. I can use tools to carve and add shapes, texture and pattern. I can combine visual and tactile qualities. I can use frameworks (such as wire or moulds) to provide stability and form. Donatello</p>
	<p>Vocabulary: identify, explore, observe, experiment Demonstrate, plan and develop, 3D model, construct, adapt, design criteria, surface pattern, texture, decorative.</p>	<p>Vocabulary: identify, explore, experiment, observe, demonstrate experimentation, plan and develop, stimuli 3D model, construct, adapt, design criteria, surface</p>
Print	<p>As an artist: I can use layers of two or more colours. I can replicate patterns observed in natural or built environments. I can make printing blocks (e.g. from coiled string glued to a block). I can make precise repeated patterns. Andy Warhol</p>	<p>As an artist: I can build up layers of colours effectively and confidently. I can use a wide range of visual elements to reflect the purpose of the work. I can create an accurate pattern, showing fine detail. Elizabeth Catlett</p>
	<p>Vocabulary: Printing, texture, pattern Layering, effect, research, technique, colour, materials</p>	<p>Vocabulary: Printing, texture, pattern, layering, effect over layering, simplifying, evaluate, adapt, emulate, research, technique, colour, relief/impressed, materials</p>
Textiles	<p>As an artist: I can shape and stitch materials. I can use basic cross stitch and back stitch. I can colour fabric. I can create weavings. I can quilt, pad and gather fabric.</p>	<p>As an artist: I can show precision in techniques. I can choose from a range of stitching techniques. I can combine previously learned techniques to create pieces.</p>
	<p>Vocabulary: design, measure evaluate, improve material, make, sew, cut, thread, textiles, material, join, modify, functional</p>	<p>Vocabulary: design, evaluate, measure purposeful, appealing, explore and evaluate, material, make, sew, cut, thread, textiles, material, join, modify, functional. Preference, generate, design criteria</p>

	Digital Media	As an artist: I am beginning to create images, videos and sound recordings and explain why they were created.	As an artist: I can create images, videos and sound recordings and explain why they were created.	As an artist: I am beginning to enhance digital media by editing (including sound, animation, still images and installations).	As an artist: I can enhance digital media by editing (including sound, animation, still images and installations).	
To take inspiration from the greats (classic and modern)	Artists	As an artist: I am beginning to replicate some of the techniques used by notable artists, artisans and designers. I can create original pieces that are influenced by studies of others.	As an artist: I can replicate some of the techniques used by notable artists, artisans and designers. I can create original pieces that are influenced by studies of others.	As an artist: I am beginning to give details (including my own sketches) about the style of some notable artists, artisans and designers. I am beginning to show how the work of those studied was influential in both society and to other artists. I am beginning to create original pieces that show a range of influences and styles.	As an artist: I can give details (including my own sketches) about the style of some notable artists, artisans and designers. I can show how the work of those studied was influential in both society and to other artists. I can create original pieces that show a range of influences and styles.	
		<u>Vocabulary</u> Artist, explore, create, style Observe, compare, annotate Purpose, adapt, accurate	<u>Vocabulary</u> Artist, explore, create, style, observe, annotate, compare <u>Methods approaches</u> Purpose, adapt, accurate			