



Mill Lane Primary School

Art and Design

EYFS		
Progression of learning		
<p>Prior Knowledge Children may have attended messy play time. They may have built models or drawn or painted pictures at home. The children may have visited art galleries or seen art around Stockton such as the sculptures around town.</p>	<p>Knowledge taught in EYFS The children will have experienced a wide range of opportunities in EYFS providing them with a foundation to build upon over subsequent years. Observations and experiences will have been recorded in learning journey evidence portfolios on paper or through Evidence Me. A variety of tools including pencils, rubbers, crayons, pastels, felt-tip, charcoal, ballpoint pens, chalk etc. will have been used to represent objects in lines. Children will have been encouraged to explain what they like about the work of others. They will have experimented with different materials to design and make products in two and three dimensions. The children will have been taught the names of the tools, techniques and elements they have used. They will have made marks in print using found objects and basic tools and used these to create basic patterns. Opportunities will have been provided to sort, cut and shape fabric and experiment with ways of joining them. Material will also have been cut, glued and trimmed to create images from a variety of media.</p>	<p>Future knowledge The children in Year 1 will, use artwork to record ideas, observations and experiences in a variety of ways. Experiment with different materials to make products in two and three dimensions. Know the names of tools, techniques and elements that they use. Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. Explore mark-making using a variety of tools. Make structures by joining simple objects together. Cut, glue and trim material to create images from a variety of media including photocopies, fabric, crepe and tissue paper, wallpaper and magazines. Make marks in print using found objects and basic tools and use these to create repeating patterns. Sort, cut and shape fabrics and experiment with ways of joining them.</p>
National Curriculum Coverage		
Autumn	Spring	Summer
<p>Nursery Physical Development Manipulates a range of tools and equipment in one hand, tools include paintbrushes, hairbrushes, toothbrush, scarves or ribbons. Use hands to manipulate a range of malleable materials. Expressive Arts and Design Being imaginative & Expressive Creating with Materials Reception Physical Development Uses simple tools to effect changes to materials. Expressive Arts and Design Being Imaginative</p>	<p>Nursery Physical Development Begins to hold scissors to make snips in paper. Begin to develop a pincer grip through a range of multisensory activities. Expressive Arts and Design Creating with Materials Uses tools for a purpose e.g glue spreader, scissors, hammer Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p>	<p>Nursery Physical Development Uses simple tools to effect changes to materials Expressive Arts and Design Being imaginative & Expressive Uses available resources to create props or creates imaginary ones to support play. Creating with Materials Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p>

<p>Creates representations of both imaginary and real-life ideas, events, people and objects e.g makes a junk model of a fire engine, paints an imaginary monster, creates a playdough model of a flower.</p> <p>Creating with materials: Continues to explore colour and how colours can be changed</p>	<p>Reception Physical Development Uses a pencil and holds it effectively to form recognisable letters. Applies sufficient pressure to a pencil to draw and write effectively.</p> <p>Expressive Arts and Design Being imaginative Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</p> <p>Creating with materials: Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p>	<p>Develops an understanding of how to create and use sounds intentionally</p> <p>Reception Physical Development Shows increasing control over an object in pushing, patting, throwing, catching or kicking it Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</p> <p>Expressive Arts and Design Being imaginative Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Creating with materials: Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p>
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Specific Vocabulary

Drawing: pencil Line colour in straight circle/other shape names rubber
Sculpture: cut stick tape pull push on below next to above
Painting: brush paint mix palette dip colour names
Textiles/Collage: fabric collage stick layer positional language
Artists: artist painter sculptor same different

Skills

Developing ideas	Drawing	Painting	Sculpture	Printmaking	Texture, pattern, colour, line and tone	Digital Art	Responding to Art
<ul style="list-style-type: none"> • Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> • Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. • Use and begin to control a range of media. • Draw on different surfaces and coloured paper. • Produce lines of different thickness and tone using a pencil. 	<ul style="list-style-type: none"> • Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. • Recognise and name the primary colours being used. • Mix and match colours to different artefacts and objects. • Explore working with paint on different 	<ul style="list-style-type: none"> • Enjoy using a variety of malleable media such as clay, papier mache, and salt dough. Impress and apply simple decoration. • Cut shapes using scissors and other modelling tools. • Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. 	<ul style="list-style-type: none"> • Enjoy taking rubbings: leaf, brick, and coin. Simple pictures by printing from objects. • Develop simple patterns by using objects. • Enjoy using stencils to create a picture. 	<ul style="list-style-type: none"> • Enjoy playing with and using a variety of textiles and fabric. • Decorate a piece of fabric. Show experience in simple stitch work. • Show experience in simple weaving: paper, twigs. • Show experience in fabric collage: layering fabric. 		<ul style="list-style-type: none"> • Look and talk about what they have produced, describing simple techniques and media used.

