

St Helen's CE Primary School



Art Curriculum

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Rationale & Intent

At St Helen's, Art is seen as a fundamental part of our curriculum. We are committed to providing a rich Art curriculum for our children and we believe that by developing this we are contributing to the quality of our children's lives, both within and beyond school. Art contributes to our full curriculum in developing the unique child and fully supports our Christian vision and ethos: 'Our school together with family, church and community offers a stable rock for learning, resilience and aspiration as we travel through life.'

Art enables children to express themselves, to be creative and to learn about their own and others' cultures and communities. We see Art as a medium to support learning in a range of ways; skills developed in Art can be transferred across the curriculum to aid learning within school and without.

We aim to provide a high-quality Art curriculum which will inspire and challenge our pupils by:

- Equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design;
- Enabling them to think critically and develop a deeper understanding of art, craft and design;
- Teaching the skills of drawing, painting, printing, collage, textiles and 3D work;
- Providing the opportunities to explore and evaluate different creative ideas;
- Introducing them to a range of works and great artists including an understanding of their historical and cultural influences;
- Developing knowledge of the styles and vocabulary to enable them to discuss and appreciate the works they have seen;
- Teaching them about art and design in different cultures and communities.

As a school, we have written a bespoke scheme of work that enables our teachers to deliver creative, inspiring and engaging lessons and provides for progression in skills and knowledge. Children are given time to learn new skills and knowledge, and the curriculum is sequenced to allow opportunities for developing and extending their competencies as well as the satisfaction of completing and finishing pieces of work. Time is planned in to allow for consolidation weeks to revisit key parts of learning, meaning that they have lots of opportunities to further develop and improve their skills and knowledge.

Nursery Learning Journey



Autumn 1

Adding water to paint palettes and applying on different surfaces using a range of brushes



Autumn 2

Creating a collage using glue and different materials



Spring 2

Experimenting using pencils to draw lines and shapes



Spring 1

Using natural materials to make patterns



Summer 1

Exploring creating pictures using sponges and printing rollers



Summer 2

Exploring how different materials feel

Reception Learning Journey

Autumn 1



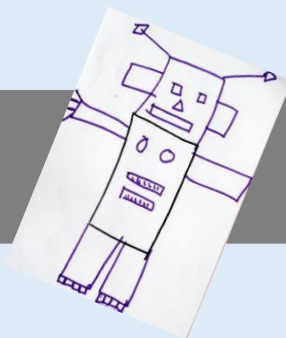
Exploring colour mixing, including adding white

