

Brockton C.E Primary School





Brockton C.E. Primary School

Skills Progression - Art



Level Expected at the End of EYFS

Expressive Arts and Design (Exploring and Using Media and Materials)
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Expressive Arts and Design (Being Imaginative)
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.

Key Stage 1 National Curriculum Expectations

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.

Key Stage 2 National Curriculum Expectations

Pupils should be taught:

- 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;
- To create sketch books to record their observations and use them to review and revisit ideas;
- 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]; about great artists, architects and designers in history.

Intent

Our intent is to ensure that all pupils produce creative, imaginative work. Children will have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills eg. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. The progression grid below will support teachers to ensure progression of skills and knowledge in mixed age settings. We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum.

Implementation

In KS2 a sequence of lessons takes place over a half termly block and alternates with DT. In EYFS/ Key stage 1 Art and DT may have shorter sequences of lessons, and be less discrete from one another. Units of work include a planning and evaluation stage. Lessons develop pupils' techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Because of our mixed age classes art skills and knowledge may be met at different stages in children's learning journeys. Teachers are mindful of this when planning and ensure support and challenge is built into each unit by using the steps of progression below. Series of lessons for each class group offer structure and narrative and where non detrimental to the validity of the art focus link with the themes of the class. This ensures a context and meaningfulness to the art curriculum for pupils.

Impact

Art and design learning is enjoyed by teachers and pupils across school. Teachers have higher expectations and quality evidence can be presented in a variety of ways, although all contributions will be valued. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.



