



Curriculum Progression in Knowledge & Skills

Art & Design

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	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive Art and Design	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> 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.
Understanding the World			<p><u>The Natural World</u></p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants.

HOLLINHEY ART & DESIGN CURRICULUM PROGRESSION

Year 1	Autumn Term	Spring Term	Summer Term
Focus	Painting	Printing	Collage
Objectives	<p>Recognise primary colours and use an experiential approach to colour mixing to discover secondary colours</p> <p>Apply paint to make a background wash using wide brushes and other tools.</p> <p>Experiment with ways of applying paint including using different brushes and brushstrokes as well as wet and dry paint techniques.</p> <p>Explore painting on different scales.</p> <p>Explore applying paint with varied tools: fingers, sponges, pressing or smearing with flat plastic or card e.g. credit cards and with varied pressures as well as etching/scraping layers off with sticks.</p> <p>Mix and apply colour to represent real life or convey their own mood and ideas.</p>	<p>Explore simple printmaking. For example, using plasticine, found materials or quick print foam.</p> <p>Experiment with repeated application using a variety of materials e.g. sponges, fruit, stamp blocks.</p> <p>Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative.</p> <p>Use rollers or the backs of spoons to create pressure to make a print.</p> <p>Explore pattern, line, shape and texture through printing.</p>	<p>Begin to identify different types and textures of materials for collage.</p> <p>Explore how paper of varying thicknesses (tissue paper to card) and tearing or cutting it can create different effects.</p> <p>Explore the relationship between drawing and collage. Use graphite and pen to add detail/strengthen elements of the collage</p> <p>Select with thought from the resources provided and place and modify them with care to help represent an idea.</p> <p>Begin to use appropriate language to describe colours, equipment and processes</p>
Inspiration	<p>Theme: Experimenting with colour</p> <p>Artists: Howard Hodgkin and Mimi Zaphiratos</p>	<p>Theme: Experimenting with printing</p>	<p>Theme: Paper Collage</p> <p>Artists: Eric Carle, illustrator of The Hungry Caterpillar</p>
Exploring & Developing Ideas	<p>Introduce 'sketchbook' as being a place to record individual response to the world.</p> <p>Develop a sense of ownership about the sketchbook.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response.</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers and finding elements which inspire.</p> <p>Generate ideas through playful, hands-on exploration of materials without being constricted towards a pre-defined outcome.</p>		
Evaluating & Developing Work	<p>Enjoy listening to other people's views about artwork made by others.</p> <p>Feel able to express and share an opinion about artwork.</p> <p>Share work with others in small groups and listen to what others think about what they have made.</p> <p>Talk to a peer or teacher about the artwork made and share what they have enjoyed during the process and what they like about the end result.</p>		

