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| High Ercall School Progression in Art | | | | |
| Date: January 2022 | | Subject Lead: Kate Caton | | Review: |
| **Curriculum Intent:** At High Ercall, we believe that art, craft and design represent the variety of approaches of human creativity. A high-quality art and design education should engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.  Art offers children a unique way of communicating that can inspire and motivate them. It is a vehicle for personal expression and can play an important part in their personal development as people. We aim to provide opportunities for all children to develop their substantive, practical, theoretical and disciplinary knowledge of art, through the study of artists and makers, the creation of their own pieces and evaluation of their own and other’s work. | | | | |
| **Curriculum Targets:** At High Ercall School, we follow the National Curriculum expectations and expect that our pupils will have met or exceeded the expected standards for the end of key stage. We want our children to:   * develop creativity and imagination; * produce creative work, exploring their ideas and their experiences; * use colour, form, texture and process to communicate what they see, feel and think; * become proficient in drawing, painting and 3D work; * 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 form; * have knowledge and understanding of how art and design has shaped our history and contributes to culture, creativity and wealth. | | | | |
| Links with reading and writing | Books, stories and resources for children to research into Artists works, their inspirations and their lives. | | Links to school key drivers | **Resilience:** Children are encouraged to investigate, practise and develop their ideas and reflect on their final pieces. |
| Use stories and images as a starting point for their own reading and writing. | | **Outdoor Learning:** Where appropriate, children are given the opportunity to use the outdoor environment as a source of inspiration. |
| Use their own artwork as a starting point for their writing. | | **Diversity:** Using a range of Artists, cultures and techniques, we aim to offer children a diverse experience of art, craft and designs. |
| Written evaluations | |  |

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|  | EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
| Drawing | * use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk etc * use drawings to tell a story from retelling or from imagination. * investigate different lines - thick, thin, wavy, straight. * explore different textures and experiment with mark making to illustrate these. * encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?) * ensure children have correct pencil grip. | **KS1 Art and Design National Curriculum**  To become proficient in drawing techniques.  To use drawing to develop and share their ideas, experiences, and imagination.  Children can:   * draw lines of varying thickness * use dots and lines to demonstrate pattern and texture * use different materials to draw, for example pastels, chalk, felt tips * recall the mark making that they have used throughout the year and will continue to explore new ways of making marks. * use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. * explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body * work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making. * demonstrate that they can create marks with a range of materials and have made conscious choices about which materials they want to use. * understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. * understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. * use drawing exercises to focus an exploration of observational drawing combined with experimental mark making, using graphite, soft pencil, handwriting pen. * work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.   create final collaged drawings which explore composition. | **KS2 Art and Design National Curriculum**  To become proficient in drawing techniques.  To improve their mastery of art and design techniques, including drawing, with a range of materials.  Children can:   * experiment with showing line, tone and texture with different hardness of pencils * use shading to show light and shadow effects * use different materials to draw, e.g. pastels, chalk, felt tips, charcoal * show an awareness of space when drawing * use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. * understand that animators make drawings that move. * make drawings which explore chiaroscuro, and which explore narrative/drama through lighting/shadow * use light and portray light/shadow. * develop mark making skills by deconstructing the work of artists. * use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. | **KS2 Art and Design National Curriculum**  To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.  Children can:   * use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching * depict movement and perspective in drawings * use a variety of tools and select the most appropriate * use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. * understand that there is often a close relationship between drawing and making. * understand that we can transform 2d drawings into 3d objects. * understand that there are technical processes we can use to help us see, draw and scale up our work. * explore using negative and positive space to “see” and draw a simple element/object. * understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography * Combine drawing with making to create pictorial / 3-dimension maps which explore qualities of your personality or otherwise respond to a theme. * explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. |