Art Knowledge Progression



Themes	Class 1 Nursery/Key Stage 1	Class 2 Years 2 and 3	Class 3 Years 4, 5 and 6
Drawing - Painting	<p>Amazing Me! - Self-Portraits - Rembrandt Children will explore a variety of portraits by various artists (Mainly Rembrandt) and find out what different materials/styles were used to create the portraits. The class will have a go at creating self-portraits.</p> <p>Light and Dark - Van Gogh - Starry Night In this unit, the children will learn about van Gogh's cityscapes, focusing on his most famous painting, Starry Night. They will use swirling brushstrokes and thick paint to create their own night sky. They will also add texture to their painting using different materials.</p>	<p>Stone Age to the Iron Age Drawing - Cave Paintings and Handprints The children will learn how prehistoric man made art and to reflect this style in their work. The children will be introduced to cave art and reflect upon the purpose of the drawings. They will experiment with the colours and effects that can be made using natural materials. They will make their own colours and paints using spices and materials found on a nature walk. The children will use these colours to paint animal pictures, they will also create handprints on a textured background.</p>	<p>World War II The Drop by Captain Albert Richards The children will explore the work of an artist who was on the front line. Using the images the children will sketch, then paint their own image. Explore the work of the artists officially commissioned to record the first world war. We will discover how art was used as a propaganda tool in the form of posters, and find out about the amazing dazzle camouflage which was invented and used during the war. Finally, we will create our own poppy-themed commemorative artworks based on the poem, 'In Flanders Fields'. Air Raid art - Micheal Tompsett, W Krogman</p> <p>The British Empire Drawing/3D Form/Printing/Textiles And D&T Unit In this unit the children will celebrate art from different cultures. They will learn about the history and use of Aboriginal art. They will learn about the meanings of the different symbols used in this style of art and then design and create their own Aboriginal painting. They will then choose a different art style to develop their work further.</p>
Printing	<p>Splash! Hokusai - The Great Wave Hokusai started painting when he was 6 and printed 'The Great Wave' when he was 70 years old, he produced about 30,000 art works in his life time. The children will look at some more of Hokusai's work. And discuss which pictures they prefer. The children will create a simple version of this print using a variety of materials and printing inks.</p>	<p>Victorians - William Morris Designs In this unit the children will think about the Industrial Revolution in a new light as they consider the quality over quantity debate that characterised the Arts and Crafts Movement. The children will find out who William Morris was, explore the Arts and Crafts Movement through practical activities, complete some still-life sketches of the objects that provided the inspiration for Morris's designs. The children will design their own William Morris inspired pattern and use printing blocks to create their print.</p>	<p>National Parks Hokusai - 36 views of Mount Fuji Mount Snowden Collagraph Prints In this unit the children will learn to compose a print from a larger observational drawing. They will create a dramatic monoprint/collagraph print using inks.</p>
Textiles	<p>Hot and Cold African Inspired Artist - Xenobia Bailey Africa is well known for its individual style of art. For hundreds of years, African art has been strongly influenced and inspired by the environment and natural surroundings. Geometric patterns are common on fabrics e.g. zigzags (to signify that the path in life can be difficult to travel), chequerboard, curved lines, spirals and circles. The children will design their own pattern to put on fabric, then add running stitch and beads/sequins to decorate.</p>	<p>Africa Textiles - Printing 3D Clay Form - Benin Plaque The children will be introduced to the work of Esther Mahlangu and her culture of Ndebele patterns before investigating the Adinkra symbols of the old Ashanti kingdom. They will use a variety of equipment to print onto fabric.</p>	<p>Rivers Drawing/Textiles - Claude Monet River Thames The children will consider and discuss some paintings from Monet's River Thames series. They will discover the importance of light and colour to Monet in creating an impression of a scene. The children will paint a version of Monet's work using 4 carefully matched colours. Using their paintings they will then create a river felt or batik picture, adding detail using beads, sewing, sequins etc...</p>
3D Form	<p>Going Green - Monet - Chrysanthemums In this unit, the children are introduced to the Impressionist artist, Claude Monet. Inspired by his beautiful Chrysanthemums painting, children will draw, then paint these colourful flowers. They will also make a 3D model of the flowers using strips of curled paper.</p> <p>Transport and Toys - Papier Mache Hot Air Balloons The children will have the opportunity to make a sculpture of a Hot Air Balloon using papier mache. They will investigate the different patterns on balloons and design a balloon for themselves. They will use templates to draw around and cut out the shapes for their design.</p>	<p>Egypt - 3D Papier Mache/Card Form - Egyptian Masks/Canopic Jars In this unit the children will develop knowledge about the Ancient Egyptians and take part in creative craft lessons in mask-building. Children will also explore Canopic jars and then create a 3d construction, using recycled materials and papier mache.</p> <p>Africa - 3D Clay Form - Benin Plaque The children will investigate the artwork of the Benin Kingdom. They will choose the tools they use to sculpt and manipulate clay to recreate a Benin plaque.</p> <p>Chocolate - 3D Form - Mayan Art - Ceramic Pots The Mayas made cooking pots, bowls, jars and vases from clay. These vessels often had decorative patterns. They painted the vessels in a style called polychrome using a range of colours, such as orange, red and yellow. The decorations were from Maya mythology and everyday life. The children will investigate Mayan Ceramics, then design and make their own coil pots</p>	<p>Anglo Saxons and the Vikings 3D Form Clay - Make Viking Jewellery/Slab knotted animals/Clay Dragon Head. In this unit the children will draw upon their knowledge of Viking art to design a piece of Viking jewellery/a slab knotted snake/a dragon head. The children will work with clay to create their piece as it was designed. The children will assess their own work and state what they think and feel about it.</p>

