

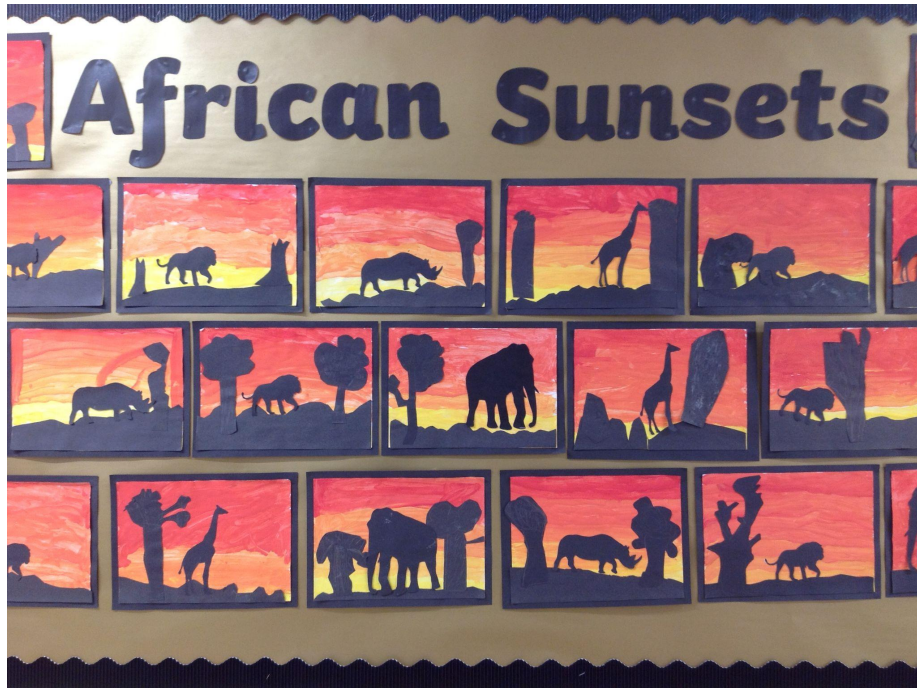
Skills and Knowledge Progression: Art & Design



Famous artists across the school

<p>National Curriculum aims & purpose:</p>	<p><i>School aims – skills, attitudes and knowledge that we would like all children to develop on their journey through the school</i></p>
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. 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 and wealth of our nation.</p> <p>Aims: Produce creative work, exploring ideas and recording 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 & cultural development of their forms.</p>	<p>Art stimulates imagination and creativity. Art enables us to communicate what we see, think and feel in ways that words alone simply are not capable of. Art provides us with both a universal language of colour, texture, form and pattern, and with limitless opportunities to combine these in new ways. Considering this, we believe that it is vital for all children to experience and engage with a range of visual, tactile and sensory experiences. Therefore it is essential that we provide our pupils with a rich diet of art throughout their Wymondley journey. This, in turn, equips our children with both key artistic skills and an enjoyment of the subject that will help them to become expressive, open, curious and independent adults.</p> <p>Our Art and Design curriculum identifies six core strands, which are each returned to, revised and built upon each year. Central to these is the ability to explore and develop ideas - including questioning and observation of the world around us, the use of discussion and analysis to foster creativity and the study of the role of artists, architects and designers. Alongside this, we have also identified artists/designers to study in each class group. The work of these great painters, sculptors and designers is used to stimulate discussion and an appreciation of their work, as well as inspiring artwork of our own. Their lives and work also provide a platform on which to develop the use of the language and vocabulary of art. We also provide opportunities to work together as a whole school on 'Take One Picture/Book' themes, artist collaborations and Decorations Day events.</p>