Autumn 2



Creating a collage using different materials and different types of glue

Spring 2



Creating shapes using pencils

Spring 1



Fastening natural materials together using string

Summer 1



Creating a landscape using sponges

Summer 2



Creating a simple woven patterns using different materials

Key Stage One Learning Journey



Year 1 - Autumn

Artist: Paul Klee

Theme: Painting

Outcome: Picture in the style of Paul Klee using shapes



Year 1 - Spring

Artist: Henri Matisse

Theme: Collage

Outcome: Collage using repeated patterns in the style of Henri Matisse

Year 2 - Autumn

Artist: Andy Goldsworthy

Theme: Sculpture

Outcome: Sculpture that is symmetrical or has a repeated pattern



Year 1 - Summer

Artist: Vivienne Westwood

Theme: Textiles

Outcome: A weave using fabrics and threads



Year 2 – Spring

Artist: Romero Britto & Van Gogh

Theme: Drawing

Outcome: Still life drawing of an artefact using charcoal or pastels



Year 2 – Summer

Artist: Alma Woodley Thomas

Theme: Printing

Outcome: Composition using printing with different objects and sponges

Lower Key Stage Two Learning Journey

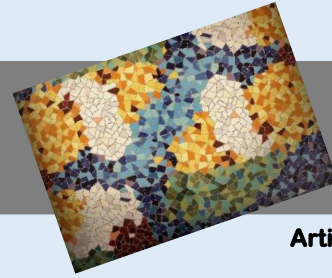


Year 3 - Autumn

Artist: Paul Cezanne

Theme: Painting

Outcome: Artwork in the style of Paul Cezanne using colour graduation



Year 3 - Spring

Artist: Antoni Gaudi

Theme: Collage

Outcome: Collage using tessellating shapes

Year 4 - Autumn

Artist: L S Lowry & Pablo Picasso

Theme: Drawing

Outcome: Self-portrait in the style of Pablo Picasso

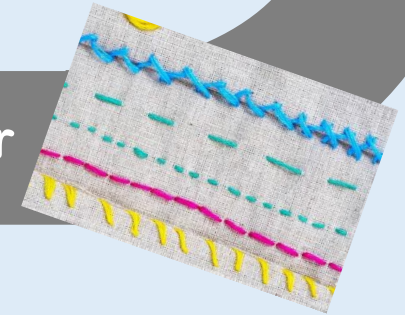


Year 3 - Summer

Artist: Rosie Lee Thompson

Theme: Textiles

Outcome: Square of fabric decorated with different embroidered stitches and embellishments



Year 4 - Spring

Artist: Andy Warhol

Theme: Printing

Outcome: Printed image in the style of Andy Warhol



Year 4 - Summer

Artist: Eva Rothschild, Henri Moore, Barbara Hepworth

Theme: Sculpture

Outcome: Clay structure

Upper Key Stage Two Learning Journey

Year 5 - Autumn



Artist: David Hockney

Theme: Painting

Outcome: Watercolour painting inspired by David Hockney

Year 5 - Spring

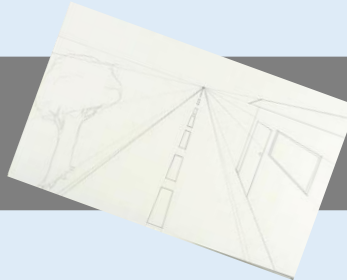


Artist: Elizabeth St Hilaire Nelson

Theme: Collage

Outcome: Collage in the style of Elizabeth St Hilaire Nelson

Year 6 - Autumn



Artist: Range of Artists

Theme: Drawing

Outcome: Drawing showing awareness of perspective and depth of field

Year 5 - Summer



Artist: Marianne Crossle

Theme: Textiles

Outcome: Textile design using stitches, applique and embroidery details

Year 6 - Spring



Artist: William Morris

Theme: Printing

Outcome: Print a repeated design for wallpaper or wrapping paper

Year 6 - Summer



Artist: Michelle Reader

Theme: Sculpture

Outcome: 3D sculpture using recycled materials in the style of Michelle Reader

Long Term Overview

Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	The children add water to paint palettes and apply to different surfaces using a range of brush sizes.	The children apply glue to different materials to stick things together. Children rip and stick paper. Children create pictures using collage.	The children use a range of natural materials to make patterns	The children experiment using pencils to draw lines and shapes.	The children explore creating pictures using sponges and printing rollers	The children explore how different materials feel.
Vocabulary	paint, brush, size	stick, make, rip	pattern, same, different	draw, pencil, line	print, push, sponge	soft, hard, bumpy

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Children explore mixing 2 colours together and adding white. Children experiment with different consistencies of paint.	The children apply glue to stick things together. Children decide which glue would work the best. The children use scissors to cut a material to size. The children create a collage with purpose.	Children fasten natural materials together using string	Children use pencils to draw closed shapes such as circles.	Children to use sponging and to create images such as landscape	The children create a simple woven pattern using materials of different textures and thicknesses.
Vocabulary	thin, thick, colour-mixing	glue, scissors, collage	natural, materials, string	shapes, colouring,	sponging, landscape, images	weaving, in, out

Year 1 Unit 1

Outcome	To create a picture in the style of Paul Klee using shapes
Artist/Theme	Paul Klee – Painting
Overview	The children explore the vocabulary primary and secondary colours and make a colour wheel. They learn how to lighten and darken colours using white, grey and black. They learn how to mix skin tone and other colours. Using work by the artist Paul Klee the children explore how he used hot and cold colours to create mood in his pictures. They find out how to load the brush with the appropriate amount of paint and use long or short strokes. Lastly using the skills they have acquired over the previous sessions, they create a picture in the artist's style using shapes.