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Skills Progression - Art

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ongoing)	Look and talk about what they have produced, describing simple techniques and media used.	Record and explore ideas from first hand observations, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Record and explore ideas from first hand observations, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Select and record from first hand observations, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observation about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ongoing)		Review what they and others have done and say what they think and feel about it (e.g. annotate sketchbook). Identify what they might change in their current work or develop in their future work.	Review what they and others have done and say what they think and feel about it (e.g. annotate sketchbook). Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.	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 sketchbook.	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.	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.	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.
Drawing	Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Select coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves. Draw accurate representations of people and objects. To talk about their own work	Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketch to gather and collect artwork. Begin to explore the use of line, shape and colour.	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas from drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Make informed choices in drawing including paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.	Use a variety of sources material for their work. Work in a sustained and independent way fro observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tine, pattern, texture, colour and shape.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the of art: line, tone, pattern, texture, form, space, colour and shapes.
Printing	Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture.	Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Making rubbings. Build a repeating pattern and recognise pattern in the environment.	Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.	Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing.	Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want. Resist printing using wax.	Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. 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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Skills Progression - Art

Textiles/collage	Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc. Have a go at threading a needle. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric.	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, applique and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, know and use other manipulative skills.	Use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trapping and applique. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc.	Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. 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. Experiments with paste resist.	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specific technique. Use a range of media to create collage. Experiment with using batik safely.	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.
3D form	Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. Consider their final outcome before making.	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 man-made materials. Explore shape and form.	Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.	Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache objects. Plan, design and make models.	Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.	Describe different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work.	Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.
Breadth of study	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 or 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.



Brockton C.E. Primary School

2 Year Rolling Program - Art



	KS1	Autumn	Spring	Summer
	Knowledge Progression	<p>Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc. Have a go at threading a needle. Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric.</p> <p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc. Have a go at threading a needle. Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric.</p> <p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).</p> <p>Select coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves.</p> <p>Draw accurate representations of people and objects. To talk about their own work</p> <p>Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketch to gather and collect artwork. Begin to explore the use of line, shape and colour.</p> <p>See 3D Form Progression in Transport and Toys</p>
Year A	Topic	<p>Light and Dark Van Gogh - Starry Night</p> <p>In this unit, the children will learn about van Gogh's cityscapes, focusing on his most famous painting, Starry Night. They will use swirling brushstrokes and thick paint to create their own night sky. They will also add texture to their painting using different materials.</p> 	<p>Hot and Cold - Textiles African Inspired Artist - Xenobia Bailey</p> <p>Africa is well known for its individual style of art. For hundreds of years, African art has been strongly influenced and inspired by the environment and natural surroundings.</p> <p>Geometric patterns are common on fabrics e.g. zigzags (to signify that the path in life can be difficult to travel), chequerboard, curved lines, spirals and circles.</p> <p>Linked with Design and Technology, the children will design their own pattern to put on fabric and then use running stitch, beads and sequins to decorate.</p> 	<p>Going Green Drawing - 3D Form Monet - Chrysanthemums</p> <p>In this unit, the children are introduced to the Impressionist artist, Claude Monet. Inspired by his beautiful Chrysanthemums painting, children will draw, then paint these colourful flowers.</p> <p>They will also make a 3D model of the flowers using strips of curled paper.</p> 
	KS1	Autumn	Spring	Summer
	Knowledge Progression	<p>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).</p> <p>Select coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves.</p> <p>Draw accurate representations of people and objects. To talk about their own work</p> <p>Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketch to gather and collect artwork. Begin to explore the use of line, shape and colour.</p>	<p>Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools. Use tools such as staplers, clay tools, split pins and shape cutters competently and appropriately.</p> <p>Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.</p> <p>Consider their final outcome before making. 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 man-made materials. Explore shape and form.</p>	<p>Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects. Enjoy using stencils to create a picture.</p> <p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Making rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p>
Year B	Topic	<p>Amazing Me! Drawing - Self-Portraits Rembrandt</p> <p>Children will explore a variety of portraits by various artists (Mainly Rembrandt) and find out what different materials/styles were used to create the portraits. The class will have a go at creating their own self-portraits.</p> 	<p>Transport and Toys 3D form - Papier Mache Hot Air Balloons</p> <p>The children will have the opportunity to make a sculpture of a Hot Air Balloon using papier mache.</p> <p>They will investigate the different patterns on balloons and design a balloon for themselves.</p> <p>They will use templates to draw around and cut out the shapes for their design.</p> 	<p>Splash! Printing—Hokusai - The Great Wave</p> <p>Hokusai started painting when he was 6 and printed 'The Great Wave' when he was 70 years old, he produced about 30,000 art works in his life time.</p> <p>The children will look at some more of Hokusai's work. And discuss which pictures they prefer.</p> <p>The children will create a simple version of this print using a variety of materials and printing inks.</p> <p>Link to Le Mer By Debussy</p> 



