

Art and Design progression at Cusgarne
Curriculum Lead: Tim Barnard



KS1 NC requirements:

- To know 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.
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

KS2 NC requirements:

- To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).
- To know great artists, architects and designers in history.

	Key skills to include:	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Developing Ideas	<i>Develop the use of sketchbooks throughout the school to make observations, explore ideas and develop techniques, discuss artwork and artists, collect ideas for colours and materials, etc.</i>	<ul style="list-style-type: none"> -Work purposefully, responding to colours, shapes, materials, etc. -Create simple representations of people and other things. -Think about what art is and share ideas with others. -Talk about the stories and ideas in their art work, sharing with others how and why they generated their ideas. 	<ul style="list-style-type: none"> -Record and explore ideas from first hand observation. -Ask and answer questions about the starting points for their work. -Explore different methods and materials. -Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> -Select and record ideas from first hand observation, experience and imagination, and explore ideas for different purposes. -Question and make observations about starting points throughout the curriculum. -Record and explore ideas in a variety of ways, using sketch books. -Discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures. -Discuss artwork using visual language. 	<ul style="list-style-type: none"> -Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes. -Develop and imaginatively extend ideas from starting points throughout the curriculum. -Carefully select materials based on qualities to enhance work. -Explore and discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language.

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<u>Mastering techniques</u>	<u>Drawing</u>	<p><i>Use pencil, charcoal, ball point pens, felt tips, chalk, wax crayons, pastels, ICT software.</i></p>	<ul style="list-style-type: none"> -Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk). -Use drawings to tell a story (retelling or imagination). -Investigate different lines (thick, thin, wavy, and straight). -Explore different textures. -Encourage accurate drawings of people that include all visible parts of the body (head, hands, fingers). -Represent their own ideas, thoughts and feelings through art. 	<ul style="list-style-type: none"> -Use sketchbooks to gather and collect artwork, as well as planning ideas. -Extend the variety of drawing tools and surfaces. -Draw lines of different sizes and thickness. -Show pattern and texture by adding dots and lines. -Show different tones by using coloured pencils. -Explore the use of pattern, line, shape and colour. -Observe and draw landscapes, patterns, faces and objects. -Colour neatly, following the lines when appropriate <p>Know what a plan and elevation is.</p> <p>Explore with a sense of perspective thinking about foreground and background.</p>	<ul style="list-style-type: none"> -Use sketchbooks to collect and record observations, and to develop their own ideas. -Annotate sketches to explain and elaborate ideas. -Plan, refine and alter sketches as necessary. -Use different grades of pencils to show line, tone and texture. -Use different media to achieve variations in line, texture, tone, colour, shape and pattern. -Develop shading to show light and shadow. -Use hatching and cross to show tone and texture. -Use a view finder to select an area of a subject for drawing. -Continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy. -Draw for a sustained period of time at their own level. Draw with a basic sense of perspective and know horizon, vertical and horizontal. 	<ul style="list-style-type: none"> -Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas. -Work in a sustained and independent way from observation, experience and imagination. -Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape. -Show confidence in using a variety of drawing mediums. -Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). - Develop the effect of light on objects and people from different directions, using tone. -Develop accuracy and expression in observational drawings, including the human figure. Be aware of scale and how to compare when drawing. -Choose and combine different drawing materials as appropriate to task and purpose. Draw with an understanding of vanishing points in landscape art.

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<u>Mastering techniques</u>	<u>Painting</u>	<p><i>Include a variety of colour techniques, including: painting, ink, dye, pencils, crayons, pastels.</i></p> <p><i>Apply colour in different ways (i.e. Brushes, sponges, straws, etc).</i></p> <p><i>Use different surfaces as well as paper (e.g. fabric)</i></p>	<ul style="list-style-type: none"> -Experiment with primary colours. -Experiment with mixing colours independently. -Name colours. -Learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, glue). -Use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers). 	<ul style="list-style-type: none"> -Use a variety of tools, including thick and thin brushes. -Mix primary colours to make secondary. -Create colour wheels. -Add white to colours to make tints and black to colours to make tones (create colour charts). -Mix and match colours to pictures and objects when appropriate -Create different textures (e.g. using sand, sawdust, flour). -Ensure they can name colours. 	<ul style="list-style-type: none"> - Introduce different types of brushes for specific purposes. -Mix colours effectively, knowing which primary colours make secondary. -Colour mixing and matching; tint, tone, shade (match using colour charts). -Use watercolour paint to produce washes for backgrounds, then to add detail. -Experiment with creating mood with colour. -Experiment with different effects and textures (e.g. blocking in colour, washes, thickened paint). -Techniques -apply colour, using dotting, scratching, splashing. <p>Make sensible choices about the areas to paint in sequence</p>	<ul style="list-style-type: none"> -Sketch (lightly) before painting to combine line and colour if needed -Use brush techniques and the quality of paint to create texture. -Create a colour palette based upon colours observed in the natural or built world. -Identify key aspects such as complementary colours, colour as tone, warm and cold colours. -Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings. -Use the qualities of watercolour and acrylic paints to create visually interesting pieces. <p>Accurately mix colour.</p> <p>-Consider artists' use of colour (colour wheel) and application of it.</p>