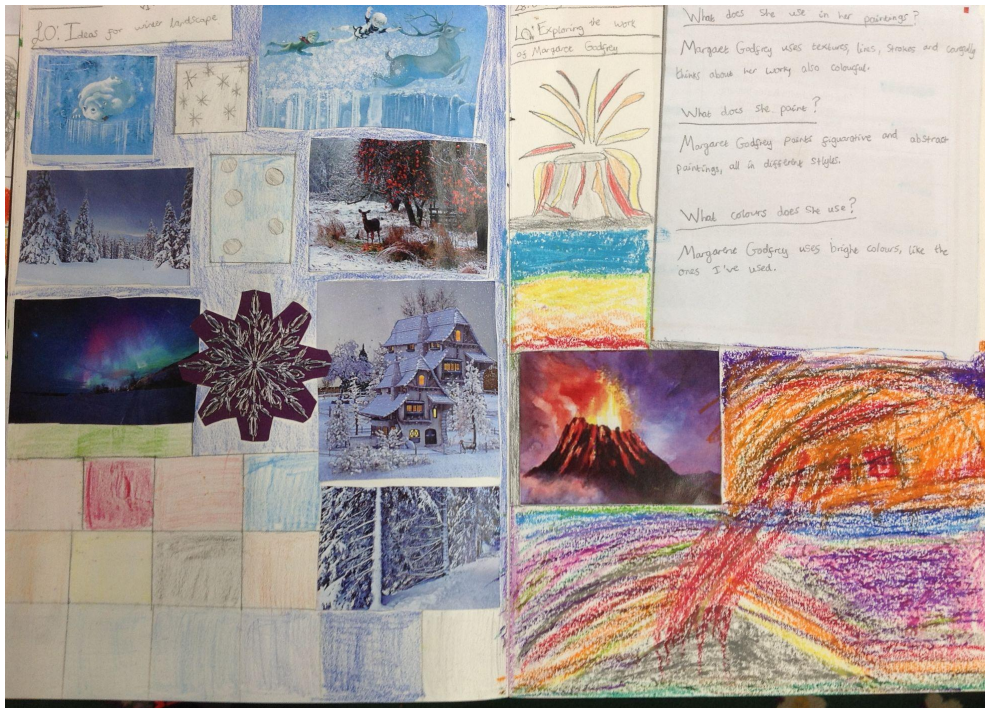
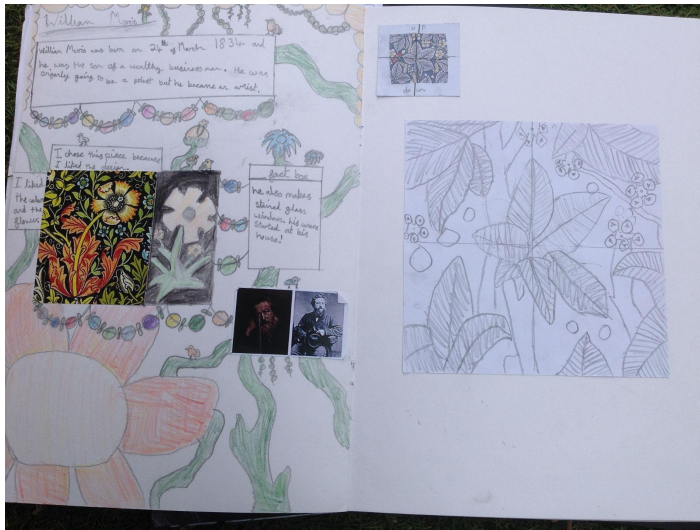
<p>Links to learning in EYFS:</p>	<p>Links to other subjects / curriculum areas:</p>	<p>Experiences every child should have:</p>
<p>Physical Development (PD)</p> <ul style="list-style-type: none"> Develop small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. Hold a pencil effectively in preparation for fluent writing - using tripod grip Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <p>Expressive Arts and Design (EAD)</p> <ul style="list-style-type: none"> Explore, use and refine variety of artistic effects to express 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. 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. 	<p>PE - using dance, silhouettes, body angles and the human form as the basis for artwork; exploring techniques to capture motion in still images and forms</p> <p>English - discussion and debate around artworks and artists being studied; making and using masks to support drama and storytelling; studying the work of illustrators and creating new illustrations for existing stories</p> <p>Computing – creating digital art and manipulating images</p> <p>RE - the role of art, sculpture etc in religious buildings and their symbolic meanings</p> <p>Maths - exploring patterns, symmetry and sequences, and recognising how certain numerical strings (eg. the Fibonacci sequence) recur often in nature.</p>	<p>Work collaboratively with an artist. Meet artists, discuss their work with them, give thoughtful feedback on their work and be able to comment on their style.</p> <p>See an artist in action and talk to them about their work, process and inspirations. Visit galleries, both locally and nationally, and have opportunities to learn more about the historical and cultural significance of the artwork they encounter. Work collaboratively on a large scale piece. Show their work in a school or local gallery, and receive feedback from their audience. Experience the process of 'being' an artist. For example; organising ideas in a sketchbook, selecting, using and caring for tools/materials, seeking out new inspiration by conducting visual research.</p>



