

Progression in Art and Design

Lighting up a love of learning

End of Year Expectations

Art and Design curriculum Intent

‘Every human is an artist’ – Don Miguel Ruiz

We believe that high-quality art lessons will inspire children to think innovatively and develop creative understanding. Our art curriculum provides children with opportunities to develop their skills using a range of media and materials. Following the National curriculum, children learn the skills of drawing, painting, sculpture and mixed media and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop an understanding of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular learning allowing children to use their art skills to reflect on and explore their learning in greater depth and it is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work.

At Berrow in art and design, children are explicitly taught ‘Art Appreciation’ through the discussion of artists, craftsman and architects and movements (art history) and how to critique and personally respond to the work of others and their own. Children are taught to be reflective and how to evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

EYFS	Development Matters 2 year-olds will be learning to:	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
<p>Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children’s early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child’s level of development and make informed decisions about what a child needs to learn and be able to do next.</p>				
Expressive art and design	<ul style="list-style-type: none"> Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas 	<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. 	<ul style="list-style-type: none"> 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.
	Physical development	<ul style="list-style-type: none"> Use large and small motor skills to do things independently 	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
Reception	Drawing	Painting	Sculpture and Mixed Media	
	<ul style="list-style-type: none"> To begin to use a variety of drawing tools. To use drawings to tell a story. To investigate different lines. To explore different textures. To begin to draw more accurate drawings of people. 	<ul style="list-style-type: none"> To use sponges or objects to print and make pictures or patterns To roll printing ink over found objects to create patterns To experiment with and use primary colours. To name colours and mix them (not formal mixing). To use a range of tools to make colours. 	<ul style="list-style-type: none"> To handle, feel, enjoy and manipulate materials. To construct, build and destroy using a variety of materials. To shape and to model materials. To make models using recycled items. To make models using playdough, plasticine and clay. 	

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.

In Key stage 1 Pupils should be taught:

- ♣ 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
- ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ♣ 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.

Year 1

Year 2

Drawing

- To experiment with different forms of media e.g. pencils, crayons, pastels, felt tips, chalk.
- To control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses and 2D shapes.
- To name, match and draw lines/marks from observations.
- To investigate textures by describing, naming, rubbing, copying.
- Draw light and dark lines (tone)
- Create rubbings (texture)
- Observe and draw shapes and patterns.

- To experiment with a variety of different media e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
- To invent new lines and create patterns and textures.
- To draw on different surfaces with a range of media (e.g. playground, card, paper)
- To observe and draw shapes from observations
- To draw shapes in between objects and to invent new shapes
- To draw shapes shown between objects
- To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.

Painting

- Use a variety of tools and techniques including different brush sizes and types.
- To identify primary colours by name.
- To mix and match colours to artefacts and objects and to find collections of colours.
- To work on different scales.
- Experiment with colours
- Mix primary colours to make secondary colours (poster paint)
- Name primary and secondary colours
- Apply colour (poster paint) with different tools – brushes, rollers, fingers etc
- Create repeating patterns with poster paint, crayon, chalk or felt tips.

- To experiment with tools and techniques e.g. layering, mixing media, scraping through layers.
- To name different types of paint and their properties.
- To investigate colour by mixing primary colour shades.
- To mix colours and know which primary colours make secondary colours, for example making colours wheels.
- To investigate making as many tones of one colour as possible (using white).
- To investigate how to darken colours without using black.
- To create textured paint by adding sand, plaster and investigate different effects.
- Describe colours using the terminology tint and shade
- Make as many tints as possible using poster paint mixed with white poster paint
- Darken colours using black poster paint to create shades.
- Collect, sort and match colours to create an image (collages)

Sculpture and Mixed Media

- Children can create rubbings of different natural objects.
- Children can create prints of different natural objects using materials such as crayons, charcoal and chalk
- To build patterns in the natural environment.
- Demonstrate techniques such as rubbing and pressing
- To recognise natural and man-made forms.
- To experiment with constructing and joining recycled, natural and manmade materials .
- To explore creating media by collaging natural resources
- To explore sculpture with a range of malleable media and natural resources
- To manipulate malleable materials in a variety of ways including rolling and kneading (clay animals or textured tile)
- To manipulate malleable materials for a purpose.
- Combine different materials effectively to form a piece of art.
- Roll, carve, make marks on and knead malleable materials – plasticine and clay and use them to make objects for a purpose.

- To make simple joins when constructing printing materials
- Create media using different materials in collage (e.g. tissue paper) to create patterns and layered prints – arranging media in different ways and groups.
- To overlap papers and create different shapes out of collage materials.
- Use simple 2-D shapes to create a 3-D form simple relief block.
- To replicate patterns and textures in a 3-D
- To develop impressed images
- To use simple relief printing
- To create patterns using a repeated pattern.
- To print with a range of hard materials e.g. corks, cardboard etc.
- To take simple prints i.e. mono -printing.
- To build repeating patterns and recognise pattern
- To become proficient in other art, craft and design techniques – printing.
- Demonstrate a range of techniques, e.g. rolling, pressing, stamping to create repeated patterns using different tools.
- To design and create multiple prints of their own.