Year 1 Unit 2

Outcome	To create a collage using repeated patterns in the style of Henri Matisse
Artist/Theme	Henri Matisse – Collage
Overview	To begin this unit, children explore some of Henri Matisse's work, looking at the shapes he uses. The children cut and tear paper to recreate the shapes deciding which created the better effect. Using "The Sheaf" as inspiration the children work together to make a class collage, choosing their own materials and practicing their cutting and tearing skills. The children evaluate their composition. The children move on to making a small group collage then an individual one evaluating each time. Finally in this unit the children make a collage using a repeated pattern.

Year 1 Unit 3

Outcome	A weave using fabrics and threads
Artist/Theme	Vivienne Westwood – Textiles
Overview	At the beginning of this unit the children find out about the designer Vivienne Westwood, exploring the colours, materials and patterns she used in her work. Children sort threads and fabrics. Next they design their own weave based on plain, twill and satin patterns. They design their own weave pattern. Finally the children make their own weave using their choice of fabric and threads.

Year 2 Unit 1

Outcome	To create a sculpture that has symmetry or a repeated pattern. To design and make a coil pot
Artist/Theme	Andy Goldsworthy – Sculpture
Overview	To begin this unit the children explore the artwork of Andy Goldsworthy and discuss what materials he used for his sculptures. Next the children select a range of natural materials to arrange to recreate either a flat or free-standing sculpture. In the next session the children recap their skills this time creating a flat sculpture that has to have either symmetry or a repeating pattern. Next, the children create a free standing sculpture. The second part of this unit focuses on clay work. First the children design a coil pot and in the next session they make one and decorate it.

Year 2 Unit 2

Outcome	To produce a still life drawing of an artifact using a viewfinder to choose view, using charcoal or pastels.
Artist/Theme	Romero Britto & Vincent Van Gogh – Drawing
Overview	In the first part of this unit the children explore some examples of work by Romero Britto. They recreate the other half of a Britto picture using bold coloured pencils to create hard marks. Next the children make their own picture in the style of the artist, copying the shapes and lines first then filling with colour. In the next session the children learn what a still life drawing or painting is by looking at examples by the artist Vincent Van Gogh. Children draw a pencil outline of one of his paintings then in the next session use charcoal or pastels to blend or smudge colours together. For their final piece of work the children choose an object of their choice to make a still life drawing of. They use a viewfinder to focus on details and the specific part of the artifact they want to draw. They produce a simple observational drawing of the object and decide whether to use pastels or charcoal.

Year 2 Unit 3

Outcome	To produce a composition using printing with different objects and sponges
Artist/Theme	Alma Woodley Thomas – Printing
Overview	To begin this unit the children look at examples of Thomas's work and how she used printing. The children select a section of her work to recreate using printed shapes. Next the children print using sponges of different shapes and sizes, exploring positioning in their sketchbooks. After this the children print using a variety of objects, some natural and some man made pressing, stamping or rolling to print. The children begin to develop ideas for a final composition using printing by choosing a picture as inspiration, then cutting their own sponge shapes to recreate the image. Finally in this unit the children create their final composition using printing with different objects and sponges.