Art on display across the school

Art Knowledge Progression

	Yr 1/2	Yr 3/4	Yr 5/6
Cycle A	<p>Toucan art</p> <ul style="list-style-type: none"> ● Cutting, tearing, sticking to create collage <p>Portraits</p> <ul style="list-style-type: none"> ● Represent self as observed in mirror <p>Investigating tone & shade</p> <ul style="list-style-type: none"> ● Use pencils to create different tones, shades and patterns <p>Christmas crafts</p> <ul style="list-style-type: none"> ● Cutting, tearing, sticking to create collage ● Experiment with paint and colour <p>Seasons - expressing using different media</p> <ul style="list-style-type: none"> ● Use colours to express emotion <p>Plants - natural art</p> <ul style="list-style-type: none"> ● Select materials for qualities ● Use simple techniques to arrange resources to make pictures ● Explore contrasts in colour and texture <p>Seasides - beach huts; ice cream collages</p> <ul style="list-style-type: none"> ● Create own patterns using texture and colour ● Cutting, tearing, sticking to create collage 	<p>Peacock art</p> <ul style="list-style-type: none"> ● Use techniques to shape clay ● Painting-using different techniques such as dots ● Feathers-using different materials to create a collage <p>Portraits - drawing</p> <ul style="list-style-type: none"> ● Use line to represent things seen (photo of self) <p>Stone Age - sketching, 3D (clay), painting</p> <ul style="list-style-type: none"> ● Use different technique to shape clay accordingly ● Use tools and simple techniques to make marks ● Use a range of media including natural resources to recreate cave art ● Use a range of materials to produce artwork <p>Volcanoes - painting, 3D (papier mache)</p> <ul style="list-style-type: none"> ● Re-create 2d volcano into 3d form ● Explore how to create 3d structures to hold ● Evaluate and adapt designs ● Explore the work of artist Margaret Godfrey and use this as a starting point for own artwork <p>Ancient Egyptians - painting, 3D (clay), mixed media</p> <ul style="list-style-type: none"> ● Use a range of techniques and tools with clay to create desired effect ● Exploring colour and tone 	<p>Portrait - drawing</p> <ul style="list-style-type: none"> ● William Morris - drawing & painting ● Viking & Anglo-Saxons: (2021-2022) <p>Patterns - Drawing</p> <p>Rainforests:</p> <ul style="list-style-type: none"> ● Romero Britto - printing ● Rainforest tiles - 3D (clay) <p>Ancient Greece: Clays pots - 3D (clay)</p>
Cycle B	<p>Toucan art</p> <ul style="list-style-type: none"> ● Cutting, tearing, sticking to create collage <p>Portraits</p> <ul style="list-style-type: none"> ● Represent self as observed in mirror <p>Investigating tone & shade</p> <ul style="list-style-type: none"> ● Use pencils to create different tones, shades and patterns <p>Christmas crafts</p> <ul style="list-style-type: none"> ● Cutting, tearing, sticking to create collage ● Experiment with paint and colour <p>Great Fire of London</p> <ul style="list-style-type: none"> ● Experiment with tone and shade using charcoal ● Recreate pictures from observations <p>Animals</p> <ul style="list-style-type: none"> ● Observational drawings ● Recreate patterns from animal fur <p>Food</p> <ul style="list-style-type: none"> ● Investigate work of Giuseppe Arcinboldo ● Print with fruit and vegetable ● Create clay fruit 	<p>Portraits - drawing</p> <ul style="list-style-type: none"> ● Use line to represent things seen (photo of self) <p>Aztecs, Mayans & Incas - mixed media (collage, mosaic)</p> <ul style="list-style-type: none"> ● Make a simple block print ● Exploring colour line and tone ● weaving ● Interpret stories, music and poetry in artwork <p>UK & Seasides - drawing, painting</p> <ul style="list-style-type: none"> ● Explore waterscape inspired artwork and recreate own ● Observational drawing. <p>Artists including Monet, Mondrian, Picasso and Moore</p> <ul style="list-style-type: none"> ● Explore work from range of artists and recreate own using different media <p>Romans - printing, mixed media (mosaic)</p> <ul style="list-style-type: none"> ● Make a simple block print ● Exploring colour line and tone ● weaving ● Interpret stories, music and poetry in artwork 	<p>Portrait - drawing</p> <p>WW2:</p> <ul style="list-style-type: none"> ● Mixed media ● Painting ● Artists, architects and designers ● Understand historical and cultural development of their art forms <p>Rennie Mackintosh study - glass painting</p>



