

Hopton C of E Primary Academy

Art and Design Progression of Skills and Knowledge

Intent

At Hopton C of E Primary Academy, we believe that art and design is a vital part of children's education, offering opportunities for creativity, self-expression and cultural understanding. Our curriculum is designed to inspire and engage pupils, while providing them with the knowledge and skills to experiment, invent and create their own works of art.

Key artistic knowledge and techniques are deliberately revisited and refined across phases to ensure pupils develop increasing fluency, control and independence. Pupils study artists from a range of cultures, traditions and historical periods so they understand art as a diverse and evolving form of human expression.

We aim to deliver a rich and progressive art curriculum that develops pupils' critical thinking and deepens their understanding of a diverse range of artists, craft makers and designers. Our curriculum is carefully sequenced to build pupils' understanding of the visual language of art and design, including key elements such as line, tone, texture, colour, pattern, shape and form. Pupils develop confidence in using a range of materials and techniques, enabling them to explore, refine and evaluate their ideas. We have termly artist days to ensure we celebrate Art at Hopton and learn about different artists and styles.

We provide enriching and memorable experiences that expose children to a broad and diverse arts culture. By the time pupils leave our school, they are equipped with the skills, knowledge and confidence to think creatively, express themselves and produce purposeful and meaningful artwork

How do we teach Art through our school values?

Respect	We show respect by valuing other people's artwork and learning about different artists and cultures.
Courage	We show courage by trying new ideas and sharing our creativity.
Perseverance	We show perseverance by improving our work and not giving up.
Friendship	We show friendship by sharing ideas and helping each other.



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Forgiveness	We show forgiveness by learning from mistakes and improving our work.
Responsibility	We show responsibility by taking care of tools and materials.

Content Overview

<u>CYCLE A</u>			
EYFS/KS1	Castles	Toys	Trains
	<u>Sculpture</u> We will learn to make pinch pots.	<u>Drawing</u> We will learn to sketch toys looking at tone and shade	<u>Painting</u> We are learning to mix colours and develop painting skills.
LKS2	Egyptians	Stone Age, Bronze Age, Iron Age	Titanic
	<u>Sculpture</u> Egyptian masks using wire and modroc	<u>Painting</u> Prehistoric painting: Looking at cave art and making our own paints	<u>Drawing</u> Developing drawing skills (tone, composition) through the context of Titanic”
UKS2	Greeks	Pole to Pole	Victorians
	<u>Drawing</u> We will experiment with creating silhouettes, use line, shape and contrast to tell a greek myth story on a greek vase panel.	<u>Painting</u> Children will develop their sketching skill and watercolour painting skills to create paintings of the antarctic based on Edward Wilson.	<u>Printing:</u> Children will learn to carve, ink and print using lino, developing control, precision and understanding of repeat patterns. We will look at William Morris and compare with Sybil Andrews, a local printmaking artist.
Artist afternoons- whole school	Henri Matisse-Expressionism Sonia Delaunay- Orphism	Georgia O’Keefe- Modernism Frida Kahlo- Surrealism	Andy Warhol- Pop Art Anthony Gormley- Contemporary Art (Sculpture)



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CYCLE B			
EYFS/KS1	Space	Healthy Me	Fire Fire!
	<u>Materials and Textiles</u> We are learning to to thread and plait materials and then weave materials together.	<u>Printing</u> We will be looking at Andy Warhol and printing fruits and vegetables and printing using a relief print.	<u>Collage</u> We are learning to create Great Fire of London pictures based on the work of Jan Griffier the Elder using a range of materials.
LKS2	Romans	Tudors	Anglo Saxons
	<u>Materials & Textiles</u> We will be creating mosaic artwork based on Roman art.	<u>Printing</u> We will be creating string relief prints, famous in the Tudor period.	<u>Collage</u> We will be learning how to make a collage from recycled materials.
UKS2	Early Islam	Vikings	World War 2
	<u>Materials and Textiles</u> We will be sewing geometric patterns using squares and circles inspired by Islamic art to create a textile piece and learning the art of Arabic calligraphy.	<u>Collage</u> We are learning to make viking ships using collage.	<u>Sculpture</u> We will be studying the work of Henry Moore during the war, creating clay sculptures based on the human figure.
Artist afternoons - whole school	John Constable- Romanticism Clause Monet- Impressionism	Wassily Kandinsky- Abstract Art Alma Thomas- Abstract Art	Yayoi Kusama- Contemporary Art (Sculpture) Faith Ringgold- Contemporary Art (Textile)