Year 3 Unit 1

Outcome	To create an artwork in the style of Paul Cezanne using colour graduation
Artist/Theme	Paul Cezanne – Painting
Overview	To begin this unit the children learn to make graduations of colour. Linking to previous work using a colour wheel the children investigate starting with a colour and adding white, black and the three primary colours individually. Next the children explore some of the artworks of Paul Cezanne and how he uses a lot of variations of the same colour in his work. The children recreate a section of the artists work in sketchbooks using colour graduation. After that, using a range of different types of paint the children investigate how Cezanne used paints for the background, middle ground and foreground of his artworks. The children begin to apply these skills to a finished composition. Firstly they decide whether to paint a still life or landscape as their subject. They sketch an outline and apply a colour wash. Continuing from this session the children use colour graduation to create a 3D effect to objects in the painting. Finally using different sized brushes the children add details, patterns and texture.

Year 3 Unit 2

Outcome	To create a collage using tessellating shapes
Artist/Theme	Antoni Gaudi – Collage
Overview	At the beginning of this unit the children are introduced to the work of artist Antoni Gaudi and the mosaics he created. The children recreate a section of a mosaic in their sketchbooks using paper. Next, they create a simple mosaic using different shapes remembering to leave gaps between the paper shapes. Next the children using recycled or repurposed materials in a collage. After that the children create a tessellation using colour pattern and shapes, fitting together without leaving any gaps. The children explore which shapes do and which shapes don't tessellate. The children move on to make a collage using their choice of tessellating shapes. Finally, the children explore pictures that tessellate and use paper to create their own.

Year 3 Unit 3

Outcome	To produce a square of fabric decorated with different embroidered stitches and embellishments.
Artist/Theme	Rosie Lee Thompson – Textiles
Overview	At the beginning of this unit the children are introduced to the work of Rosie Lee Thompson. Children are given a square of fabric (off-cuts) and shown how to thread the needle, tie a knot and start experiment with the stitches: running stitch, whip stitch, back stitch. Continue to learn how to complete the 3 taught stitches: running stitch, whip stitch, back stitch. In their sketchbooks, design and label their own part of the class quilt. Children make their part of the quilt, using their design as a guide. Children embellish their part of the quilt using beads. Children look at the class quilt and their part in particular

Year 4 Unit 1

Outcome	To create a self-portrait in the style of Pablo Picasso
Artist/Theme	LS Lowry, Pablo Picasso – Drawing
Overview	To begin this unit the children investigate the differences between a portrait and a self-portrait. They look at some portraits completed by L S Lowry. Using black and white copies of these portraits cut them in half the children then use pencils to try and recreate the other half of the face. In the next part of the unit the children look again at the same portraits but this time in colour. They use chalks and oil pastels to recreate the portrait. They use a pencil outline first but then complete the light and dark tones using the pastels. Next, they learn step by step how to draw their portrait using a photograph They focus on the light and dark areas of their face and use the pencils to recreate this. The children follow the step by step guide to create the portrait and then use chalk, charcoal and oil pastels to add in the light and dark areas. To begin their final composition the children look at Picasso's portraits using cubism. What Picasso wanted to achieve was to see all the features of a face from one side. He also tried to show mood through the facial expressions of the people in his portraits. Finally, the children use their self-portrait photograph to recreate their face in the style of Picasso.

Year 4 Unit 2

Outcome	To create a printed image in the style of Andy Warhol
Artist/Theme	Andy Warhol – Printing
Overview	In the first part of this unit the children look at different examples of the artist's work using a technique called screen printing. Using an example of the artist's work the children find out how to use polystyrene or thick card to create a simple printing block. Using different colours the children use this to print with. Next the children create a portrait, carving a printing block and then printing whilst exploring using single colours, single printing using two colours and two layered two coloured prints. Next the children explore a different theme of still life or landscape using Warhol's Soup Can as an example. This time the children explore painting specific parts of the printing block before printing. In the next lesson the children use the techniques learnt previously to explore printing onto textiles, newspaper, cardboard etc and evaluate which they think is the best. Finally the children refine their work.