| Sketchbooks | * children use the creative area to experiment with materials and creativity inside and outside, large scale and with finer tools as the year progresses. * explore ideas through independent practical activities and continuous provision. * work instinctively with a variety of materials. * represent themselves and their experiences through art | KS1  Children will be introduced to using sketch books.  The children will use sketchbooks to:   * test out ideas * develop experience of primary and secondary colours * practice observational drawing * explore mark making * build understanding that sketchbooks are places for personal experimentation. * understand that the way each persons’ sketchbook looks is unique to them. | Lower Key Stage 2  The children will use sketchbooks to:   * look back at previous learning and skills * explore the qualities of different media * make visual notes using a variety of media when looking at other artists work to help consolidate learning * continue to build understanding that sketchbooks are places for personal experimentation. * develop ideas. * practise drawing skills. * experiment with pigments – ready made and their own made from natural materials * test and experiment materials * understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. * make visual notes to record ideas and processes discovered through looking at other artists   reflect on their learning | Upper Key Stage 2  The children will use sketchbooks to:   * look back at previous learning and skills * explore mark making. * brainstorm ideas generated * make visual notes to capture, consolidate and reflect upon the artists studied. * explore ideas relating to design * explore thoughts about inspiration source, materials, textures, colours, mood, lighting etc. * experiment with different media and different marks to capture the energy of a landscape or still life * explore colour, and colour mixing, working intuitively to mix hues and tints * make colours, collect colours, experiment with how colours work together. * experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design * practise seeing negative and positive shapes * use the grid method to scale up an image. * explore what your passions, hopes and fears might be. What makes you, you? How can you find visual equivalents for the words in your head? * explore combinations and layering of media. * make visual notes to capture, consolidate and reflect upon the artists studied |
| Painting | * learn the names of the primary and secondary colours. * experiment with colour mixing and with the help of an adult talk about what colours they can make. * have access to paint in child-initiated time * use a variety of brushes to make marks | **KS1 Art and Design National Curriculum**  To become proficient in painting techniques.  To use painting to develop and share their ideas, experiences and imagination.  Children can:   * name the primary and secondary colour * experiment with different brushes (including brushstrokes) and other painting tools * mix primary colours to make secondary colours * add white and black to alter tints and shades * use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. | **KS2 Art and Design National Curriculum**  To become proficient in painting techniques.  To improve their mastery of art and design techniques, including painting with a range of materials.  Children can:   * use varied brush techniques to create shapes, textures, pattern and lines * mix colours effectively using the correct language, e.g. tint, shade, primary and secondary * create different textures and effects with paint * explore creating pigments from materials around the environment (earth, vegetation). * use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. | **KS2 Art and Design National Curriculum**  To become proficient in painting techniques.  To improve their mastery of art and design techniques, including painting with a range of materials.  Children can:   * continue exploring a variety of different brushes to see what happens. * use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette * be more expressive with colour, associating colours with moods. * create a colour palette, demonstrating mixing techniques * use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces * explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. * use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. |
| Print | * children have access to print materials in our creative area. * make relief prints in malleable materials. * make repeating patterns. * look at print and pattern in the environment and illustrations in books. | **KS1 Art and Design National Curriculum**  To become proficient in other art, craft and design techniques  – printing.  To develop a wide range of art and design techniques in using colour and texture.  Children can:   * copy an original print * use a variety of materials, e.g. sponges, fruit, blocks, hands, feet * collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image * understand prints are made by transferring an image from one surface to another. * understand relief prints are made when we print from raised images (plates). * demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing * explore concepts like “repeat” “pattern” “sequencing”. * use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, relief printing, objects. | **KS2 Art and Design National Curriculum**  To improve their mastery of art and design techniques with a range of materials – printing.  Children can:   * use more than one colour to layer in a print * use a variety of printing blocks, e.g. coiled string glued to a block * explore what effect making their own blocks has on shape and texture. * replicate patterns from observations; * make printing blocks * make repeated patterns with precision   use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. | **KS2 Art and Design National Curriculum**  To improve their mastery of art and design techniques with a range of materials – printing.  Children can:   * design and create printing blocks/tiles * develop techniques in mono, block and relief printing * create and arrange accurate patterns * reflect on their choice of colour for prints.   use key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collagraph |