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EYFS Foundations <i>These foundations are developed further through carefully sequenced units of work, where EYFS access is identified within each unit to ensure clear progression into KS1.</i>			
Age 3 to 4	• Explore different materials freely, 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. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings.		
Reception	- 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.		
ELG	- Expressive Arts and Design - Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used; -		
Skills and Knowledge	Years 1 and 2	Years 3 and 4	Years 5 and 6



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Use of a sketchbook		Sketchbook Begin to and develop a sketchbook habit where chn are able to record individual responses (including drawing to discover and experiment, collecting and sticking & writing notes) Children will understand the use of this special book and begin to feel a sense of ownership. Generating ideas through looking and talking & Work of other artists – Children are given time and space to engage with the physical world and stimulus (visiting, seeing, holding & hearing) Children enjoy looking at artwork made by artists/craftspeople/ architects and designers and express opinions on their work. Generating ideas through playing/making – Children have hands on, playful exploration of materials. Evaluating –Children enjoy listening to people’s views about artwork made by others. Chn shared what they have liked about the process and the end result.	Sketchbook There is a strong sense of ownership of the sketchbook. Each child works at their own pace and follows their own exploration. There is a greater range of responses in the sketchbook (including exploring and testing ideas, reflecting & thinking forwards, adapting and refining ideas) Generating ideas through looking and talking & Work of other artists and craftspeople - Children look at a variety of inspirational artists and their work (these include images on a screen, images in books and on websites). Children look closely, describe what they can see, find similarities and differences, consider how it makes them feel and consider how it might inspire them in their own artwork. Generating ideas through making – Children use a growing knowledge of how materials and mediums act to help develop ideas. Children use their previous knowledge and experience to influence their process.	Sketchbook The link between the sketchbook and outcomes become understood, there is a cycle of raising questions from sketchbook ideas which are explored within and outside the sketchbook. Generating ideas through looking and talking & Work of other artists and craftspeople - Children look critically at examples of artists/craftspeople work and discuss the artists intention and individual response. Art forms beyond the visual arts are explored (e.g.literature, drama, music, film) and how they relate to the visual art form. Children make links to other artists and art forms/pieces. Generating ideas through making – Children use a secure knowledge of how materials and mediums act to help develop ideas. Chn explore how the medium (i.e. drawing in pencil or charcoal) translates and develop. Evaluating – Children critically discuss the process and the end result, they discuss problems, how they were solved. Children reflect upon artists and their works' influence and how their work fits into a larger context. Regular evaluation occurs as a class, in smaller groups and one on one.
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			Evaluating –Children evaluate throughout the process as a class, in small groups and one on one with the teacher. Suggestions are made for improvement as well as strengths. Evaluation of the process and the outcome are of equal importance.	
Drawing	Equipment	– Pencil, chalk, soft pastel, wax and charcoal.	Pencil, graphite, pen, chalk, soft pastel, wax and charcoal.	Pencil, graphite, pen and charcoal.
	Skills	- Begin to explore a variety of drawing equipment and draw on different surfaces and coloured paper. pencil. - Understand and can demonstrate the different grades of pencil. - Complete observational drawings	- Develop intricate patterns and marks with a variety of media. - Pencil and drawing techniques are revisited and chn can use these confidently. - Draw for a sustained period of time at an appropriate level. - Further opportunities are drawing in the third dimension and perspective. - Use drawing techniques to work from a variety of sources including observation, photographs and digital images. - Further develop close observational skills.	- Draw independently for a sustained period of time, over a number of sessions working on one piece. - Techniques are now embedded (e.g. shading & hatching) and chn select these independently, understanding what works well in their work and why. - Develop a simple perspective in using a single focal point and horizon. Develop an awareness of composition, scale and proportion.