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2 Year Rolling Program - Art






		KS1/LKS2	Autumn	Spring	Summer
		Knowledge Progression	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas from drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour. Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Make informed choices in drawing including paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p> <p>Cut and join card/wood safely and effectively. Make a simple papier mache objects. Plan, design and make models.</p> <p>Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p>	<p>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. Build a textured relief tile.</p> <p>Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes.</p> <p>Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p>
Year A	Topic	<p>Victorians Drawing/Printing—William Morris Designs</p> <p>In this unit the children will think about the Industrial Revolution in a new light as they consider the quality over quantity debate that characterised the Arts and Crafts Movement. The children will find out who William Morris was, explore the Arts and Crafts Movement through practical activities, complete some still-life sketches of the objects that provided the inspiration for Morris's designs.</p> <p>The children will design their own William Morris inspired pattern and printing blocks to create their print.</p>	<p>Egypt 3D Papier Mache/Card Form - Egyptian Masks/ Canopic Jars</p> <p>In this unit the children will develop knowledge about the Ancient Egyptians and take part in creative craft lessons in mask-building.</p> <p>Children will also explore Canopic jars and then create a 3d construction, using recycled materials and paper mache.</p>	<p>Africa Textiles - Printing 3D Clay Form - Benin Plaque</p> <p>The children will be introduced to the work of Esther Mahlangu and her culture of Ndebele patterns before investigating the Adinkra symbols of the old Ashanti kingdom. They will use a variety of equipment to print onto fabric.</p> <p>The children will investigate the artwork of the Benin Kingdom. They will choose the tools they use to sculpt and manipulate clay to recreate a Benin plaque.</p>	
	KS1/LKS2	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas from drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour. Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Make informed choices in drawing including paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. Build a textured relief tile.</p> <p>Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes.</p> <p>Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p>	<p>Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, applique and embroidery. Create textured collages from a variety of media. Make a simple mosaic.</p> <p>Use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trapping and applique. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. Match the tool to the material. Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved. 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. Experiments with paste resist.</p>	
Year B	Topic	<p>Stone Age to the Iron Age Drawing/Printing - Cave Paintings and Handprints</p> <p>The children will learn how prehistoric man made art and to reflect this style in their work. The children will introduced to cave art and reflect upon the purpose of the drawings. They will experiment with the colours and effects that can be made using natural materials. They will make their own colours and paints using spices and materials found on a nature walk. The children will use these colours to paint animal pictures, they will also create handprints on a textured background.</p>	<p>Chocolate 3D Form - Mayan Art - Ceramic Pots</p> <p>The Mayas made cooking pots, bowls, jars and vases from clay. These vessels often had decorative patterns. They painted the vessels in a style called polychrome using a range of colours, such as orange, red and yellow. The decorations were from Maya mythology and everyday life.</p> <p>The children will investigate Mayan Ceramics, then design and make their own coil pots</p>	<p>Romans Collage or Printing Techniques - Mosaics</p> <p>The children will study Roman mosaics, understand why, when and how the Romans created these and their significance in Roman society. Using stick-printing techniques, create their mosaic pictures, which make a truly impressive display. The children will designing a Roman-style mosaic and using printing techniques create their own mosaic</p>	
	KS1/LKS2	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas from drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour. Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Make informed choices in drawing including paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. Build a textured relief tile.</p> <p>Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes.</p> <p>Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p>	<p>Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, applique and embroidery. Create textured collages from a variety of media. Make a simple mosaic.</p> <p>Use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trapping and applique. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. Match the tool to the material. Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved. 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. Experiments with paste resist.</p>	