Year 4 Unit 3

Outcome	To create own clay structure
Artist/Theme	Eva Rothschild, Henri Moore, Barbara Hepworth – Sculpture
Overview	To begin this unit the children begin to learn about a famous artist in history, Henry Moore. They take more responsibility for their own learning, using i-pads to research more facts about, and create a simple fact file about him. In the next session learn what the term sculpture means, i.e. is a 3d solid form of art. Different materials can be used (clay, ice, metal) or by putting different materials together. At the end of this session children to create their own name sculpture. Next the children find out what is a maquette by looking at the work of Barbara Hepworth The children work together to use recycled materials to create a group sculpture. In the next session the children explore images of Henry Moore's work In sketch books children to answer questions about his work discussing the materials they are made from. The children are reminded how to use clay. They then create their own clay sculptures based on Henry Moore's work. (Use wire to help children to create the form if needed)

Year 5 Unit 1

Outcome	To produce a watercolour painting inspired by David Hockney
Artist/Theme	David Hockney – Painting
Overview	To begin this unit the children look at examples of Hockney's work where he has used complementary colours and the effect that this has. In the next session, they explore creating different textures using colour blocking, thickened paint and tools. The children use different types of paint to create different layers annotating their work in their sketchbooks. In the next session they explore and apply Hockney's techniques in recreating sections of his work. In the final two sessions the children begin to produce and plan their final composition. They use watercolour paint to create a background to their choice of either landscape or topic based subject, first in their sketchbooks, then on cartridge paper. Children then finish their work using colour blocking and texture.

Year 5 Unit 2

Outcome	To create a collage in style of the artist
Artist/Theme	Elizabeth St Hilaire Nelson- Collage
Overview	To begin this unit the children explore examples of the work of the artist and the materials she uses. The children recreate part of one of collages matching colour and pattern accurately. In the next session the children begin to combine visual and tactile qualities in a collage. Again they explore an example of the artist's work and recreate. Next the children begin to plan their final collaged piece of work, making their own collection of materials and choosing colours and annotating these in their sketchbook. In the final two sessions the children begin to assemble their collage using their sketchbook for reference. First they create a background for their work using a watercolour wash or acrylic paints. Finally they assemble and fix their collage materials.

Year 5 Unit 3

Outcome	To produce a textile design using sewing stitches, applique and embroidery details
Artist/Theme	Marianne Crossle – Textiles
Overview	At the start of this unit the children are introduced to the artist and shown examples of her work. She is a textile designer who sews and embroiders designs onto her work. The children practice threading a needle, tying a knot and are given an off-cut of fabric and begin to practice forming cross stitches, seeding stitches and blanket stitches. In the next session they continue to practice these new stitches and begin to plan their final piece of work including them in their sketch books. Over the next sessions the children produce their finished piece using the newly learnt stitches and also adding applique details to add texture. They add embroidery to improve the aesthetic of the piece (how it looks).

Year 6 Unit 1

Outcome	A drawing showing awareness of perspective and depth of field
Artist/Theme	Range of artists – Drawing
Overview	To begin this unit the children look at work by a range of artists finding out about simple perspective, finding a single focal point and where the horizon is. They draw in the perspective lines to examples of work, labelling as they go. Next they recreate a picture of choice from a range of artists demonstrating they are aware of foreground and background (from previous learning) and perspective. In the next session they begin to plan their final piece of work. They plan their work in their sketchbooks and what media they will use to complete it. They apply their new skills to create an illusion of depth using line, tone and hatching. The children can choose from a range of media which would be best for their drawing.

Year 6 Unit 2

Outcome	To print a repeated design for wallpaper or wrapping paper
Artist/Theme	William Morris – Printing
Overview	In the first session the children explore the work of William Morris. Using his work the children trace over shapes, cutting them out of card and then fixing to a printing block. This is a simple callograph. The children make a print using it. In the next session the children experiment with overlaying colour and texture by making another callograph to overlay the previous sessions print. From the next session the children begin to plan their final printed piece of work. The children are asked to make a simple repeated pattern design for wallpaper or wrapping paper. They put their ideas into a sketchbook and annotate. The children create their callograph to print based on their plan. They complete their printing then take a photo and using ICT flip the image for a mirrored effect to fill a page.