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<u>Mastering techniques</u>	<u>Textiles/Collage</u>	<p><i>Include collage, weaving, sewing, textiles, threads.</i></p> <p><i>Use a variety of media and different textures (e.g. fabric, tissue paper, crepe paper).</i></p>	<ul style="list-style-type: none"> -Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials. -Create simple collages using fabric, paper, pasta, beans and larger tactile things. -Simple weaving. -Experiment with different textures, including sensory experience. -Explore how media and materials can be combined and changed. 	<ul style="list-style-type: none"> -Use a variety of techniques (e.g. tie dyeing, weaving, plaiting, wax or oil resist, sewing and binca). -Use a combination of materials that are cut, torn and glued. -Sort and arrange materials. -Mix materials to create texture. -Learn how to thread a needle, knot, cut, glue and trim material. -Create images from imagination, experience and observation. -Collect visual information from a variety of sources, describing the visual and tactile elements. -Make a simple mosaic 	<ul style="list-style-type: none"> -Use a variety of techniques (build on KS1). -Name the materials and tools they have used. -Develop skills in stitching, cutting and joining. -Use basic cross stitch. -Colour on fabric. -Create weavings with a good sense of colour -Use overlapping, layering, coiling, tessellation, mosaic and montage -Collect visual information from a variety of sources, describing the visual and tactile elements. 	<ul style="list-style-type: none"> -Independently different textures, colours and techniques when designing and making pieces of work to express the intent -Combine visual and tactile qualities when designing and making pieces of work to have an affect on the viewer -Show precision in techniques and awareness of the whole composition -Join fabric in different ways for an affective composition thinking about contrasts and harmony -Combine previously learned techniques to create pieces independently. -To be expressive and analytical to adapt, extend and justify their work.

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<p>Mastering techniques</p>	<p>Sculpture</p>	<p><i>Include 3D work, rigid and malleable materials (e.g. clay, dough, boxes, wire, newspaper, sculpture, mod roc... rolled up paper straws, card, junk).</i></p>	<ul style="list-style-type: none"> -Handle, feel and manipulate, pull apart and reconstruct materials. -Construct and build from simple objects. -Shape and model from observation and imagination. -Impress and apply simple decoration. -Simple language created through feel, size, look, smell, etc. 	<ul style="list-style-type: none"> -Use techniques such as rolling, cutting, moulding, carving and marking using simple tools. -Use materials to make objects for a purpose, (ie, junk models, assemblages). -Make simple joins by manipulating modelling material or pasting. -Use a range of decorative techniques: applied, impressed, painted, etc. -Discuss work of sculptors. 	<ul style="list-style-type: none"> -Shape, form, model and construct. -Understand qualities and potential of materials as a way of problem solving and expression. -Plan and develop ideas in sketchbook and make simple choices about media. - Understanding of different adhesives and methods of construction. -Use tools more confidently. -Simple discussion about -Discuss own work and compare work of other sculptors (i.e. aesthetics/size). 	<ul style="list-style-type: none"> -Use sketchbook to inform, plan and develop ideas. -Investigate and analyse different forms. -Take into account the properties of media being used. -Shape, form, model and join with confidence. -Combine visual and tactile qualities. -Work directly from observation or imagination with confidence. -Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. -Discuss and evaluate own work and that of other sculptors in detail.
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<u>Mastering techniques</u>	<u>Printing</u>	<i>Use a variety of tools, brushes, found materials, natural and made objects, fruit/veg, wooden blocks with string patterns attached, sponges, cotton buds, clay, card, press print, lino, string and fingers.</i>	<ul style="list-style-type: none"> -Make rubbings showing a range of textures and patterns. -Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. -Produce simple pictures by printing objects. --Work from imagination and observation. -Imprint onto a range of textures - newspaper, coloured paper, plain paper, into clay and dough etc. -Print with block colours. 	<ul style="list-style-type: none"> - Use a variety of tools, materials and objects to create prints. -Carry out different printing techniques (e.g. monoprint, block, relief and resist printing). -Press, roll, rub and stamp to make prints. -Make rubbings. -Design repeating patterns and overlapping shape patterns. -Mimic print from the environment (e.g. wallpapers, curtains, fabric). 	<ul style="list-style-type: none"> --Make printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block). -Experiment with resist printing including marbling, silkscreen and cold-water paste -Replicate patterns observed in natural or built environments. -Explore pattern and shape, creating designs for printing. Accurate repeat pattern -Talk about the processes used to produce a simple print. 	<ul style="list-style-type: none"> -Describe techniques, including the use of layering, poly-blocks, relief, mono and resist printing. -Choose the printing method appropriate to the task. --Build up layers of colours and textures. -Be confident with printing onto paper and fabric. -Organise work in terms of pattern, symmetry or random printing styles. -Use a range of visual elements to reflect the purpose of the work. Good spatial design
<u>Mastering techniques</u>	<u>Digital media</u>	<i>Digital art such as graphic drawing programs and photography.</i>	<ul style="list-style-type: none"> -Use ICT to experiment with drawing lines and shapes. -Use ICT to experiment with different colours and patterns. 	<ul style="list-style-type: none"> -Use a wide range of tools to create different textures, lines, ones, colours and shapes. 	<ul style="list-style-type: none"> -Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> -Enhance digital media by editing (including sound, video, animation, still images and installations).
<u>Evaluating</u>		<i>Annotate sketch book: stick post its on response partner's work.</i>	<ul style="list-style-type: none"> - Recognise and describe key features of their own and others' work. 	<ul style="list-style-type: none"> -Review what they and others have done and say what they think and feel about it. -Identify what they might change in their current work or develop in their future work. -Annotate work in sketchbook. Austin's butterfly 	<ul style="list-style-type: none"> -Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. -Adapt their work according to their views and describe how they might develop it further. -Annotate work in sketch books. 	<ul style="list-style-type: none"> -Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. -Adapt their work according to their views and describe how they might develop it further.