| Collage | * children have access to collage materials in our creative area. * they experiment with glue, tape and paste to attach paper, card and many other materials onto their independent work. | **KS1 Art and Design National Curriculum**  To become proficient in other art, craft and design techniques – collage.  To develop a wide range of art and design techniques in using texture, line, shape, form and space.  Children can:   * use a combination of materials that have been cut, torn and glued * sort and arrange materials * add texture by mixing materials   use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange | **KS2 Art and Design National Curriculum**  To improve their mastery of art and design techniques with a range of materials – collage.  Children can:   * select colours and materials to create effect, giving reasons for their choices * continue to explore creating collage with a variety of media, e.g. paper and magazines. * experiment with sorting and arranging materials with purpose to create effect. * refine work as they go to ensure precision * learn and practise a variety of techniques, overlapping, tessellation, mosaic and montage   use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. | **KS2 Art and Design National Curriculum**  To improve their mastery of art and design techniques with a range of materials – collage.  Children can:   * add collage to a painted or printed background * create and arrange accurate patterns * use a range of mixed media * plan and design a collage * use collage to add tonal marks to the “flat image”.   use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. |
| Sculpture | * children use play dough, plasticene and clay regularly to model and create. * they make models using junk materials, bricks, blocks and construction kits inside and out. | **KS1 Art and Design National Curriculum**  To become proficient in sculpting techniques.  To use sculpture to develop and share their ideas, experiences and imagination.  Children can:   * use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card * use a variety of techniques, e.g. rolling, cutting, pinching * use a variety of shapes, including lines and texture * collect natural objects, explore composition and qualities of objects through arranging, sorting & representing * use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. | **KS2 Art and Design National Curriculum**  To become proficient in sculpting techniques.  To improve their mastery of art and design techniques, including sculpting with a range of materials.  Children can:   * cut, make and combine shapes to create recognisable forms * use clay and other malleable materials and practise joining techniques * add materials to the sculpture to create detail * use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet | **KS2 Art and Design National Curriculum**  To become proficient in sculpting techniques.  To improve their mastery of art and design techniques, including sculpting with a range of materials.  Children can:   * 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, tram, cast. |
| Textiles | * the children have access to wool, ribbons, fabric, felt, string and materials for sewing. * they create using a weaving frame outside. | **KS1 Art and Design National Curriculum**  To become proficient in other art, craft and design techniques – textiles.  To develop a wide range of art and design techniques in using colour, pattern and texture.  Children can:   * show pattern by weaving * use a dyeing technique to alter a textile’s colour and pattern * decorate textiles with glue or stitching, to add colour and detail   use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. | **KS2 Art and Design National Curriculum**  To improve their mastery of art and design techniques with a range of materials – textiles.  Children can:   * select appropriate materials, giving reasons * use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects * develop skills in stitching, cutting and joining   use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. | **KS2 Art and Design National Curriculum**  To improve their mastery of art and design techniques with a range of materials – textiles.  Children can:   * 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. |
| Artist’s work | * The children listen to stories and non-fiction books about art and artists. | **KS1 Art and Design National Curriculum**  To understand 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.  Children can:   * describe the work of famous, notable artists and designers * express an opinion on the work of famous, notable artists * use inspiration from famous, notable artists to create their own work and compare   use key artists linked to Accessart pathways – Molly Haslund, Henri Rousseau, Hannah Borger, Jan van Kessel, Christo and Jeanne-Claude, Faith Bebbington , Paul Klee, Emma Burleigh, Andrea Butler, Claes Oldenberg, Hoang Tien Quyet ( origami), Pejac, Dusciana Bravura, Rosie James, Alice Fox, Leonardo da Vinci, Hundertwasser, Zaha Hadid, Van Gogh, Marcela Zacarias, Chris Kenny, Kandinsky | **KS2 Art and Design National Curriculum**  To learn about traditional, modern and contemporary artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  Children can:   * use inspiration from famous artists to replicate a piece of work * reflect upon their work inspired by a famous notable artist and the development of their art skills * express an opinion on the work of famous, notable artists and refer to techniques and effect   use key artists linked to Accessart pathways – Heather Hansen, Edgar Degas, Rosie Hurley, Alice Kettle, Hannah Rae, Frances Hatch, Anna Atkins, Laura Carlin, Shaun Tan, Rachel Parker, Shaheen Ahmed, Claes Oldenberg, Lubiana Himid | **KS2 Art and Design National Curriculum**  To learn about traditional, modern and contemporary artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  Children can:   * give detailed observations about notable artists’, artisans’ and designers’ work * offer facts about notable artists’, artisans’ and designers’ lives * use key vocabulary to demonstrate knowledge and understanding in this strand   use key artists linked to Accessart pathways – Grayson Perry, Louise Fili, Keron Mourad, RaeSmith, Gabby Savage-Dickson, Vanessa Gardiner, Shoreditch Sketcher, Alice Fox, Rahul Mishra, Luba Lukova, Faith Ringold, Yinka Ilori |
| Responding to art | * take part in lessons as part of Class 1 and talk about art with a partner about what they can see.   take part in whole school art assemblies. | * 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. * 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.   identify changes they might make or how their work could be developed further. | * continue to explore the work of a range ofartists, 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   begin to explore a range of great artists, architects and designers in history**.** | * 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. * explore a range of great artists, architects and designers in history. compare the style of different styles and approaches.   Identify artists who have worked in a similar way to their own work. |