Year 1

Year 2

Art Appreciation: Influential artists, Craftspeople and architects and movements (art history) & critique and personal response

- Explore the work of a range of artists and children and develop opinions
- Describe similarities and differences between their own artwork and that of other artists
- Look at and talk about own work and that of other artists and the techniques they had used.

Inspiration

Artists, Craftspeople and architects: Andy Goldsworthy, Mark Chagall, Pierre-Auguste Renoir and Paul Klee

- Explore the work of a range of artists and children and develop opinions
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Inspiration

Artists, Craftspeople and architects: Maria Sibylla, Quentin Blake, Esther Mahlangu

Stimuli: African Art

Year 3	Year 4
Drawing	
<ul style="list-style-type: none"> • To experiment with ways in which surface detail can be added to drawings. • To use sketchbooks to collect and record visual information from different sources (e.g. plants) • Make marks and lines with a wide range of drawing implements e.g. pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil • Experiment with different grades of pencil, cross hatching, blending • Use different grades of pencil to apply tone to 2 dimensional drawings to show form • Create textures with different drawing implements, pencil, oil pastels , acrylic paint 	<ul style="list-style-type: none"> • To draw for a sustained period of time. • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Begin to show an awareness of objects having a third dimension, for example to use shading to show light and shadow effects. • Experiment with different grades of pencil and other implements to achieve variations in tone. • Apply tone in a drawing in simple way. •To make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, watercolour paint and watercolour pencils. •Apply and use simple pattern and texture to a drawing. •Show an awareness of objects that have a third dimension by applying tone using soft pastels, watercolour, pencil
Painting	
<ul style="list-style-type: none"> • Use light and dark within painting and begin to explore complimentary colours. • To work on a range of scales e.g. thin brush on small picture etc. • Use light and dark within painting and begin to explore complimentary colours. <p>To mix colours and know which primary colours make secondary colours , for example making colours wheels</p> <ul style="list-style-type: none"> •Recap primary colours and secondary colours •Make tertiary colours – create colour wheels using acrylic paint •Experiment with paint and oil pastels. •Experiment with effects and textures – dotting, scratching, splashing, using acrylic paint, wax crayons, oil pastels. 	<ul style="list-style-type: none"> • To be able to identify and use primary secondary, complementary and contrasting colours. • To create different effects and textures with paint according to what they need for the task. • To use more specific colour language. • To mix and use tints and shades and observe changes in colour. • To choose suitable equipment for the task. • To use colour to reflect mood. • Make, tints, tones and shades on colour strips using acrylic paint and watercolour. •Compare watercolour and acrylic tints, tones and shades. • Use tints, tones and shades in their work.
Sculpture and Mixed Media	
<ul style="list-style-type: none"> • Recognise the processes involved in creating prehistoric art and its purpose. • To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures . • To use collage as a means of collecting ideas and information and building a visual vocabulary. •Use a range of resources to build simple shapes to form media. • Use charcoal, clay and other natural resources (natural pigments e.g. berries/chalk) to recreate the style of cave artists. • manipulate malleable materials for a purpose e.g. clay 	<ul style="list-style-type: none"> • To plan, design and make models from observation or imagination. • To shape, form, model and construct using both malleable and rigid materials. • To plan and develop ideas, using different joining techniques and methods of construction. • To join clay adequately and construct a simple base for extending and modelling other shapes. • To create surface patterns and textures in a malleable material. • To discuss their own work and work of other sculptors. •Shape, form, model and construct malleable and rigid materials – clay mosaic tiles

- Discuss the differences between prehistoric and modern media.
 - Explore different equipment to recreate features of prehistoric art, experimenting with colours and textures.
 - Successfully create and use handprints to form media.
 - Apply their knowledge of colour mixing to make natural colours.
- (through painting)*
- To print using more than one colour to layer in a print.
 - To create printing blocks using a relief or impressed method.
 - To build on existing knowledge of mono-prints to create repeating patterns using block printing, polystyrene.

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Year 3

Year 4

Art Appreciation: Influential artists, Craftspeople and architects and movements (art history) & critique and personal response

- Explore the work of a range of artists and children and develop opinions.
 - Describe similarities and differences between their own artwork and that of other artists.
 - Look at and talk about own work and that of other artists and the techniques they had used.
 - Discuss why the art was created and adults to share artist’s intended purpose.
- Inspiration**
 Artists, Craftspeople and architects: Andy Warhol, Georgia O’Keeffe and Keeble Martin
 Stimuli: Prehistorical Cave Art and Markings

- Discuss and review own and others work, expressing thoughts and feelings.
 - Self-reflect on their own artwork recognising areas for development and modifying their artwork accordingly.
 - Explore the work of a range of artists and share their opinion with others.
 - Describe similarities and differences between their own artwork and that of other artists.
 - Discuss why the art was created and adults to share artist’s intended purpose.
- Inspiration**
 Artists, Craftspeople and architects: Katsushika Hokusai, Vesela Sultanova and Karla Schuster
 Stimuli: The Pavements from Cirencester (Roman Coronium)