Brockton C.E. Primary School

2 Year Rolling Program - Art



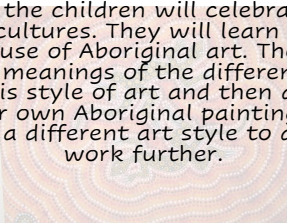
	UKS2	Autumn	Spring	Summer
	Knowledge Progression	<p>Use a variety of sources material for their work. Work in a sustained and independent way for observation, experience and imagination. Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tine, pattern, texture, colour and shape.</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shapes.</p>	<p>Greeks D&T Unit</p>	<p>Use a variety of sources material for their work. Work in a sustained and independent way for observation, experience and imagination. Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tine, pattern, texture, colour and shape.</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shapes.</p> <p>Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specific technique. Use a range of media to create collage. Experiment with using batik safely.</p> <p>Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
Year A	Topic	 <p>World War II Drawing/Collage</p> <p>Pupils will learn to create sketch books to record their observations and use them to review and revisit ideas. They will also improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Pupils will learn about great artists, architects and designers in history. Pupils will expand their knowledge by looking at a range of more famous artists, they will also comment on the work of famous artists and name their pieces of work.</p> <p>The Drop by Captain Albert Richards</p> <p>The children will explore the work of the artists officially commissioned to record the first world war. We will discover how art was used as a propaganda tool in the form of posters, and find out about the amazing dazzle camouflage which was invented and used during the war. Finally, we will create our own poppy-themed commemorative artworks based on the poem, 'In Flanders Fields'.</p> <p>Air Raid art - Micheal Tompsett W Krogman</p>		<p>Rivers</p> <p>Drawing/Textiles - Claude Monet River Thames</p> <p>The children will consider and discuss some paintings from Monet's River Thames series. They will discover the importance of light and colour to Monet in creating an impression of a scene. The children will paint a version of Monet's work using 4 carefully matched colours. Using their paintings they will then create a river felt or batik picture, adding detail using beads, sewing, sequins etc...</p> 
	UKS2	Autumn	Spring	Summer
	Knowledge Progression	<p>The Tudors D&T Unit</p>	<p>Describe different qualities involved in modelling, sculpture and construction.</p> <p>Plan a sculpture through drawing and other preparatory work..</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>	<p>Mountains D&T Unit</p>
Year B	Topic		 <p>Anglo Saxons and the Vikings</p> <p>3D Form Clay - Make Viking Jewellery/Slab knotted animals/Clay Dragon Head.</p> <p>In this unit the children will draw upon their knowledge of Viking art to design a piece of Viking jewellery/a slab knotted snake/a dragon head. The children will work with clay to create their piece as it was designed. The children will assess their own work and state what they think and feel about it.</p>	



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	UKS2	Autumn	Spring	Summer
	Knowledge Progression	China - The Shang Dynasty D&T Unit	<p>Use a variety of sources material for their work. Work in a sustained and independent way for observation, experience and imagination. Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shapes.</p> <p>Also the skills for 3D Form/Printing/Textiles and Collage</p>	<p>Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours.</p> <p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p>
Year c	Topic		<p>The British Empire</p> <p>Drawing/3D Form/Printing/Textiles And D&T Unit</p> <p>In this unit the children will celebrate art from different cultures. They will learn about the history and use of Aboriginal art. They will learn about the meanings of the different symbols used in this style of art and then design and create their own Aboriginal painting. They will then choose a different art style to develop their work further.</p> 	<p>National Parks</p> <p>Hokusai - 36 views of Mount Fuji</p> <p>Mount Snowden Collagraph Prints</p> <p>In this unit the children will learn to compose a print from a larger observational drawing</p> <p>They will create a dramatic monoprint/ collagraph print using inks.</p> 