	<ul style="list-style-type: none"> Start to produce different patterns and textures from observations, imagination and illustrations. 	surfaces and in different ways i.e. coloured, sized and shaped paper.			<ul style="list-style-type: none"> Use appropriate language to describe colours, media, equipment and textures. 		
Year 1							
Progression of learning							
Prior Knowledge The children will have experienced a wide range of opportunities in EYFS providing them with a foundation to build upon over subsequent years. Observations and experiences will have been recorded in learning journey evidence portfolios on paper or through Evidence Me. A variety of tools including pencils, rubbers, crayons, pastels, felt-tip, charcoal, ballpoint pens, chalk etc. will have been used to represent objects in lines. Children will have been encouraged to explain what they like about the work of others. They will have experimented with different materials to design and make products in two and three dimensions. The children will have been taught the names of the tools, techniques and elements they have used. They will have made marks in print using found objects and basic tools and used these to create basic patterns. Opportunities will have been provided to sort, cut and shape fabric and experiment with ways of joining them. Material will also have been cut, glued and trimmed to create images from a variety of media.			Knowledge taught in Year 1 The children in Year 1 will, use artwork to record ideas, observations and experiences in a variety of ways. Experiment with different materials to make products in two and three dimensions. Know the names of tools, techniques and elements that they use. Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. Explore mark-making using a variety of tools. Make structures by joining simple objects together. Cut, glue and trim material to create images from a variety of media including photocopies, fabric, crepe and tissue paper, wallpaper and magazines. Make marks in print using found objects and basic tools and use these to create repeating patterns. Sort, cut and shape fabrics and experiment with ways of joining them.			Future knowledge In Year 2, the children try out different activities and make sensible choices about what to do next. Select particular techniques to create a chosen product and develop some care and control over materials and their use. Give reasons for preferences when looking at art/craft or design work. Know that different artistic works are made by craftspeople from different cultures and times. Experiment with tones using pencils, chalk or charcoal. Represent things observed, remembered or imagined using colour/tools in three dimensions. Experiment with basic tools on rigid and flexible materials. Make textured collages from a variety of media and by folding, crumpling and tearing. Use a variety of techniques including printing and rubbings. Develop techniques to join fabric and apply decorations such as running stitch or over stitch.	
National Curriculum Coverage							
Autumn <i>Curriculum driver - history</i>			Spring <i>Curriculum driver - geography</i>			Summer <i>Curriculum driver - geography</i>	
Trains Shildon Train Museum Train journey to Middlesbrough			Forests and Parks North York Moors (Wilderness Trail) Book: The Disgusting Sandwich			The River Tees Teesside Princess and Preston Park.	
to use sculpture to develop and share their ideas, experiences and imagination (Darlington Train Sculpture and Stockton Flyer Sculpture)			to use a range of natural materials creatively to design and make products (art in nature) Andy Goldsworthy			find out 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 (Mackenzie Thorpe) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (Bridge pictures)	
Topic Specific Vocabulary							
Autumn			Spring			Summer	
Transport, Railway Station, Platform, Vehicles, Carriages Harbour, Marina, Moorings, Conductor, Compare, Contrast						Dorman Long, Transporter Bridge, Newport Bridge, Millennium Bridge, Tees Barrage	
Key Vocabulary							

Colour, primary, secondary, mix, shade, lighter / darker, tone, attach, design, pattern, strengthen, brush-stroke, observe, print, back wash, dab, model, craft, blend