HOLLINHEY ART & DESIGN CURRICULUM PROGRESSION

Year 2	Autumn Term	Spring Term	Summer Term
Focus	Textiles	3-D	Drawing
Objectives	<p>Explore how fabric can be manipulated e.g. by weaving, plaiting pulling thread and joining with glue or stitches.</p> <p>Learn how fabric can be deconstructed and reassembled in a new way e.g. weaving other fabrics through distressed hessian.</p> <p>Explore weaving using different equipment e.g. grass through twigs and plastic strips or fabric strips/scarves woven through railings or a bicycle wheel.</p> <p>Select, organise and use materials such as threads, wool, raffia, paper strips and natural materials to make a weaving.</p>	<p>Use tools and media safely and with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination using malleable and rigid materials.</p> <p>Experiment with rolling, cutting, folding and joining materials.</p> <p>Cut simple shapes from card and use them to construct architectural forms.</p> <p>Use drawn, collaged and printed elements as surface decoration for the architectural forms.</p> <p>Study architecture from different places and/or times to inspire their own artwork.</p>	<p>Develop control over mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal on a range of surfaces.</p> <p>Explore a variety of drawing stimuli, including close looking via observation from primary and secondary source material, drawing from memory and imagination.</p> <p>Make larger scale drawings from observation and imagination.</p> <p>Explore the use of line, shape, colour and texture. Use light and dark lines of varying thicknesses and use hatching, scribbling, stippling and blending to create a range of textures.</p> <p>Introduce scale and simple perspective e.g. studying views of a street.</p> <p>Encourage dynamic, bold use of colour chalk pastel, experimenting with blending.</p>
Inspiration	<p>Theme: Weaving</p> <p>Artists: Sue Spooner, Lucy Poskitt, Michael Crompton and Maryanne Moodie.</p>	<p>Theme: Buildings</p> <p>Artists: Le Corbusier & Hundertwasser</p>	<p>Theme: Street Scenes</p> <p>Artists: Clare Caulfield, L.S. Lowry & Martin Ridyard</p>
Exploring & Developing Ideas	<p>Develop a 'sketchbook habit'.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking and writing notes.</p> <p>Build an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.</p> <p>Develop questions to ask when looking at artworks and/or stimuli:</p> <p><i>Describe what you can see. What do you like? Why? How does it make you feel? What would you like to ask the artist?</i></p>		
Evaluating & Developing Work	<p>Suggest how an artwork may have been made.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work.</p>		

HOLLINHEY ART & DESIGN CURRICULUM PROGRESSION

Year 3	Autumn Term	Spring Term	Summer Term
Focus	Painting	Printing	Collage
Objectives	<p>Apply and build upon colour-mixing and mark-making skills, thinking about how certain colour ranges and combinations affect the outcome.</p> <p>Explore how early humans created paint/dyes using natural materials such as vegetation and spices e.g. onion skins, tea, coffee and beetroot.</p> <p>Explore the effect of adding water, glue, and sawdust to paint.</p> <p>Use varied application implements and techniques to create shapes, textures, patterns and lines.</p> <p>Explore how to create different tints and shades (tones) of a colour by the addition of black and white.</p> <p>Replicate patterns from observation e.g. animal prints, historical artefacts.</p>	<p>Interpret stories, music, poems and other stimuli using mixed media.</p> <p>Explore simple mono-printing techniques with carbon copy paper, using observational drawing skills and mark making skills directly onto the paper.</p> <p>Apply different mark-making techniques using mono-printing, controlling line and pressure.</p> <p>Experiment with pattern, line, shape and texture through printing on a variety of papers and taking rubbings from different objects.</p> <p>Explore how printing can add interest to textile/collage.</p> <p>Begin to explore layering several prints of different colours, developing compositional ideas.</p> <p>Continue to explore pattern, line, colour, shape and texture, particularly through experimentation with printing from embossed wallpaper, fabrics and bubble wrap.</p>	<p>Embellish surfaces using a variety of techniques including drawing, painting and printing to build complexity and represent the qualities of a surface or thing.</p> <p>Experiment with overlapping and overlaying by placing objects in front or behind.</p> <p>Understand how colour affects the 'visual weight' and how the size of a shape changes the feel of a composition.</p>
Inspiration	<p>Theme: Prehistoric Art</p> <p>Artists: Xgaoc'o X'are & Jan Tcego</p>	<p>Theme: Monoprinting & Collage in Illustration</p> <p>Artists: Clare Youngs & Chris Madden</p>	<p>Theme: The Style & Influence of Ancient Egyptian Art</p> <p>Artists: Ancient Egyptian Craftspeople & Gustav Klimt</p>
Exploring & Developing Ideas	<p>Looking back, thinking forwards and reflecting upon sketchbook work.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response. Including found and manmade objects.</p> <p>Discuss artist's intention and reflect upon your response.</p> <p>Develop questions to ask when looking at artworks and/or stimuli: <i>What is the artist saying to us in this artwork? How might it inspire you in making your own art?</i></p> <p>Use growing knowledge of how materials and medium act to help develop ideas. Continue to generate ideas through playful making.</p>		
Evaluating & Developing Work	<p>Think about why the work was made as well as how.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>Discuss problems which came up and how they were solved.</p>		

