

## **ART: CURRICULUM CONTENT AND PROGRESSION FRAMEWORK**

**Our aim is to develop pupils who are given a lifelong love of art and the confidence to be creative and take risks!**

**When the team met to develop this framework, there were a number of key things that we felt we should be listed as expectations across a pupil's time in school, but with the flexibility to apply these in a way that suits the context and individuality of each setting.**

- **Ensuring a range of collaborative and individual work**
- **The need for pupils to have exposure to a range of historic and contemporary artists**
- **To experience links to the art industry through visits to galleries/artist in residence**
- **The opportunity for showcasing of pupils's artwork through galleries/ exhibitions/ displays and sharing of their sketchbooks**
- **Place value on pupils' artistic literacy through vocabulary and analysis skills**
- **Links to wider global and cultural themes**

**“engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design” NCPoS Ks1-3**

**Topics/Themes/Texts:**

**The *key* things we want pupils to know/be able to do**

**FOUNDATION**

**Topics/Themes/Texts:**

**The key things we want pupils to know/be able to do**

Colour wheel project

**3D**

Texture

**Artist**

Comparing Mondrian and Pollock

**Explore and refine their application of practical skills and record through the use of a range of media.**

- Be able to use the colour names
- Explore what happens when they mix colours
- Be able to describe what they can see
- Experiment to create different textures (For example, sand, sponges, sticks, rollers etc...)
- Understand that different media can be combined to create new effects.

**Begin to develop confidence in explaining and discussing their ideas and recording their experiences.**

- Follow and share their own interests through their artwork

**Understand Art: Share personal opinions and ideas.**

- Comment on their own work and that of others saying why they like it and how to make improvements

By the end of FS2:

Pupils show good control and co-ordination in large and small movements. They handle equipment and tools effectively for mark-making.

Pupils safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**YEAR 1**

Topics/Themes/Texts:	The key things we want pupils to know /be able to do
<p>Seasons</p> <p>City scapes</p> <p><b>3D</b></p> <p>Buildings</p> <p><b>Artist</b></p> <p>Paul Klee</p>	<p><b>Explore and refine their application of practical skills and record through the use of a range of media.</b></p> <ul style="list-style-type: none"> <li>● Explore a range of media such as charcoal, chalks, pencils, paint, wax resist</li> <li>● Independently explore and select tools and colours for a specific purpose in their own creative work.</li> <li>● Begin to work in a sketchbook</li> <li>● Explore 3D and 2D form and its related vocabulary</li> </ul> <p><b>Demonstrate growing confidence in explaining and discussing their ideas and recording their experiences.</b></p> <ul style="list-style-type: none"> <li>● Be able to describe what they can see and represent this in their work</li> <li>● Identify areas for development within their own work and explain why something has or has not worked</li> <li>● Explain their reasons for selecting specific tools</li> </ul> <p><b>Understand Art: Share personal opinions and ideas.</b></p> <ul style="list-style-type: none"> <li>● Comment on similarities and differences in their own work and that of others</li> <li>● Comment on ways that work has been improved</li> </ul>

**YEAR 2**

Topics/Themes/Texts:	The key things we want pupils to know /be able to do
<p>India</p> <p>Plants</p> <p><b>3D</b></p> <p>Clay model animals</p> <p><b>Artist</b></p> <p>Monet</p>	<p><b>Explore and refine their application of practical skills and record through the use of a range of media.</b></p> <ul style="list-style-type: none"> <li>● Use a sketchbook to build a portfolio of sketches and artwork, showing progression of skills using media such as watercolour, sculpture, collage or montage</li> <li>● Begin to independently mix primary colours to make secondary and use the associated vocabulary (with some success)</li> <li>● Record from direct observation. (From life or photographs).</li> </ul> <p><b>Demonstrate growing confidence in explaining and discussing their ideas and recording their experiences.</b></p> <ul style="list-style-type: none"> <li>● Be able to make annotations on their work (notes or labelling)</li> </ul> <p><b>Understand Art: Share personal opinions and ideas.</b></p> <ul style="list-style-type: none"> <li>● Compare their own work to those of famous artists</li> <li>● Discuss ways in which an artist has influenced my work.</li> </ul> <p><b>By the end of Key Stage 1 all pupils should have been taught:</b></p> <ul style="list-style-type: none"> <li>● To use a range of materials creatively to design and make products</li> <li>● To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>● 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.</li> </ul>

**YEAR 3**

Topics/Themes/Texts:	The key things we want pupils to know /be able to do
<p>What is God like? UK landscapes <b>3D</b> Roman armour <b>Artist</b> Hockney</p>	<p>The pupils will be able to: <b>Explore and refine their application of practical skills and record through the use of a range of media.</b></p> <ul style="list-style-type: none"> <li>● Predict with accuracy the new colours they will mix using primary colours. Explore a range of media (watercolour paint, powder paint, poster paint).</li> <li>● Use media with increasing accuracy and control to create outcomes (chalk, charcoal, pencil, coloured pencil, pastel).</li> <li>● Explore the versatility of media through mark making (pressure of pencil/ brush, use of tools to apply media, quality of line)</li> <li>● Explore 3D forms responding to a theme. (This could be cardboard modelling, clay, nets, modroc, papier mache.)</li> </ul> <p><b>Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.</b></p> <ul style="list-style-type: none"> <li>● Generate ideas to inform a piece of art (this could be as a class, small group or independently)</li> <li>● Use sketchbooks to develop and annotate their ideas.</li> <li>● Record from direct observation. (From life or photographs).</li> </ul> <p><b>Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.</b></p> <ul style="list-style-type: none"> <li>● Study a minimum of one artist, including the identification of the artists style, period in Art history, media, technique.</li> <li>● Comment on the content and mood of artists work.</li> <li>● Form and share a reasoned opinion on the artists work. (all of the above should involve opportunities for both verbal and written responses-possibly with the support of sentence starters and key words)</li> </ul>