Skills

Developing ideas	Drawing	Painting	Sculpture	Printmaking	Texture, pattern, colour, line and tone	Digital Art	Responding to Art
<ul style="list-style-type: none"> • Start to record simple media explorations. 	<ul style="list-style-type: none"> • Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. • Begin to control the types of marks made with the range of media. • Draw on different surfaces with a range of media. • Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. <p>Possible artists: Van Gogh, Seurat</p>	<ul style="list-style-type: none"> • Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. • Explore techniques such as lightening and darkening paint without the use of black or white. • Begin to show control over the types of marks made. • Paint on different surfaces with a range of media. • Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. <p>Possible artists: Klimt, Marc, Klee, Hockney.</p>	<ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. • Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. • Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Impress and apply simple decoration techniques, including painting. • Use tools and equipment safely and in the correct way. <p>Possible artists: Moore, African, Native American.</p>	<ul style="list-style-type: none"> • Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • Experience impressed printing: e.g. printing from objects. • Use equipment and media correctly and be able to produce a clean printed image. • Explore printing in relief: e.g. String and card. • Begin to identify forms of printing: Books, posters pictures, fabrics. • Use printmaking to create a repeating pattern. <p>Possible artists: Warhol, Hokusai</p>	<ul style="list-style-type: none"> • Investigate textures by describing, naming, rubbing, copying. • Produce an expanding range of patterns and textures. • Begin to understand how colours can link to moods and feelings in art. • Use printmaking to create a repeating pattern. • Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) Andy Goldsworthy 	<ul style="list-style-type: none"> • Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it 	<ul style="list-style-type: none"> • Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. • Explore 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.

Year 2

Progression of learning

<p>Prior knowledge</p> <p>The children in Year 1 will, use artwork to record ideas, observations and experiences in a variety of ways. Experiment with different materials to make products in two and three dimensions. Know the names of tools, techniques and elements that they use. Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. Explore mark-making using a variety of tools. Make structures by joining simple objects together. Cut, glue and trim material to create images from a variety of media including photocopies, fabric, crepe and tissue paper, wallpaper and magazines. Make marks in print using found objects and basic tools and use these to create repeating patterns. Sort, cut and shape fabrics and experiment with ways of joining them.</p>	<p>Knowledge taught in Year 2</p> <p>In Year 2, the children try out different activities and make sensible choices about what to do next. Select particular techniques to create a chosen product and develop some care and control over materials and their use. Give reasons for preferences when looking at art/craft or design work. Know that different artistic works are made by craftspeople from different cultures and times. Experiment with tones using pencils, chalk or charcoal. Represent things observed, remembered or imagined using colour/tools in three dimensions. Experiment with basic tools on rigid and flexible materials. Make textured collages from a variety of media and by folding, crumpling and tearing. Use a variety of techniques</p>	<p>Future knowledge</p> <p>In Year 3 the children will use a sketchbook for recording observations, for experimenting with techniques or planning out ideas Experiment with different materials to create a range of effects and use these effects in the finished piece of work Explain what he/she likes or dislikes about their work Know about some of the great artists, architects and designers in history and describe their work Explore shading using different media. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. Compare and recreate form of natural and manmade objects.</p>
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	including printing and rubbings. Develop techniques to join fabric and apply decorations such as running stitch or over stitch						
National Curriculum Coverage							
Autumn <i>Curriculum driver - history</i>	Spring <i>Curriculum driver - geography</i>		Summer <i>Curriculum driver - history</i>				
Castles Durham Castle	Our Landscapes Ropner Park		Exploring (Captain Cook, Galapagos and HMS Trincomalee)				
to use painting to develop and share their ideas, experiences and imagination (brick prints)	to develop a wide range of art and design techniques in using colour, shape, form and space (silhouettes)		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 (Hokusai Fuji Wave)				
to use a range of materials creatively to design and make products			to develop a wide range of art and design techniques in using colour, line, shape, form and space (charcoal portraits)				
Topic Specific Vocabulary							
Autumn	Spring		Summer				
<u>Castles</u> Castle, arrow loop, barbican, battlements, drawbridge, moat, tower, portcullis, motte, bailey, keep	<u>Ship Building (Robert Ropner)</u> 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'		Mast, crow's nest, rigging, bow, sails, hull, compass, navigation, conquered, discovered, claimed, ruled, expeditions, Endeavor, Captain Cook, Robert Ropner, warship, cannons, musket				
Key Vocabulary							
Colour, primary, secondary, mix, shade, lighter / darker, tone, attach, design, pattern, strengthen, brush-stroke, observe, print, back wash, dab, model, craft, blend							
Skills							
Developing ideas	Drawing	Painting	Sculpture	Printmaking	Texture, pattern, colour, line and tone	Digital Art	Responding to Art
<ul style="list-style-type: none"> Plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform other work. 	<ul style="list-style-type: none"> Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B) 	<ul style="list-style-type: none"> Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Linked to castle walls. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours 	<ul style="list-style-type: none"> Use equipment and media with increasing confidence. Use clay, modroc or other malleable material to create an imaginary or realistic form - e.g. clay pot, figure, structure etc... Explore carving as a form of 3D art. <p>Possible artists: Hepworth, Arp, Nevelson, Gabo.</p>	<ul style="list-style-type: none"> Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge to print castle walls. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes 	<ul style="list-style-type: none"> Demonstrate experience in surface patterns/ textures and use them when appropriate. Investigate textures and produce an expanding range of patterns. Use line and tone in different media to consider shape, shade, pattern and texture. Express links between colour and emotion. 	<ul style="list-style-type: none"> Take a self-portrait or a photograph. Use a simple computer paint program to create a picture - history (postage stamps - portraits of the queen) computing link (art package 2paint) 	<ul style="list-style-type: none"> Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Express thoughts and feelings about a piece of art. Reflect and explain the successes and challenges in a piece of art created. Explain how a piece of art makes them feel - link to emotions.