HOLLINHEY ART & DESIGN CURRICULUM PROGRESSION

Year 4	Autumn Term	Spring Term	Summer Term
Focus	Textiles	3-D	Drawing
Objectives	<p>Develop design through making skills and collaborative working skills through fashion design.</p> <p>Explore paper, card and fabric manipulation skills to build 3d forms (cutting, crumpling, tearing, folding, fraying, knotting, fringing, twisting, plaiting, pulling threads and joining through pinning, stapling gluing and/or stitching).</p> <p>Discriminate between fabric materials to select and assemble a constructed form.</p> <p>Alter a fabric's colour or texture by painting, printing and/or dyeing, using stencils, wax or string to resist.</p>	<p>Work in a safe, organised way, taking care of equipment. Secure work to continue at a later date.</p> <p>Use pinch, slab and coil techniques with clay.</p> <p>Explore impressing, sgraffito and carving to produce desired surface patterns and textures.</p> <p>Develop understanding of different ways of finishing work: paint & polish.</p> <p>Enable evolution of ideas for their own pot through a combination of design through making and drawn inspiration e.g. a design to celebrate modern culture/heroes.</p>	<p>Select and use, with increasing confidence and control, a range of mark-making skills with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal on a range of surfaces.</p> <p>Explore shading, using different media to achieve a range of light and dark tones, including different grades of pencil.</p> <p>Explore composition, thinking about space, scale and proportion.</p> <p>Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture and quick sketching to record movement.</p> <p>Explore the layering of media. Draw with coloured media descriptively and expressively to represent ideas and objects with increasing confidence.</p> <p>Identify, use and explore the use of warm, cold colours and contrasting colours.</p>
Inspiration	<p>Theme: Art with Fabric</p> <p>Artists: Vivienne Westwood & Coco Chanel</p>	<p>Theme: Pottery</p> <p>Artists: Ancient Greek/Roman craftspeople & Grayson Perry, Magdalene Odundo, Elizabeth Fritsch.</p>	<p>Theme: Human Figures</p> <p>Artists: Keith Haring & Henri Matisse.</p>
Exploring & Developing Ideas	<p>Make links between different ideas.</p> <p>Discuss how art from another time can provide a 'window' to that moment in history.</p> <p>Develop questions to ask when looking at artworks and/or stimuli:</p> <p><i>Which other senses can you bring to this artwork? If you could take this art work home, where would you put it and why?</i></p>		
Evaluating & Developing Work	<p>Think about what they might try next time in order to solve a problem that occurred.</p>		