Year 6 Unit 3

Outcome	To make a 3D sculpture using recycled materials in the style of Michelle Reader
Artist/Theme	Michelle Reader – Sculpture
Overview	To begin this unit of work the children look at pictures of work by Michelle Reader, who uses recycled materials to create sculptures. The children investigate her work sticking examples into their sketchbooks. They label the pictures with the materials used and how they are fastened together. In the next session the children begin to design a group sculpture with pieces suspended on wire. The children agree on a theme and design their own part in their sketchbooks. In the next session the children make their part of the group sculpture and assemble it. Next they begin their final piece of work by designing their own 3D sculpture in their sketchbooks deciding whether they need an armature (framework) underneath. In the final two sessions they assemble their armature if required and attach recycled materials to the sculpture.

Progression in Substantive Knowledge

	Drawing (pencil, charcoal, inks, chalk, pastels)
Nursery	<ul style="list-style-type: none"> • Experiment with different tools for drawing such as pencils, pens, felt tips, crayons and chalk • Begin to draw basic closed shapes that they can see • Begin to draw objects of interest that they see inside and outside
Reception	<ul style="list-style-type: none"> • Begin to express their feeling through drawing • Begin to create moods in their drawings • Draw controlled lines and use the skill to make different shapes • Begin to interpret an object through drawing
Year 2	<ul style="list-style-type: none"> • Use different grades of pencils including HB, 4B and 2H. • Explore different mark making techniques using HB, 4B and 2H pencils. • Create lines, forms and shapes using graded pencils HB, 4B and 2H. • Use parts of a pencil to create different mark making effects. • Use coloured pencils and crayons to create hard and soft marks.
Year 4	<ul style="list-style-type: none"> • Understand the different between portrait and self-portrait. • Use mirrors and ICT to aid observation. • Draw faces putting features in the correct places. • Show facial expressions when drawing portraits. • Use light and dark tones to provide depth in drawings. • Use light and dark tones in pencil, charcoal, chalk pastel and oil pastels in my drawings to help to show form and shape. • Create moods in drawings.
Year 6	<ul style="list-style-type: none"> • Develop further simple perspective in using a single focal point/vanishing point and horizon. • Compose pictures with foreground and background, applying skills of perspective. • Demonstrate the illusion of depth using line, tone and hatching. • Draw using a range of media, including pastels, charcoal and pen and inks. • Draw from different perspectives

Painting

Nursery	<ul style="list-style-type: none">• Stir paint and apply it to different surfaces• Explore mixing two colours together and adding white and black• Paint inside or outside a shape• Mix colours to match pictures
Reception	<ul style="list-style-type: none">• Experiment with a range of painting equipment• Use mark making to explore colour mixing• Use mark making to explore painting tools• Paint controlled lines and use the skill to make different shapes• Make big lines and little lines using different sized brushes• Explore different kinds of paint such as poster, ready mix and watercolour• Describe the changes made when mixing paints
Year 1	<ul style="list-style-type: none">• Name the three primary colours: red, yellow and blue.• Name the three secondary colours: green, orange and purple.• Create and use a colour wheel to know the colours to mix.• Lighten and darken colours by adding white or black.• Mix other colours and skin tones including peach, pink, brown and grey.• Identify light and dark colours.• Identify hot and cold colours.• Use the correct amount of paint on a brush.• Use long and short strokes.
Year 3	<ul style="list-style-type: none">• Mix graduations of one colour e.g. dark green to light green by adding white and yellower green to light green by adding yellow.• Identify what is in the background, foreground and middle ground.• Apply paint with increasing control.• Use a range of brush sizes for different purposes and effects - shape, texture, pattern and line.• Use different paints for different purposes including poster paint, watercolour and powder paint.• Sketch an outline when observing before using paint.• Paint a base layer using a colour wash.• Use different shades of a colour to create a 3D effect when painting still life.
Year 5	<ul style="list-style-type: none">• Paint accurately with good control using a range of brush sizes.• Create different textured effects using colour blocking, thickened paint and tools.• Mix colours, shades and tones with confidence.• Use different types of paint to create different layers and effects including acrylic, gouache and watercolour.• Vary the intensity when applying watercolour.• Know what complementary colours are and how artists use them in their work.• Create foregrounds, mid grounds and backgrounds in landscapes.• Explain why I have chosen to use a specific technique.