	Possible artists: Durer, Da Vinci, Cezanne	using primary colours confidently. • Continue to control the types of marks made with the range of media. • Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. Possible artists: Pollock, Riley, Monet, Aboriginal.		• Take simple prints i.e. mono - printing. • Experiment with overprinting motifs and colour. Possible artists: Hiroshige, Escher			• Identify changes they might make or how their work could be developed further.
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Year 3

Progression of learning

<p>Prior Knowledge In Year 2, the children try out different activities and make sensible choices about what to do next. Select particular techniques to create a chosen product and develop some care and control over materials and their use. Give reasons for preferences when looking at art/craft or design work. Know that different artistic works are made by craftspeople from different cultures and times. Experiment with tones using pencils, chalk or charcoal. Represent things observed, remembered or imagined using colour/tools in three dimensions. Experiment with basic tools on rigid and flexible materials. Make textured collages from a variety of media and by folding, crumpling and tearing. Use a variety of techniques including printing and rubbings. Develop techniques to join fabric and apply decorations such as running stitch or over stitch</p>	<p>Knowledge taught in Year 3 In Year 3 the children will use a sketchbook for recording observations, for experimenting with techniques or planning out ideas Experiment with different materials to create a range of effects and use these effects in the finished piece of work Explain what he/she likes or dislikes about their work Know about some of the great artists, architects and designers in history and describe their work Explore shading using different media. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. Compare and recreate form of natural and manmade objects.</p>	<p>Future knowledge In Year 4 the children will use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught technical skills to adapt and improve his/her work. Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Draw familiar objects with correct proportions. Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Plan a sculpture through drawing and other preparatory work. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. Use a variety of techniques e.g. marbling, silkscreen and cold-water paste. Print on fabrics using tie-dyes or batik.</p>
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National Curriculum Coverage

Autumn <i>Curriculum driver - history</i>	Spring <i>Curriculum driver - geography</i>	Summer <i>Curriculum driver - history</i>
Stone Age to Iron Age Cleveland Ironstone Mining Museum, Skinningrove	Mapping	Romans Arbeia Roman Fort, Northumberland
Beaker pots - Iron Stone Museum link. to improve their mastery of art and design techniques using sculpture with clay.	Local landscapes (North Yorkshire Moors or Teesside) to create sketchbooks to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing (pencil) and painting (water colour).	Soap carving to improve their mastery of art and design techniques, including drawing and sculpture with a range of materials - soap carving to make sculptures.