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	Line, shape, space and tone	- Experiment with the different marks that can be made (e.g. dots and lines). Produce lines of different thickness and tone using a Pencil and drawing techniques of hatching, scribbling, stippling and blending are experimented with. - Shading is used to show light and shadow effects. - Investigate and are able to produce an expanding range of patterns and textures. - Show an awareness of objects having a third dimension and perspective. - Techniques taught enable chn to create light and dark lines.	- Children are able to create lines, marks and develop tone, demonstrating an understanding of their suitability.	- Children develop their own style of drawing through: line, tone, patterns and texture.
Painting	Equipment	- – Different types and sizes of brushes, fingers, natural resources (e.g. twigs). Chn use ready mixed paint, powder paint and textured paint. Chn explore painting on different surfaces, i.e. coloured paper, sized and shaped paper.	- Continue to use a wide range of brushes for different purposes, discussing these with the chn. - Children create their own paints.	- Children select the correct brush needed depending on the task. Chn to explore with watercolour. - Children will sketch before painting.
	Skills	- Begin to control the types of marks made with media.	- Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. - Continue to control the types of marks made with	- Confidently control the types of marks made and experiment with different effects and textures. - Start to develop a painting from a drawing. - Be proficient in colour mixing.



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			the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.	- Be able to use the correct amount of water or the purpose.
	Colour, shades and tones	- Mix and match colours to different artefacts and objects. - Recognise and name the primary colours used. Chn predict and learn how to mix secondary colours.	- Lighten and darken without the use of black or white. Begin to mix colour shades and tones.	- 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.
Printing		- Make marks in print with a variety of objects, including natural and made objects. - Create repeating patterns in printing and in the environment. - Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. - Make rubbings - Carry out a relief print, designing it first before pressing into a polystyrene tile and printing. - Plan, do, evaluate.	- Print using a variety of materials, objects and techniques including layering with rubbings. - Talk about the processes used to produce a simple print. - Explore pattern and shape, creating designs for printing. - Research the string printing style in the tudor period. - Research, create and refine a print using a variety of techniques. - Children can articulate positive and negative space. - Create a string print and	- Explain a few techniques of printing - relief, string, lino. - Be able to plan a design through sketching, before carving into line using appropriate tools. - Build up layers and colours/textures - Organise their work in terms of pattern, repetition, symmetry or random printing styles. - Choose inks and overlay colours - Describe varied techniques. - Be familiar with layering prints. - Be confident with printing on paper and fabric. - Alter and modify work. - Work relatively independently.



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			print using rollers and paint to create a relief print.	
Sculpture		- Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Explore sculpture with a range of malleable media, especially clay. - Experiment with, construct and join recycled, natural and manmade materials. - Explore shape and form. - Manipulate clay to create pinch pots. - Plan, design and make models.	- Manipulate wire to create a product - Be able to layer modroc to create an effective model suitable for purpose. - Plan, design and make models. - Talk about their work understanding that it has been sculpted, modelled or constructed.	- Manipulate clay in a variety of ways to create models with more intricate details. - Be able to use tools to create detail and texture. - Show an understanding of shape, space and form. - Plan, design, make and adapt models. - Develop skills in using clay eg. slabs, coils, slips, etc. - Create sculpture and constructions with increasing independence
Collage		- Using cut and torn papers and other materials to make simple patterns and images. - Recognising that materials look and feel different, choosing the most suitable materials for an effect. - Mixing paper and other materials with different textures and appearances.	- Using collage to explore wider art themes. - Returning to work using a range of techniques to develop the final image - Experimenting with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned) -	- Choosing the most appropriate materials to fit the purpose. - Conveying a definite theme that is apparent to any viewer. - Add collage to a painted, printed or drawn background. - Use a range of media to create collages. - Use different techniques, colours and textures etc. when designing and making pieces of work. - - Use collage as a means of extending work from initial ideas.



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Materials and Textiles		- Use a variety of techniques, e.g. threading, plaiting, weaving. - Learn how to cut, glue and trim material. - Learn how to thread a needle, cut, glue and trim material. - Create images from imagination, experience or observation. - Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	- Name the tools and materials they have used. - Sequence materials in a mosaic tile to give effect. - Develop skills in cutting and joining. - Refine and alter ideas and explain choices using an art vocabulary. - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. - Experimenting with ceramic mosaic techniques to produce a piece of art.	- Join fabrics in different ways, including stitching. - Use different grades and uses of threads and needles. - Extend their work within a specified technique. - Awareness of the potential of the uses of material. - Use different techniques, colours and textures etc when designing and making pieces of work. - To be expressive and analytical to adapt, extend and justify their work
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