



# West Dean C of E Primary School

*The small school with a big heart*

## Art Curriculum Progression

### What will our artists and designers be able to do when they leave us?

The art curriculum at West Dean C of E Primary school supports our school ethos, vision and community and promotes values that transcend the boundaries of an art lesson.

The intention is that it engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It enables children to develop artistic sensibilities and taste of their own, rather than shaping them.

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity.

By the end of their time at West Dean C of E Primary School, our Year 6 artists and designers will engage confidently in the production of creative work. They will have explored a wide variety of art, craft and design techniques and they will have had rich opportunities to develop their skills and mastery of a range of materials and processes. The impact of this is that the children will understand the importance of experimenting and feel confident to take risks and make mistakes, secure in the understanding that, when making art, the process is more important than the final product. They will feel confident in expressing their individuality through art and understand that creativity will look different in each person. They will value the work of artists and designers and have an understanding of its contribution to the world around us. They will be familiar with the work of some influential artists and designers including art within our local environment.

### Curriculum Coverage (NC) Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- 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 forms.

EYFS	KS1	KS2
<p><b><u>Exploring and using media and materials:</u></b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review</p>

<p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when told playing characters in narrative and stories.</p> <p><b>Being imaginative:</b> children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.</p> <p>To learn about great artists, architects and designers in history.</p>
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Art progression					
	EYFS	Year 1	Year 2	Year 3/Year 4	Year 5/Year 6
<p><b>Drawing</b></p> <p>Pencils Charcoal Chalks Pastels – oil and chalk Felts Colouring pencils Mud and sticks</p>	<p>Mark-making: -Have regular access to a range of mark-making materials, including paint, pen, pencil, charcoal, crayon, pastel, etc. -Explore different ways to use and control mark making materials creatively.</p>	<p>Experiment with different traditional and non-traditional materials. Experiment with mark-making. Use different sized paper and explore using hands, arms and whole body to draw. Use basic shapes and different lines to represent observed, imagined and remembered ideas and things. Draw what you see.</p>	<p>Record clearly observable light and dark areas. Draw shapes and lines to represent observations and ideas. Record some detail using lines and shading. Apply pressure to tools to achieve tones. Work on a sustained drawing, reviewing and refining.</p>	<p>Record shapes and lines with some degree of accuracy from observation. Record differences in texture and tone. Work on a sustained drawing. And review and refine drawing. Show where objects overlap and create a sense of perspective. Use tone and show a range of tones including shadows. Observe and record details and show different textures.</p>	<p>Record more complex shapes and lines from observation. Show where objects overlap and create a sense of perspective. Record forms and lines. Use scale and shading to show perspective. Show a broad range of tones including shadows. Record details and show different textures. Record a broad range of tones. Use appropriate styles of shading and mark making for the task. Show textures, shapes and lines. Use drawing pencils in a range of values. Show perspective and depth in drawing. Work on a sustained piece of work and review and refine to improve.</p>
<p><b>Key vocabulary</b></p>	<p>draw, pencil, line, chalk, pen, thick, thin, wavy, straight, pencil, finger, stick, chalk, felt tip, crayon, colours, sketchbook</p>	<p>portrait, self-portrait, landscape, pastels, bold, size, pattern, shape, shading, sketching, space, thick, thin, soft, broad, narrow, fine, pattern, line, bold, wavy, straight, shapes, detail, still life, smooth, rough, wrinkly, bumpy, colours, pattern, light, dark, pale, deep, bright</p>	<p>light, dark, tone, texture, shadow, texture, form, outline, hatching, cross-hatching, blend, hard, soft, detail, charcoal, pastels, pens, grades, form, shapes, tone pattern, texture, proportion, emotion, expression weight, marks, improve</p>	<p>observation, photographs, visual images, wet media, tonal contrast, mixed media, shading, hatching, blending, perspective, composition, focal point, horizon, scale, foreground, middle ground, background, viewpoint, bird's eye view, interior, exterior, natural form, image, subject, personality action, balance, movement</p>	