		about great artists, architects and designers in history – sculptures and mosaics.					
Topic Specific Vocabulary							
Autumn		Spring			Summer		
<p><u>Stone Age to Iron Age</u> Archaeologists, Artefact, Neolithic, B.C., Chronology, Tribal, Hunter-gatherers, Shelter, Civilization, Settlement, Hill forts, Skara Brae, Prey, 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD', 'growth' 'population' 'industrialisation' 'ironstone'</p> <p><u>How did the lives of ancient Briton change during the Stone Age?</u> Stone Age, cave, cave man, misconception, chronological, time, extinct, remains continuity, change, communication, Old Stone Age, Palaeolithic, New Stone Age, Neolithic, Stonehenge, summer camp, winter camp, ceremonial, burial, life expectancy, illness, injury, fighting.</p>		Continued from autumn term with a geographical focus.			<p><u>Romans</u> Rome, Roman, Roman Empire, emperor, empress, invasion, manufacture, weapons, armour; ships, gold, silver, jewellery; Emperor Claudius, Emperor Augustus Caesar, civilisation; advanced, Celts, tribe, Hadrian, warrior, Calgacus, Julius Agricola, attack, gladiator, mural, mosaic, senator; nobleman, consul, Colosseum, magistrate, compelling, testimonial, social class</p> <p><u>How do we know so much about where Sappho used to live?</u> Fresco; stylus; student; accountant; book keeper; city; country; Italy; recreation; trader; sailor; merchant; Roman; holiday; slave; Mediterranean Sea; business; shop; prosperous; manufacturing; ship; empire; emperor; army; rebellion; order; disorder; anno domini; volcano; crater; eruption; lava; earthquake; ash; explosion; Earth's crust; gas; escape; landscape;</p>		
Key Vocabulary							
Primary, secondary, tertiary, style, design, observe, perspective, construct, model, blend, structure, create, compose, layer, palette, illustrate, focus, Pop Art, Impressionist							
Skills							
Developing ideas	Drawing	Painting	Sculpture	Printmaking	Texture, pattern, colour, line and tone	Digital Art	Responding to Art
<ul style="list-style-type: none"> • Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. • Identify interesting aspects of objects as a starting point for work. • Use a sketch book to express feelings about a subject • Make notes in a sketch book about 	<ul style="list-style-type: none"> • Develop intricate patterns/ marks with a variety of media. • Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • Begin to indicate facial expressions in drawings • Begin to show consideration in the choice of pencil grade they use 	<ul style="list-style-type: none"> • Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and 	<ul style="list-style-type: none"> • Use equipment and media with confidence. • Begin to show an awareness of objects having a third dimension and perspective. • Learn to secure work to continue at a later date. • Join two parts successfully through Stone/Iron Age modelling. • Construct a simple base for extending and modelling other shapes. 	<ul style="list-style-type: none"> • Print simple pictures using different printing techniques. • Demonstrate experience in combining prints taken from different objects to produce an end piece. <p>Possible artists: Morris, Labelling</p>	<ul style="list-style-type: none"> • Create textures and patterns with a wide range of drawing implements. • Create textures and patterns with a wide range of drawing implements. • Create art works from natural materials to show an awareness of different viewpoints of the same object focused on landscapes. 	<ul style="list-style-type: none"> • Use printed images taken with a digital camera and combine them with other media to produce art work – 2paint package repeating images – for example, William Morris • Use computing programs to create a piece of work that includes their own work and that of others (e.g. using the internet) 	<ul style="list-style-type: none"> • Continue to explore 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 • Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.

<p>techniques used by artists</p> <ul style="list-style-type: none"> • Annotate ideas for improving their work through keeping notes in a sketch book 	<p>Possible artists: Picasso, Hopper, Surrealism etc.</p>	<p>tones with increasing confidence.</p> <ul style="list-style-type: none"> • Become increasingly confident in creating different effects and textures with paint according to what they need for the task. • Understand how to create a background using a wash <p>Possible artists/movements: Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism</p>	<ul style="list-style-type: none"> • Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. • Produce more intricate surface patterns/ textures and use them when appropriate. • Produce larger ware using pinch/ slab/ coil techniques. • Continue to explore carving as a form of 3D art. • Use language appropriate to skill and technique. <p>Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art).</p>			<ul style="list-style-type: none"> • Take photographs and explain their creative vision 	<ul style="list-style-type: none"> • Respond to art from other cultures and other periods of time.
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Year 4

Progression of learning

Prior Knowledge

In Year 3 the children will use a sketchbook for recording observations, for experimenting with techniques or planning out ideas Experiment with different materials to create a range of effects and use these effects in the finished piece of work Explain what he/she likes or dislikes about their work Know about some of the great artists, architects and designers in history and describe their work Explore shading using different media. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. Compare and recreate form of natural and manmade objects.

Knowledge taught in Year 4

In Year 4 the children will use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught technical skills to adapt and improve his/her work. Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Draw familiar objects with correct proportions. Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Plan a sculpture through drawing and other preparatory work. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. Use a variety of techniques e.g. marbling, silkscreen and cold-water paste. Print on fabrics using tie-dyes or batik.

Future knowledge

In Year 5 children will continue to explore 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 Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and other periods of time. Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. Experiment with using layers and overlays to create new colours/textures. Return to work over longer periods of time and use a wider range of materials.