HOLLINHEY ART & DESIGN CURRICULUM PROGRESSION

Year 5	Autumn Term	Spring Term	Summer Term
Focus	Painting	Printing	Collage
Objectives	<p>Create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers.</p> <p>Create a colour palette using acrylic paint, demonstrating mixing techniques.</p> <p>Use studies from close observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action, interaction or the 'impression' of a scene.</p> <p>Show the effect of light and colour, texture and tone on natural and man-made objects.</p> <p>Combine observational drawing skills with experimental mark making using wax resist and paint on fabric e.g. batik.</p>	<p>Design and create printing blocks inspired by the natural and man-made environment and its contents e.g. patterns in flowers, curtains, wallpaper.</p> <p>Explore repeating patterns using rotation, symmetry and tessellation of positive and negative print blocks.</p> <p>Continue to explore pattern, line, colour, shape and texture in multi-layered block printing.</p> <p>Create repeated patterns with precision.</p> <p>Explore relief printing by cutting/etching/tearing into different surfaces including corrugated cardboard, mount board, erasers and foil.</p> <p>Continue to explore pattern, line, colour, shape and texture through relief printing.</p>	<p>Explore expression of self through collage.</p> <p>Encourage the use of sketches, photos, newspapers, magazines and the collection of found or meaningful objects and the application of different techniques to create a collage.</p> <p>Select and use cutting tools and adhesives with care to achieve a specific outcome.</p> <p>Select and use found materials with art media and adhesives, assembling them carefully to represent an idea.</p> <p>Design and create a collaborative piece of artwork.</p>
Inspiration	<p>Theme: Impressionism & Post-Impressionism</p> <p>Artists: Impressionists (Cezanne, Monet, Manet, Renoir, Degas) and post-impressionists (Van Gogh and Georges Seurat).</p>	<p>Theme: Natural & Man-made</p> <p>Artists: William Morris, Renee Mackintosh & Arts & Crafts Movement</p>	<p>Theme: Portraiture using mixed media</p> <p>Artists: Hannah Hoch, Jason Mecier, Fred Tomaselli, Annegret Soltau, Ben Giles, Derek Gores, Dolan Geiman, Anne Marie Grgich</p>
Exploring & Developing Ideas	<p>Begin to see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey becomes understood.</p> <p>Annotate works of art to record techniques, colour use and compositional elements.</p> <p>Develop questions to ask when looking at artworks and/or stimuli: <i>Who or what else might you look at to help feed your creativity?</i></p>		
Evaluating & Developing Work	<p>Ask questions about process, technique, idea and outcome.</p> <p>Present work in retrospect to the class, in assembly or to parents. Share how other artists/artwork inspired you and how your work fits into larger context.</p>		

HOLLINHEY ART & DESIGN CURRICULUM PROGRESSION

Year 6	Autumn Term 1	Autumn Term 2	Spring Term
Focus	Textiles	Drawing	3-D
Objectives	<p>Explore the use of paint and wax resist using batik.</p> <p>Develop fabric embellishment skills by experimenting with, for example, stitches, beads, buttons, sequins and other mixed media material.</p>	<p>Develop confident mark-making skills using a range of media to convey still life in response to light and dark, shadows and well-lit areas.</p> <p>Study and respond to how artists have conveyed still life, focusing particularly on the work of Cubist artists.</p> <p>Investigate the techniques of foreshortening and breaking down images into shapes.</p> <p>Develop their own language for expressing themselves by applying what techniques and knowledge they have learnt in the creation of a portrait.</p>	<p>Work in a safe, organised way, taking care of equipment. Secure work to continue at a later date.</p> <p>Use recycled, natural and manmade materials, other than clay, to create sculptures, confidently and successfully joining.</p> <p>Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration, with children working at their own pace and following their own journey.</p> <p>Enable evolution of ideas for their own sculpture through a combination of design through making and drawn inspiration.</p> <p>Use and explore visual language to interpret art created by different cultures and civilisations and use this as a starting point for their own 3-D work e.g. mask or wire sculpture.</p>
Inspiration	<p>Theme: Batik</p> <p>Artists: Elisa Quevedo and other batik/fabric artists.</p>	<p>Theme: Cubist Art Movement</p> <p>Artists: Pablo Picasso, Georges Braques & Juan Gris.</p>	<p>Theme: Sculpture</p> <p>Artists: Barbara Hepworth, Elizabeth Frink, Rachel Whiteread, David Oliveira & Alexander Calder</p>
Exploring & Developing Ideas	<p>Annotate works of art to record ideas and emotions, using this to inform design ideas and thumbnail drawings/designs.</p> <p>Complete extended sets of drawings and experiments in sketchbooks to plan paintings, prints or 3D pieces.</p> <p>Define and conduct their own research on area of interest in the development of their artwork e.g. identifying an artist, artist movement, approach or theme to explore in more detail.</p>		
Evaluating & Developing Work	<p>Express and share several opinions about artwork.</p> <p>Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client.</p>		