



Art Progressive Curriculum



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus Skill Textiles National Curriculum Objective	<p>ELG Creating with Materials</p> <p>Experimenting with colour, design, texture, form, and function;</p>	To develop a wide range art and design techniques in using colour, pattern, texture, line, shape, form and space		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]			
Skill Progression	<p>Develop simple fine motor skills</p> <p>Describe textures and uses of fabrics</p> <p>Introduce simple threading/ sewing skills</p> <p>Introduce simple weaving</p>	<p>Develop simple paper weaving.</p> <p>To develop paper and fabric collage skills.</p> <p>Experienced in simple fabric printing.</p> <p>To be able to use appropriate language to describe, colours, media, equipment, textures</p>	<p>To use a range of different threads and strings</p> <p>Study and discuss a local artist</p> <p>Able to add surface patterns and textures</p>	<p>Able to sew simple stitches.</p> <p>Using language appropriate for skill.</p> <p>Able to discuss own work and that of others: textiles around school, from the home, from other countries, etc.</p>	<p>Experienced a range of different threads, strings, materials.</p>	<p>To create collage work.</p> <p>To be aware of the different types of fabrics.</p> <p>Consider fabrics from other countries.</p> <p>Sew stitches to create my art</p> <p>Able to produce more intricate patterns and textures</p>	<p>Aware of the different purposes of textiles and their construction: natural / man-made.</p> <p>Experienced in combining techniques to produce endpiece: embroidery over Tie dye, etc.</p> <p>Able to produce a two colour Tie Dye.</p> <p>Able to discuss and evaluate own work and that of others. (African Tie Dye)</p> <p>Able to recognise different forms of textiles in the environment and to be able to express opinions about them.</p>
Vocabulary	Material patterns	Weave, texture, line, collage	Texture, shape, pattern	Running stitch, stitching	Evaluate, threads, strings, mood	Fabrics cultures	Embroidery Natural/ man made environmental,
Class Activities	<p>Class robin</p> <p>Winter weaving</p>	<p>Textiles</p> <p>Collage weaving with different materials</p> <p>(Maggie Hambling and Matthew Cusick)</p>	<p>Textiles</p> <p>Weaving Owls</p> <p>Ellen Jackson)</p>	<p>Textiles</p> <p>Stone Age Needle Pouch</p>	<p><u>Textiles</u></p> <p>Van Gogh sunflowers- felt flowers</p>	<p>Sandi Dornhecker</p> <p>Animals Textiles</p> <p>Fabric paints patterns</p>	<p>Exploring the Art of African tie dye</p>



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Focus Skill Sculpture National Curriculum Objective	ELG Creating with Materials Experimenting with colour, design, texture, form, and function;	To develop a wide range art and design techniques in using colour, pattern, texture, line, shape, form and space		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]			
Skill Progression	To be able to explore mark making and pencil control To develop observational and imaginative responses.	Be able to shape and model from observation and imagination. Able to impress and apply simple decoration. Able to build a construction/sculpture from a variety of objects. Able to carve into media using tools. Able to use appropriate language to describe tools, media, etc	Be able to pinch and has experience of rolling coils and slabs using a modelling media.	Able to use the equipment and media with increasing confidence. Able to shape, form, model and construct from observation and / or imagination. Able to plan and develop ideas in sketchbook and make inform choices about media. Able to add surface patterns / textures. Able to work safely, to organize working area and clear away. Able to discuss own work and work of other sculptors. (Hepworth, Arp, Nevelson, Gabo, etc)	Able to use the equipment and media with increasing confidence. Able to shape, form, model and construct from observation and / or imagination. Able to plan and develop ideas in sketchbook and make inform choices about media. Able to add surface patterns / textures. Able to work safely, to organize working area and clear away. Able to discuss own work and work of other sculptors. (Hepworth, Arp, Nevelson, Gabo, etc)	Use sketchbook to inform, plan and develop ideas. Able to shape, form, model and join with confidence. Able to produce more intricate patterns and textures. Able to take into account the properties of media being used. Able to discuss and evaluate own work and that of other sculptors	Aware of form shape and space in the world around them. Able to discuss and evaluate own work and that of other sculptors. Able to recognise sculptural forms in the environment: furniture, buildings, etc. Able to compare different styles and approaches. (Moore and Aztec, etc.)
Vocabulary	Join, sculpture Model pattern shape colour clay	explore, experiment, joining, construct texture 3 dimensional	Plan develop adapt design Materials pinch roll coil slab	malleable, surface texture	construct, adapt, design, surface pattern, texture, decorative	Properties, mixed media	Criteria form sculptural environment compare
Class Activities	Paper sculpture Playdoh Clay exploration	_ Mod roc hands Clay Rangoli Pattern discs - impress objects into clay (Andy Goldsworthy) Land Art	Charlie and the chocolate factory Hundertwasser lollipop create 3D Lollipop /chocolate bars Nocturnal Animals clay Sculpture	Clay to create Bell Beakers	Create Jewellery	Wire sculpture 2d portraits (Alexander Calder)	Sculptural forms in the environment Figurative sculpture 3d Hepworth (Diego Cabezas)