National Curriculum Coverage

Autumn <i>Curriculum driver - history</i>	Spring <i>Curriculum driver - geography</i>	Summer <i>Curriculum driver - history</i>
Anglo Saxons	Our Planet	History of the River Tees
To create an Anglo- Saxon brooch	Marbling - planets - resist art using wax	Local artist studies - Philip Meadows / Smoggie art
To improve mastery of art and design techniques including sculpture with a range of materials - clay		To improve their mastery of art and design techniques including drawing - pencil

Topic Specific Vocabulary

Autumn	Spring	Summer
Account, Afterlife, Angle, Artefact, Attack, Britannia, Chieftain, Charm, Conquer, Custom, Defend, Deity, Germanic, Indigenous, Invader, Kingdom, Legend, Monk, Plunder, Raiders, Scholar, Settlement, Territory, Traders, Anglo-Saxon, Arthurian, Battleaxe, Dark ages, Jute, Longhouse, Middles ages, Offa's Dyke, Roman Empire, Runestone, Saxon, Saxon shore fort, Seax, Skald, Thegn's great hall, Viking	Refer back to Roman Empire vocabulary whilst studying geographical features of volcanoes (for example Pompeii) using comparison vocabulary to compare historical eruptions with modern day volcanic activity.	Affluent, Boarding school, Butler, Coal, Crime, Descendent, Domestic, Factory, Footman, Invention, Limerick, Maid, Mill, Mine, Pick pocket, Poverty, Prime minister, Prince Albert, Punishment, Queen, Slum, Social reformer, Steam power, Industrial Revolution, Posser, Suffragette, The Great Expedition, Victorian, Washboard, William Morris, Workhouse

Key Vocabulary

Primary, secondary, tertiary, style, design, observe, perspective, construct, model, blend, structure, create, compose, layer, palette, illustrate, focus, Pop Art, Impressionist

Skills

Developing ideas	Drawing	Painting	Sculpture	Printmaking	Texture, pattern, colour, line and tone	Digital Art	Responding to Art
<ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Express likes and dislikes through annotations • Use a sketch book to adapt and improve original ideas • Keep notes to indicate their intentions/purpose of a piece of work 	<ul style="list-style-type: none"> • Develop intricate patterns using different grades of pencil and other implements to create lines and marks. • Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. • Have opportunities to develop further drawings featuring the third dimension and perspective. 	<ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Use light and dark within painting and show understanding of complimentary colours. • Mix colour, shades and tones with increasing confidence. 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date. • Make a slip to join to pieces of clay - Anglo Saxons. • Decorate, coil, and produce maquettes confidently when necessarily. • Model over an armature: newspaper frame for modroc. • Use recycled, natural and man- made materials to create sculptures. 	<ul style="list-style-type: none"> • Increase awareness of mono and relief printing. • Demonstrate experience in fabric printing. • Expand experience in 3 colour printing. • Continue to experience in combining prints taken from different objects to produce an end piece. • Create repeating patterns. <p>Possible artists: Rothenstein, Kunisada</p>	<ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to achieve variations in tone. • Use complimentary and contrasting colours for effect 	<ul style="list-style-type: none"> • Create a piece of art which includes integrating a digital image they have taken. • Take a photo from an unusual or thought-provoking viewpoint 	<ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Begin to explore a range of great artists, architects and designers in history.

	<ul style="list-style-type: none"> • Further develop drawing a range of tones, lines using a pencil. • Include in their drawing a range of technique and begin to understand why they best suit. • Begin to show awareness of representing texture through the choice of marks and lines made • Attempt to show reflections in a drawing • Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms. <p>Possible artists: Goya, Sargent, Holbein.</p>	<ul style="list-style-type: none"> • Work in the style of a selected artist (not copying). <p>Possible artists: Hopper, Rembrandt.</p>	<ul style="list-style-type: none"> • Adapt work as and when necessary and explain why. • Gain more confidence in carving as a form of 3D art. • Use language appropriate to skill and technique. • Demonstrate awareness in environmental sculpture and found object art. • Show awareness of the effect of time upon sculptures. <p>Possible artists: Roman Artefacts, Christo.</p>				
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Year 5
Progression of learning