	EYFS	Year 1	Year 2	Year 3/Year 4	Year 5/Year 6
<b>Painting</b> Powder paints Watercolour paints Acrylic Fabric Brushes in different sizes and shapes Water pots	Painting: -Recognise and name the primary colours. -Mix primary colours to make secondary colours. -Use a range of tools for painting, including brushes of different sizes, sponges, etc.	Hold the brush appropriately. Load paint onto bristles of brush. Rinse brush and remove excess water. Select different brush sizes and shapes for different purposes. Mix primary colours to make secondary colours.	Stay within drawn lines when using a thin brush. Use colours that represent ideas. Change water for clean water when needed. Mix primary colours and use own colours in work (rather than premixed). Create different effects with brushes.	Set up and clear away painting equipment. Select appropriate brush for task. Use brushmarks and effects fit for purpose. Mix tints and shades of colours and use them in work. Use different painting and brushstroke techniques for effects. Create own colours and use to convey ideas. Select appropriate brush for task and explain why. Work on sustained pieces and review and refine	Use different brushmarks and strokes for effect. Select appropriate brush for task and use a selection of brushes in one piece of work to different effect. Mix tints and shades fit for purpose. Use different techniques and brushmarks to create atmospheres and convey ideas. Work on sustained pieces and review and refine.
<b>Key vocabulary</b>	red, blue, yellow, names for mark making tools, paint, brush, sponges, line, colours, shapes, size, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft, hard, wet, dry, mix,	primary colour, light, dark, thick, thin, tone, warm, cool, shade (e.g. different shades of red, green, blue, yellow), secondary colour, colour wash, brush size and types, mixing, blending, layering, neutral colours, tints, shades, warm colours, cool colours, sweep, dab, paint, colour wheel, brush, wash, diluted, wax-resist	mixed colours, mix, tint, shades, experiment, effects, texture, wash, layering, bold, delicate, detailed, colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, watery, intense, strong, opaque, background, foreground, rural, urban, cityscape, seascape, representational, imaginary, abstract, horizon.	traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, contemporary, layered, opaque, translucent, intense composition, arrangement, complementary, analogous, tonal shading	
<b>Collage</b> Coloured paper Newspaper Tissue paper Scraps Fabric Scissors Glue and glue sticks	Collage and textiles: Explore the creative properties of a range of materials (found/natural/different paper and card etc) and have opportunities to combine them and talk about different effects	Draw a simple shape and cut around the lines. Cut around corners of basic shapes. Apply glue without waste. Cut basic shapes without a pre drawn outline.	Draw a simple shape and cut around the lines. Cut around corners of basic shapes. Apply glue without waste. Cut basic shapes without a pre drawn outline. Begin to layer shapes in a piece of work. Cut smaller and more intricate shapes	Simplify observed shapes and lines into easily cut shapes. Layer shapes in a piece of work. Cut smaller and more intricate shapes – turning paper rather than body when cutting. Select a range of coloured and textured paper to represent ideas. Simplify drawings or observed images into shapes ready for collage. Layer shapes to create interest. Create your own shapes and lines to create composition.	Translate more complex images or objects into shapes suitable for collage. Manipulate materials to create textures that have been observed. Select materials to represent tones. Cut complex shapes and lines. Layer textures and colours to create interest. Cut complex shapes in various sizes to represent ideas.