Year 4

Topics/Themes/Texts:	The key things we want pupils to know /be able to do
<p>Ancient Greece</p> <p>Landscapes</p> <p><b>3D</b></p> <p>Greek clay pots</p> <p><b>Artist</b></p> <p>Turner</p> <p>Ansel Adams</p>	<p>The pupils will be able to:</p> <p><b>Explore and refine their application of practical skills and record through the use of a range of media.</b></p> <ul style="list-style-type: none"> <li>● Revisit the secondary colours and be able to mix all three using primary colours. Explore a range of media (watercolour paint, powder paint, poster paint).</li> <li>● Use media with increasing accuracy and control to create outcomes (chalk, charcoal, pencil, coloured pencil, pastel).</li> <li>● Explore the versatility of media through mark making (pressure of pencil/ brush, use of tools to apply media, quality of line)</li> <li>● Explore 3D forms responding to a theme. (This could be cardboard modelling, clay, nets, modroc, papier mache.)</li> </ul> <p><b>Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.</b></p> <ul style="list-style-type: none"> <li>● Generate ideas to inform a piece of art (this could be as a class, small group or independently)</li> <li>● Use sketchbooks to develop and annotate their ideas.</li> <li>● Record from direct observation. (From life or photographs)</li> <li>● Demonstrate perseverance when creating a piece towards a brief.</li> </ul> <p><b>Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.</b></p> <ul style="list-style-type: none"> <li>● Study a minimum of one artist, including the identification of the artists style, period in Art history, media, technique.</li> <li>● Comment on the content and mood of artists work.</li> <li>● Form and share a reasoned opinion on the artists work. (all of the above should involve opportunities for both verbal and written responses-possibly with the support of sentence starters and key words)</li> </ul>

**YEAR 5**

Topics/Themes/Texts:	The key things we want pupils to know /be able to do
<p>Portraits</p> <p>Rainforests</p> <p><b>3D</b></p> <p>Rainforest Diorama</p> <p><b>Artists</b></p> <p>Henri Rousseau</p> <p>Frida Kahlo</p>	<p>The pupils will be able to:</p> <p><b>Explore and refine their application of practical skills and record through the use of a range of media.</b></p> <ul style="list-style-type: none"> <li>● Explore a range of media (such as chalk, charcoal, oil pastel, watercolour paint, powder paint, poster paint, pencil crayon).</li> <li>● Use media purposefully and skillfully to communicate detail linking to the Formal Elements of Art in drawing.</li> <li>● Explore 3D forms. (This could be cardboard modelling, clay, nets, modroc, papier mache.)</li> </ul> <p><b>Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.</b></p> <ul style="list-style-type: none"> <li>● Develop a range of ideas before deciding upon a final outcome.</li> <li>● Use sketchbooks to develop, refine and annotate their ideas.</li> <li>● Have opportunities to choose the media appropriate for their personal outcome (this should be informed by their annotation)</li> <li>● Record from direct observation with increasing accuracy and detail. (From life or photographs).</li> </ul> <p><b>Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.</b></p> <ul style="list-style-type: none"> <li>● Study a minimum of one artist, including the identification of the artists style, period in Art history, media, technique.</li> <li>● Comment on the content and mood of artists work.</li> <li>● Form and share a reasoned opinion on the artists work. (all of the above should involve opportunities for both verbal and written responses)</li> </ul>

**YEAR 6**

Topics/Themes/Texts:	The key things we want pupils to know /be able to do
<p>Industrial Revolution</p> <p>Native American Art</p> <p><b>3D</b></p> <p>Lowry figures</p> <p><b>Artist</b></p> <p>L.S.Lowry</p> <p>Tribal art</p>	<p>The pupils will be able to:</p> <p><b>Explore and refine their application of practical skills and record through the use of a range of media.</b></p> <ul style="list-style-type: none"> <li>● Be able to mix all three secondary colours and begin to explore tertiary colours and the concept of contrasting and harmonious colours.</li> <li>● Be able to apply different pencil pressures to create a range of tonal values. (Light, Medium and Dark)</li> </ul> <p><b>Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.</b></p> <ul style="list-style-type: none"> <li>● Develop a range of ideas before deciding upon a final outcome.</li> <li>● Use sketchbooks to develop, refine and annotate their ideas.</li> <li>● Record from direct observation with increasing accuracy and detail. (From life or photographs).</li> </ul> <p><b>Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.</b></p> <ul style="list-style-type: none"> <li>● Study a minimum of one artist, including the identification of the artists style, period in Art history, media, technique.</li> <li>● Comment on the content and mood of artists work with increasing depth using subject specific vocabulary.</li> <li>● Form and share a reasoned opinion on the artists work. (all of the above should involve opportunities for both verbal and written responses)</li> </ul>



**By the end of Key Stage 2 all pupils should have been taught:**

- 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.

## GLOSSARY

The Formal Elements: Shape, Colour, Line, Tone, Texture, Pattern, Form, Space

Drawing: The making of marks using any media (does not necessarily mean drawing with a pencil).

Observational Drawing: drawing from observation - this can be from life or a sourced image