Art across the school

Skills Progression in Art

	KS1 (Y1/2) Toucans	Lower KS2 (Y3/4) Peacocks	Upper KS2 (Y5/6) Eagles
Drawing	<ul style="list-style-type: none"> Explore tone and pattern using different grades of pencils, pastel and chalk. Use line and tone to represent objects observed or remembered. Control the range of marks and lines made when drawing and representing shapes. Explore shading using a range of media including light and dark. 	<ul style="list-style-type: none"> Use line, tone and shading to represent things seen and imagined. Experiment with line, tone and shade. Draw familiar things from a range of vantage points. Use a range of materials to produce drawings – real and imagined. 	<ul style="list-style-type: none"> Select appropriate media and techniques to achieve a specific outcome. Independently identifies a mixture/range of media and techniques to create a desired outcome, justifying choices. Uses techniques to ensure drawings are appropriately sized and proportioned
3D	<ul style="list-style-type: none"> Explore the form, feel, texture and pattern of objects. Experiments with a purpose, using tools on rigid and plastic materials. Compares and re-creates forms and shapes. Create texture and specific techniques using tools and techniques. 	<ul style="list-style-type: none"> Re-create a 2D image in a 3D form. Show awareness of texture, shape and form by re-creating an image in 3D form. Look at shape and pattern in 3D structures and transfer knowledge to own creations. Use a range of simple techniques to make items real or imagined, such as pinching and moulded joins. Decorate using a range of tools and simple techniques. Use techniques to shape clay to a desired form – e.g. rolling and cutting to make a tile, making a simple cylinder, using joining techniques to add bases, handles etc. 	<ul style="list-style-type: none"> Consider 3D work from a range of genres and cultures to develop own response and opinions. Use a range of more complex techniques to form and join clay to make objects requiring greater accuracy – e.g. joining 2 thumb pots and decorating using joined clay and other decorative effects. Use templates to make slabs to join to make desired structures – e.g. slab pot. Make imaginative use of knowledge of tools, techniques and materials to express ideas and feelings Create objects – real and imagined using a range of techniques to form strong structures decorated using a range of techniques including extruding, pinching, imprinting, joining, rolling and decorative effects.
Mixed media	<ul style="list-style-type: none"> Select and sort materials into given characteristics/qualities. Use simple techniques to arrange resources to make patterns, shapes and simple pictures. Use simple techniques to shape – e. g cutting, tearing and sticking, Selects materials and appropriate resources for attaching, including overlapping and overlaying. Explore contrasts in colours and textures. 	<ul style="list-style-type: none"> Use a range of materials to communicate mood, feeling and movement. Interpret stories, music, poetry and other stimuli using collage. Use natural environments and materials as a stimulus to create collages on different scales, for a chosen outcome. Simple weaving using a range of materials using different stimuli, including the natural world. Use a range of techniques to decorate fabrics, including printing. Use simple, regular stitches to join fabrics. Use contrasting colours to create a decorative effect in stitching and weaving. 	<ul style="list-style-type: none"> Embellish, using a variety of techniques including drawing, stitching, cutting, painting and printing to add to collage work and as a form of expression. Use plaiting, pinning, stitching and sewing techniques to create a desired effect. Experiment with soft sculpture, cuts, joins, patterns and embellishing Design and make shapes using a range of techniques for desired effects. Decorate fabric using techniques such as tie-dye. Use multimedia to create artefacts, using a range of techniques to achieve a specific outcome, using natural, manmade and abstract concepts as a stimulus.