Art Progressive Curriculum



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Focus Skill Printing National Curriculum Objective	ELG Creating with Materials Experimenting with colour, design, texture, form, and function;	To develop a wide range art and design techniques in using colour, pattern, texture, line, shape, form and space		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]			
Skill Progression	To be able to explore mark making and pencil control To develop observational and imaginative responses.	To be able to take a print from object: leaf, hand, onion, etc. To be able to produce simple pictures by printing objects.	To be able to develop impressed images with some detail. To be experienced in relief printing: string, card, etc. Use press print techniques, rollers and ink with skills and detail using one colour. To be able to use equipment and media correctly, to be able to produce clean printed image. To be able to use appropriate language to describe tools,	To be able to use the equipment and media with increasing confidence. To be experienced in relief and impressed printing processes. using sketchbook for recording textures/patterns. using language appropriate to skill.	To be able to print two colour overlays. experienced in relief and impressed printing processes. Using language appropriate to skill.	To be experienced in making a two colour print. To be experienced in combining prints taken from different objects to produce an end piece. To be able to discuss and evaluate own work and that of others. (Morris, labelling, etc.)	To be Experienced in overlaying up to 3 colours. Starting to overwork prints with biro / colour pencils / paints, etc.
Vocabulary	Print, press, mark	Texture, colour pattern, print, mark making	Relief print, rollers, ink, shape, pattern, light, dark	layers	overlay	Evaluate, resist	Batik, adapt annotate Radial balance, layers symmetry asymmetrical
Class Activities	Print experimentation Leaves, natural resources, cotton reels, hand prints,	Sgraffito resist Collaborative Calendar-African (Kente Cloth) Impress tools into foam, focus on African shapes	Collograph Printing	Fossil shell on foam, with 2 print overlay	Printing Polystyrene tiles – Overlay based on images of London Tiffany Bud Create fractured landscapes	Carbon Copy overlay printing	Reduction Printing Radial Balance Gelli printing Kandinsky Batik Resist Lizard



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Focus Skill Paint National Curriculum Objective	ELG Creating with Materials Experimenting with colour, design, texture, form, and function;	To develop a wide range art and design techniques in using colour, pattern, texture, line, shape, form and space		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]			
Skill Progression	To be able to explore colours and colour mixing Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.	To be able to hold and use a brush correctly. Able to recognise and name the primary colours. Able to mix primary colours.	To use paint to mix a widening range of secondary colours, moving towards predicting resulting colours.	To be able to mix and match colours where appropriate. Able to predict colour mixing results with increasing accuracy. To be able to work in different consistencies	To be introduced to complementary colours.	To be able to mix and match colour accurately. To explore complementary colours. To develop understanding of hues and tints.	Demonstrating consideration about the use of colours and their relationships.
Vocabulary	Colour mix Brush	Primary Secondary Water colour landscape	Mood Abstract painting	Tones consistency Texture composition	Complementary, wash	Hues Tints Analogue colours	Mood, tones, mood, tertiary Value, Scale
Class Activities	Colour mixing exploration	Colour wheel– Primary introduce Secondary colours	Colour wheel Recap primary and secondary colours (Jackson Pollock)	Colour wheel Secondary colours Tones	Colour wheel Tone, secondary, complementary	Colour wheel focus complementary colours consolidation Introduce hues and tints	Colour Theory recap primary and secondary, tertiary, complimentary colours – mixing shades, tones, mood, value layers



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Focus Skill Drawing National Curriculum Objective	ELG Creating with Materials Experimenting with colour, design, texture, form, and function;	To develop a wide range art and design techniques in using colour, pattern, texture, line, shape and space		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]			
Skill Progression	To be able to explore mark making and pencil control To develop observational and imaginative responses. Begin to use a variety of drawing tools – Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people	To be able to produce lines in a range of different tones using the same pencil. Extend the variety of drawings tools Explore different textures Observe and draw landscapes	Able to use a range of drawing media in different ways: hatching, scribble, blending etc. Experiment with tools and surfaces Discuss use of shadows, use of light and dark Sketch to make quick records	To produce a wide range of patterns and textures. to express different feelings through drawing. Experiment with the potential of various pencils Close observation Initial sketches as a preparation for painting	To be confident in working from observation and imagination. To be able to change colours, overlay marks to light, shade, tone Consider scale and proportion Work on a variety of scales Computer generated drawings	To be able to use a range of drawing media. To use simple perspective.	To develop tonal contrast. Apply elements of line, tone, pattern, texture. Effect of light on objects and people from different directions
Vocabulary	Observation Detail Draw, portrait	Observation, control, light dark, pattern, shape	Image, tone, sketch, blend	Observation, emotion, texture tone, media, light/ dark, pattern, shape.	Shadows tone scale proportion overlay	Perspective, mixed media, improve	Tonal contrast, composition, adapt
Class Activities	Drawing Observational skills Self portrait- observational skills Experimentation with different mark making materials	Drawing Observational skills Observational spring Sketch. Shading in pencil/oil pastel Blossom tree – Ipad drawing (David Hockney)	Drawing Observational skills Tudor Houses pencil focus tones –Light /dark Lowry Portraits	Drawing Observational skills Drawings of trees Winter tree Mixed Media canvas Hockney	Drawing Observational skills 3 dimensional shapes – light/shade/tone/shadows Oil pastel Portraits Picasso	Drawing Observational skills Perspective Trench Tunnel Mixed media Henry Moore	Drawing Observational skills Still life Focus on perspective and composition (Morandi and Jason Line)