<b>Key vocabulary</b>	glue, sticking, paper, fabric, card, natural materials, threading, join, decorate, texture, smooth, shiny, rough, prickly, flat, patterned, cut	fabric, colour, pattern, shape, texture, glue, stick, scissors, sew, needle, felt, hessian, scraps, wool, yarn, thread, net, fur, weave mixed media, collage, appliqué, layers, combine, beads, buttons, feathers, crepe paper, tissue paper, news paper, magazines, textures, fold, crumple, tear, overlap	knotting, fraying, fringing, pulling threads, twisting, plating, tearing, overlapping, layering, collage, printing, dyeing, weaving, stitching, textural effects, cutting, joining, natural, synthetic, resist, stitching, threading, embroidery, cross stitch, running stitch, stamp, emblem, motif, ornamentation	cloth, fray, embellish, manipulate, embroider, warp, weft, soft sculpture. batik, accentuate, enhance, practicality, aesthetic	
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3/Year 4</b>	<b>Year 5/Year 6</b>
<b>Printing</b> Hands vegetables Any founds objects Foam tiles Lino Calligrams - made out of cardboard	Make rubbings showing a range of texture and patterns. Take print from object: leaf, hand, onion, feet, junk, bark, modelling, clay. Produce simple pictures by printing objects. Able to work from imagination and observation. Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough.	Apply ink or paint to a printing block/stamp printing block evenly and gently/know when to reload paint Create patterns and pictures by printing from objects using more than one colour (Develop impressed images with some added detail. Relief printing – string, card. Use equipment and media correctly to produce a clean image. Use appropriate language to describe tools and processes.	Use printmaking as a means of drawing. Create order, symmetry, irregularity. Extends repeating patterns – overlapping, using two contrasting colours etc. Still prints with a glowing range of objects, including manmade and natural printing tools. Talk simply about own work and that of other artists. Identify the different forms printing takes: books, pictures, wallpaper, fabrics.	Make indents onto foam tiles/simplify a more complex drawing into lines and shapes for printing purposes/using a roller to load paint or ink Use the equipment and media with increasing confidence. Use relief and impressed printing processes. Ensure sketchbooks are used to record textures and patterns. Use language appropriate to skill. Discuss own work and that of other artists (packaging, Hiroshige, Escher). Explores images through monoprinting on a variety of paper. Explore colour mixing through overlapping colour prints deliberately.	Create a printing tile with lines and shapes in varied widths and styles/convey texture/layer colours/create multiple prints from one tile - lino/polystyrene tiles/calligrams Create a printing tile with lines and shapes in varied widths and styles/convey texture/layer colours/create multiple prints from one tile- lino/polystyrene tiles/calligrams Use the equipment and media with increasing confidence. Use relief and impressed printing processes. Ensure sketchbooks are used to record textures and patterns. Use language appropriate to skill. Discuss own work and that of other artists. Explore colour mixing through overlapping colour prints deliberately.
<b>Key Vocabulary</b>	experiment, print, squash, press, texture, smooth, shiny, rough, flat, bumpy, soft and hard	print, monoprint, rubbing, smudge, image, reverse, surface, pressure, decoration, fabric, repeat, sponge, roller, stencil, printing block, repeating pattern, motif, rubbing	impression, relief, repeating pattern. monoprint, background, stencil, block, rotate	printing plate, inking up, water-based, oil-based, overlap, relief, engraving, indentation, pressure, Victorian, rotation, reflection, symmetrical, repetition	

<p><b>3D</b> Clay – pots/tiles/figures Junk modelling Wire Modelling clay/plasticine Mudroc Cardboard</p>	<p>Sculpture: Investigate a range of 3d materials and explore joining them to build simple structures and 3d work.</p>	<p>Form simple 3D shapes and use tools to attempt joining/create basic 3D shapes to represent ideas</p>	<p>Form simple 3D shapes and use tools to attempt joining/create basic 3D shapes to represent ideas. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore, shape and form.</p>	<p>Form and join 3D shapes to realise a design idea/use tools to decorate models and create texture Form and join 3D shapes to realise a design idea/use tools to decorate models and create texture</p>	<p>Realise design ideas in a variety of materials/create a form to convey a message or style/create well-defined 3D forms/can successfully join shapes Realise design ideas in a variety of materials/create a form to convey a message or style/create well-defined 3D forms/can successfully join shapes</p>
<p><b>Key vocabulary</b></p>	<p>plasticine, dough, model, cutter, junk model, glue, tape, rolling pin, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, build, construction, join,</p>	<p>clay, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, sculpture, structure, construct, curve, form, impress, texture, materials, manipulate, malleable, natural, rolling, kneading, joining, 3D, dimensional</p>	<p>clay slabs, coils, decoration, form, tiles, brick, slate, wood, stone, metal, bronze, iron, proportion, decoration, ornate, symbolic</p>	<p>realistic, proportion, , balance, scale, composition, structure, flexible, pliable, hollow, solid, surface, plane, angle, attachment, relief, pose, position, gesture, repetition, intricate</p>	