Collage

Nursery	<ul style="list-style-type: none">• Stick cut out shapes• Rip and stick tissue paper• Create pictures using the above techniques
Reception	<ul style="list-style-type: none">• Cut and tear paper and card of their choosing for their collages• Begin to colour sort materials• Build layers of materials to create an image with support
Year 1	<ul style="list-style-type: none">• Cut and tear paper or card for a collage.• Select and sort the materials I will need.• Create a collage by myself.• Create a collage as a group or class.• Use different types of materials on a collage and explain why I have chosen them.• Use repeated patterns in collage.
Year 3	<ul style="list-style-type: none">• Create a mosaic using small pieces of paper.• Use square, rectangle and triangular shapes in my mosaic.• Use recycled materials to include in a mosaic.• Create a tessellation using colour and pattern.• Tessellate using shapes and pictures.
Year 5	<ul style="list-style-type: none">• Add a collaged image to a painted background.• Combine the visual and tactile qualities so my collage has impact.• Carefully select materials to use in my collage.• Use carefully chosen range of materials in my collage which add to the effect.• Explain why I have chosen certain materials.• Combine pattern, tone and shape accurately.

Sculpture

Nursery	<ul style="list-style-type: none">• Using natural forms to create patterns and shapes• Create pictures using small objects• Use found objects to build
Reception	<ul style="list-style-type: none">• Use playdough to create a 3D object• Select and use appropriate 3D shapes to build and recreate models• Paint sculpture to represent their ideas• Fasten together natural objects to make a sculpture using natural form e.g. sticks, leaves and flowers
Year 2	<ul style="list-style-type: none">• Collect a range of natural materials for my sculpture.• Create a symmetrical or repeating pattern.• Create a flat sculpture and a standing sculpture.• Use glue to support my standing sculpture if needed.• Know that a sculpture is viewed from all angles.
Year 4	<ul style="list-style-type: none">• Collect a range of recycled materials to design.• Work as a group to create a sculpture.• Model over wire frame.• Use a range of materials combined to make a sculpture.
Year 6	<ul style="list-style-type: none">• Experiment with and combine materials and processes to design and make 3D form.• Gather and use a range of recycled materials.• Work as part of a group to create large scale sculptures.• Model over an armature: a framework around which the sculpture is built, e.g. newspaper or wire frame.• Create sculptures on a range of scales.• Create a sculpture which is open to interpretation.

	Clay
Year 2	<ul style="list-style-type: none"> • Make a clay pot using the coil method. • Join clay parts together and add line and shape to my clay work. • Add texture using different tools. • Make a slip to join pieces of clay.
Year 4	<ul style="list-style-type: none"> • Produce a large clay sculpture using pinching and carving techniques, with more intricate details. • Recreate features of the human form in an abstract style. • Create texture in my work that suits the style of the sculpture.