Year 5	Year 6
Drawing	
<ul style="list-style-type: none"> • Develop close observation skills using a variety of view finders. • Identify artists who have worked in a similar way to their own work. • Use dry media to make different marks, lines, patterns and shapes within a drawing. • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Work in a sustained and independent way to create a detailed drawing. • Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels, chalks, wax crayons • Explore colour mixing and blending with acrylic paint, coloured pencils • Apply the effect of light on objects from different directions to show light and shadow • Begin to use perspective in work using a single foci point and horizon 	<ul style="list-style-type: none"> • Work from a variety of sources including observation, photographs and digital images. • Explore colour mixing and blending techniques with coloured pencils. • Start to develop their own style using tonal contrast and mixed media. • Begin to use simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Show an awareness of how paintings are created ie. composition.
Painting	
<ul style="list-style-type: none"> • To understand the language of hue, tint, tone, shades. • To use colour for mood and select colour for specific reasons. <ul style="list-style-type: none"> • To develop a painting from a drawing. • To carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • To be able to identify and use primary secondary, complementary and contrasting colours <p>Identify and use complementary and contrasting colours using different media – acrylic paint, oil pastels etc</p> <ul style="list-style-type: none"> • Explore using variety of tools to create texture, wax resist, glue, etc. 	<ul style="list-style-type: none"> • To use the language of hue, tint, tone and shades to describe colour. • To use colour to convey feelings and select colour for specific reasons. • To create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music • To mix and match colours to create atmosphere and light effects. • To be able to identify and use primary secondary, complementary and contrasting colours and comment on what works well in their own work.
Sculpture and Mixed Media	
<ul style="list-style-type: none"> • label and design art using mixed media • To recognise the properties of different media. • To add collage to a painted, printed or drawn background. • To use a range of media to create collages. • To use different techniques, colours and textures etc when designing and making pieces of work. • To use collage as a means of extending work from initial idea. • To create printing blocks by simplifying an initial sketch book idea. • To use relief or impressed method. • To create prints with three overlays. 	<ul style="list-style-type: none"> • To use recycled, natural and man-made materials to create sculpture. • To plan a sculpture through drawing and other preparatory work. • To discuss and evaluate own work and that of other sculptors. • To shape, form, model and construct from observation or imagination • To produce intricate patterns and textures in a malleable media. • To develop skills in using clay inc. slabs, coils, slips, etc .

<ul style="list-style-type: none"> • To work into prints with a range of media e.g. cardboard/string • Experiment with relief prints using string 	
Year 5	Year 6
Art Appreciation: Influential artists, Craftspeople and architects and movements (art history) & critique and personal response	
<ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings. • Self-reflect on their own artwork recognising areas for development and modifying their artwork accordingly. • Explore the work of a range of artists and share their opinion with others • Describe similarities and differences between their own artwork and that of other artists. • Discuss why the art was created and adults to share artist's intended purpose. <p>Inspiration Artists, Craftspeople and architects: Pieter Claesz, Peter Thorpe and Henri Rousseau</p>	<ul style="list-style-type: none"> • Self-reflect on their own artwork recognising areas for development and modifying their artwork accordingly at different stages and on-going. • Explore the work of a range of painters and share their opinion with others perspectival. • Describe similarities and differences between their own artwork and that of other artists; sharing opinions. • Discuss why the art was created and adults to share artists' intended purpose in detail and from a critical perspective. <p>Inspiration Artists, Craftspeople and architects: Henry Moore and Vincent Van Gough Stimuli: WW2 Posters</p>

Inspiration from work of other artists, architects and craftspeople

Early Years	End of Early Years	Year 1	Year 2	End of KS1 Expectations
<p>Reception: Wassily Kandinsky, Bernadette Twomey, Bonanno Pisano, Stephen Savestre, Frederic Auguste Bartholdi</p> <ul style="list-style-type: none"> • To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. • To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours) 	<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. 	<p>Andy Goldsworthy, Mark Chagall, Pierre-Auguste Renoir and Paul Klee</p> <ul style="list-style-type: none"> • To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. • To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours) 	<p>Maria Sibylla, Quentin Blake, Esther Mahlangu African Art</p> <ul style="list-style-type: none"> • To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. • To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours) 	<ul style="list-style-type: none"> • To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. • To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours)
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<p>Andy Warhol, Georgia O’Keeffe and Keeble Martin Prehistorical Cave Art and Markings</p> <ul style="list-style-type: none"> • To know about and describe the work of some artists, craftspeople, architects and designers. 	<p>Katsushika Hokusai, Vesela Sultanova and Karla Schuster The Pavements from Cirencester (Roman Coronium)</p> <ul style="list-style-type: none"> • To know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects 	<p>Pieter Claesz, Peter Thorpe and Henri Rousseau</p> <ul style="list-style-type: none"> • To research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking 	<p>Henry Moore and Vincent Van Gough WW2 Posters</p> <ul style="list-style-type: none"> • To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and 	<ul style="list-style-type: none"> • To know about great artists, architects and designers in history.