<p>Prior Knowledge</p> <p>In Year 4 the children will use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught technical skills to adapt and improve his/her work. Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Draw familiar objects with correct proportions. Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Plan a sculpture through drawing and other preparatory work. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. Use a variety of techniques e.g. marbling, silkscreen and cold-water paste. Print on fabrics using tiedyes or batik.</p>	<p>Knowledge taught in Year 5</p> <p>In Year 5 children will continue to explore 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 Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and other periods of time. Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. Experiment with using layers and overlays to create new colours/textures. Return to work over longer periods of time and use a wider range of materials.</p>	<p>Future knowledge</p> <p>In Year 6 children will begin to develop an awareness of composition, scale and proportion in their work. Use simple perspective in their work using a single focal point and horizon. Use techniques, colours, tones and effects in an appropriate way to represent things seen brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. Produce intricate patterns and textures in a malleable media. Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices. Create intricate printing patterns by simplifying and modifying sketchbook designs. Follow a design brief to achieve an effect for a particular function.</p>
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National Curriculum Coverage

<p>Autumn Curriculum driver - history</p>	<p>Spring Curriculum driver - geography</p>	<p>Summer Curriculum driver - history</p>
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Ancient Greece Greek Food	Industry: Preston Park, Beamish or Transporter Bridge	Egypt Hancock Museum, Durham University Specialist visitor, Dorman Museum
<ul style="list-style-type: none"> • Ancient Greek - vases • About great artists and designers in history • To use sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> • Lowry artist study (Lowry museum, Salford - virtual workshop) • To create sketch books to record their observations and use them to review and revisit ideas. • About great artists and designers in history 	<ul style="list-style-type: none"> • Creating an Egyptian portrait with hieroglyphics (https://www.artyfactory.com/egyptian_art/egyptian_art_lesson/ancient-egyptian-art-lesson.htm) • To improve mastery of art and design techniques - charcoal, pencil

Topic Specific Vocabulary

Autumn	Spring	Summer
<p><u>Ancient Greece</u> acropolis, polis, phalanx, classical age, democracy, civilisation, empire, legacies, citizens, aristocrats, mythology,</p> <p><u>The story of the Trojan Horse: historical fact, legend or classical myth?</u> The Trojan Horse, Ancient, Greece, historians, authentic, Europe, Greece, Paris of Troy, Queen Helen of Sparta, King Menelaus of Sparta, King Agamemnon of Mycenae Trojan War, Aegean Sea, fact, legend, King Arthur, Robin Hood, Kingdom of Atlantis, siege tower, archers, wheeled, reconstruction, Syria, mutiny.</p>	Transporter Bridge, industry, industrial	Afterlife, Apprentice, Curse, Deity, Embalmer, Eternal life, Linen, Ointment, Preserve, Ritual, River Nile, Scribe, Tomb, Underworld, Amulet, Book of the dead, Canopic jar, Cartouche, Egyptologist, Giza, Hieroglyphics, Mummy, Mummification, Natron, Nemes, Pharaoh, Pyramid, Rosetta Stone, Sarcophagus, Sphinx, Tutankhamun, Valley of the Kings, Wedjat, delta

Key Vocabulary

Impressionism, perspective, structure, construct, surrealism, project, shadow, effective, composition, statement, prototype, mood, board, display, political, sepia, illustration, focal point, limited palette.

Skills

Developing ideas	Drawing	Painting	Sculpture	Printmaking	Texture, pattern, colour, line and tone	Digital Art	Responding to Art
<ul style="list-style-type: none"> • Use sketchbooks Plan a sculpture through drawing and other preparatory work. • Use the sketch book to plan how to join parts of the sculpture. • Keep notes which consider how a piece of work may be developed further • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out 	<ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Develop a key element of their work: line, tone, pattern, texture. • 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"> • Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix and match colours to create atmosphere and light effects. • Mix colour, shades and tones with confidence building on previous knowledge. 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: glaze, paint, polish • Gain experience in modelling over an armature: newspaper frame for modroc. 	<ul style="list-style-type: none"> • Use tools in a safe way. Continue to gain experience in overlaying colours. • Start to overlay prints with other media. • Use print as a starting point to embroidery. • Show experience in a range of mono print techniques. <p>Possible artists: Advertising, Bawden</p>	<ul style="list-style-type: none"> • Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops. 	<ul style="list-style-type: none"> • Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. • Compose a photo with thought for textural qualities, light and shade. 	<ul style="list-style-type: none"> • Recognise the art of key artists and begin to place them in key movements or historical events. • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Identify artists who have worked in a similar way to their own work.

ideas, plan colours and collect source material for future works. • Adapt work as and when necessary and explain why.	<ul style="list-style-type: none"> • Have opportunities to develop further 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. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using a variety of view finders. <p>Possible artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt.</p>	<ul style="list-style-type: none"> • Start to develop their own style using tonal contrast and mixed media. <p>Possible artists: Lowry, Matisse, Magritte.</p>	<ul style="list-style-type: none"> • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Show increasing confidence to carve a simple form. • Use language appropriate to skill and technique. <p>Possible Artists: Frink, Balla, Andre</p>				<ul style="list-style-type: none"> • Explore a range of great artists, architects and designers in history. • Compare the style of different styles and approaches.
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Year 6

Progression of learning

Prior Knowledge

In Year 5 children will continue to explore 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. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and other periods of time. Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. Experiment with using layers and overlays to create new colours/textures. Return to work over longer periods of time and use a wider range of materials.