	Print
Nursery	<ul style="list-style-type: none"> • Create a simple pattern • Add paint to an object to create a print
Reception	<ul style="list-style-type: none"> • Use different tools through printing to create marks • Repeat a print to make a simple pattern • Explore printing with natural forms
Year 2	<ul style="list-style-type: none"> • Print using sponges. • Cut sponges to the shape and size I want to use to print with. • Create a print using pressing, rolling and stamping. • Print with a variety of objects including natural and man-made objects. • Create a picture from using only printing.
Year 4	<ul style="list-style-type: none"> • Make a simple printing block. • Make a printing block from carving into polystyrene. • Print using two different colours. • Select the sections of the printing block to paint in order to create an effect when printing. • Print onto different materials. • Research, create and refine a print using a variety of techniques. • Use more than one colour to layer a print.
Year 6	<ul style="list-style-type: none"> • Continue to experiment in overlaying colour and texture. • Design a collagraph. • Create a collagraph from different thicknesses of card and other materials. • Print for a specific purpose (wrapping paper/wall paper). • Create a repeated pattern and select which sections to paint and leave unpainted to achieve a require effect. • Use ICT to create a repeated design.

Textiles

Nursery	<ul style="list-style-type: none">• Begin to explore a variety of materials to create a picture
Reception	<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture
Year 1	<ul style="list-style-type: none">• Sort threads and fabrics by colour and texture.• Weave fabric and thread.• Create a basic pattern in my weaving by selecting colours or textures.• Complete a plain weave.• Complete a twill weave.• Complete a satin weave.
Year 3	<ul style="list-style-type: none">• Use more than one type of stitch including runner stitch, whip stick and back stitch.• Join pieces of fabric to a background material.• Use stitches to add detail to a piece of work.• Use my skills as part of a class project (quilt).
Year 5	<ul style="list-style-type: none">• Use a range of stitches including cross stitch and blanket stitch.• Use stitches to create texture.• Use applique and embroidery.• Create visual interest and tactile elements.• Overlap materials to create texture and visual effects.

Progression in Disciplinary Knowledge

	Generating Ideas
Nursery	<ul style="list-style-type: none">• Talk about what they want to make.
Reception	<ul style="list-style-type: none">• Think and talk about what they want to create.
Year 1	<ul style="list-style-type: none">• Explore their own ideas using a range of media.
Year 2	<ul style="list-style-type: none">• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
Year 3	<ul style="list-style-type: none">• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Year 4	<ul style="list-style-type: none">• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.
Year 5	<ul style="list-style-type: none">• Develop ideas more independently from their own research.• Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.
Year 6	<ul style="list-style-type: none">• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

	Sketchbooks
Year 1	<ul style="list-style-type: none"> • Use sketchbooks to explore ideas in an open-ended way.
Year 2	<ul style="list-style-type: none"> • Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Year 3	<ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Year 4	<ul style="list-style-type: none"> • Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
Year 5	<ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.
Year 6	<ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

	Knowledge of Artists
Year 1	<ul style="list-style-type: none"> • Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.
Year 2	<ul style="list-style-type: none"> • Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.
Year 3	<ul style="list-style-type: none"> • Use subject vocabulary to describe and compare creative works. • Use their own experiences to explain how art works may have been made.
Year 4	<ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. • Use their own experiences of techniques and making processes to explain how art works may have been made.
Year 5	<ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Year 6	<ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

	Evaluating & Analysing
Nursery	<ul style="list-style-type: none"> • Say what they have created and why.
Reception	<ul style="list-style-type: none"> • Talk about what they like about their own work.
Year 1	<ul style="list-style-type: none"> • Describe and compare features of their own and other's art work.
Year 2	<ul style="list-style-type: none"> • Explain their ideas and opinions about their own and other's art work, giving reasons. • Begin to talk about how they could improve their own work.
Year 3	<ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and other's art work, giving reasons. • Use sketchbooks as part of the problem-solving process and make changes to improve their work.
Year 4	<ul style="list-style-type: none"> • Build a more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process.
Year 5	<ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Year 6	<ul style="list-style-type: none"> • Give reasoned evaluations of their own and others work which takes account of context and intention. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.