Printing	<ul style="list-style-type: none"> ● Use one colour to print using a range of resources such as fruit, corks, sponges, randomly or organised. ● Explore mon-printing using a variety of papers. ● Use 2 colours and techniques such as overlapping to create repeating patterns. ● Explore and re-create patterns and textures with a range of materials including string, wallpaper etc. 	<ul style="list-style-type: none"> ● Make simple printing blocks to create mono prints – such as a carved potato block, string print, and foam press print. ● Make and use simple printing blocks and use two or more colours to overlap or add detail and texture. 	<ul style="list-style-type: none"> ● Make and use printing blocks to create repeating and regulated patterns, and compare with the work of artists such as William Morris. ● Make simple prints using different colours to achieve different effects. ● Re-create scenes and images through relief printing using card/polystyrene or lino cuts. ● Design and make prints for given purposes such as wallpapers, furnishing fabric, book covers. ● Consider the work of artists such as Andy Warhol, to see how prints can be changed by use of colour.
Painting	<ul style="list-style-type: none"> ● Explore colour mixing. ● Create patterns using tools, application techniques and colours. ● Use colour to express emotions. 	<ul style="list-style-type: none"> ● Represent things remembered and imagined using colour and a range of techniques. ● Explore the effect of adding other media to paint – e.g. sand/glue. ● Accurately mix primary and secondary colours including black and white. ● Use different brushes for specific purposes and effects. ● Use a range of techniques such as dots, scratches and splashes. 	<ul style="list-style-type: none"> ● Investigate shape, form, symbols and compositions. ● Explore the effect of light, colour, texture and tone in representing natural and man made objects. ● Confidently use a range of techniques, colours and effects to represent things seen, remembered and imagined.
Evaluating	<ul style="list-style-type: none"> ● Identify things they like and be able to identify things they like in their own work and that of others. ● Identify how the work of others makes them feel. ● Identify how they might change their work next time. 	<ul style="list-style-type: none"> ● Compare methods and approaches between their own work and others. ● Annotate sketches and drawings prior to re-creating final pieces of work. ● Evaluate the work of artists identifying likes and dislikes, and use this to inform their own work. 	<ul style="list-style-type: none"> ● Explore why they have chosen a particular medium, style, or technique and evaluate the impact of their final outcome. ● Critically evaluate the work they have produced and use this to impact positively on future work/final outcomes. ● Use appropriate vocabulary and knowledge to express views and opinions confidently.

Wymondley JMI Reception to Year 6

What is a sketchbook for?

Observational drawings..... look really carefully.....look even more than you draw..... it helps you understand what you are drawing.



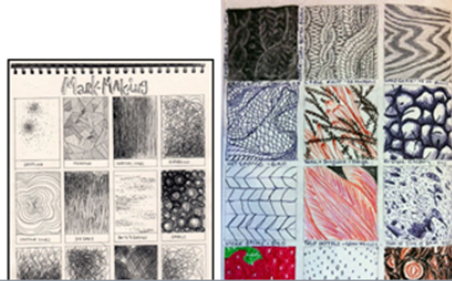
Sticking in ideas
Textures/collage



A journal.....remembering your day....



Thinking about tone.....light and dark.....



Practising something.....



Trying out colours.....