Knowledge taught in Year 6

In Year 6 children will begin to develop an awareness of composition, scale and proportion in their work. Use simple perspective in their work using a single focal point and horizon. Use techniques, colours, tones and effects in an appropriate way to represent things seen brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. Produce intricate patterns and textures in a malleable media. Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices. Create intricate printing patterns by simplifying and modifying sketchbook designs. Follow a design brief to achieve an effect for a particular function.

Future knowledge

In KS3 the children should

National Curriculum Coverage

Autumn <i>Curriculum driver - history</i> Mayan Civilisation	Spring <i>Curriculum driver - geography</i> The Poles	Summer <i>Curriculum driver - history</i> The World Wars
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York Chocolate Story		Eden Camp
Day of the dead skull art masks	Work of Hokusai -printing of mountain scenes.	War artists - Silhouette art
To develop a wide range of techniques in using colour, pattern, texture	To improve the mastery of art and design techniques with a range of materials	Great artists in history
To create sketchbooks to record and review	Great artists and designers in history	To develop a wide range of techniques in using colour, pattern, texture
		To create sketchbooks to record and review

Topic Specific Vocabulary

Autumn	Spring	Summer
<p>Maya, Mexico, Central America, region, Colombia, Panama City, Costa Rica, San José, Nicaragua, Managua, Honduras, Tegucigalpa, plantation, hieroglyphics, memorial, accident, discover, Chichen Itza, religious, rituals, festivals, constellation, summer malnourished, starvation, ownership, war, capture, Toltec, slaves, famine, deforestation.</p> <p>Ancient, Civilisation, Desert, Day of the Dead (Dia de los Muertos), Maya Deity, Maya glyphs, Maya Stelae, Maya Temple</p>	<p>Explorer, expedition, continent, ocean, North Pole, South Pole, Antarctica, Mount Everest, summit, polar, United Kingdom, Himalayas, spirit, bravery, persistence, resilience, patience, determination, pioneer, aviator, occupation, equality, 'women's work', inhabitants, native, indigenous, emotions, commercial, rocket, aircraft, NASA, astronaut, lunar, mankind, mission.</p>	<p>Overthrow, occupation, anti-Semitism, republic, citizen, state, unemployment, debt, dictator, pact, natural resources, fascism, invasion, nationalism, authoritarian government, air force, interception, radar, payload, mobilisation, squadron</p>

Key Vocabulary

Impressionism, perspective, structure, construct, surrealism, project, shadow, effective, composition, statement, prototype, mood, board, display, political, sepia, illustration, focal point, limited palette.

Skills

Developing ideas	Drawing	Painting	Sculpture	Printmaking	Texture, pattern, colour, line and tone	Digital Art	Responding to Art
<ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. 	<ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. 	<ul style="list-style-type: none"> Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media. 	<ul style="list-style-type: none"> Consider the use of colour for mood and atmosphere 	<ul style="list-style-type: none"> Have opportunity to explore modern and traditional artists using computing and other resources. Combine a selection of images using digital technology considering colour, size and rotation - mathematical links. 	<ul style="list-style-type: none"> Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work. Explore a range of great Artists, architects and designers in history.

	<ul style="list-style-type: none">• Develop their own style using tonal contrast and mixed media.• Have opportunities to develop further simple perspective in their work using a single focal point and horizon.• Develop an awareness of composition, scale and proportion in their paintings. Possible artists: Have opportunity to explore modern and traditional artists using computing and other resources.	<ul style="list-style-type: none">• Understanding which works well in their work and why. <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>	<ul style="list-style-type: none">• Demonstrate experience in relief and freestanding work using a range of media.• Recognise sculptural forms in the environment: Furniture, buildings.• Confidently carve a simple form.• Solve problems as they occur.• Use language appropriate to skill and technique.				
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