

Time Allocation- 32 hours a year.

3 topics a year- 2 hours per week.



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Art and Design Progression

Strands	F1	F2
Generating Ideas	-I can explore tools and realise they can be used for a purpose.	-I can represent my own ideas, thoughts and feelings through art. -I can create simple representations of people and other things.
Subject Knowledge	Allow children to explore a range of tools eg paintbrushes, pens, crayons. Children to figure out that paintbrushes can be used to cover a larger surface area, and crayons create a different texture.	Children to choose a tool and they draw/paint their own ideas, thoughts and feelings. To use materials and create their own idea of people and other objects. Children begin to choose the most appropriate shapes for particular objects eg circle for a ball.
Vocabulary	Tools, paintbrush, crayons, pens, pencils	Tools, paintbrush, crayons, pens, pencils, ideas, thoughts, feelings, materials, people, objects, shape
Making	-I can draw lines and circles using my gross motor movements. -I can use one-handed tools and equipment, e.g. makes snips in paper with child scissors. -I can explore colour and how colours can be changed. -I can understand that lines can be used to enclose a space, and then begin to use these shapes to represent objects. -I can capture experiences and responses with a range of media, such as paint.	-I can explore what happens when I mix colours. -I can choose particular colours to use for a purpose. -I can use simple tools and techniques competently and appropriately. -I can select tools and techniques needed to shape, assemble and join materials I am using. -I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -I can use simple tools to effect changes to materials. -I can handle tools, objects, construction and malleable materials safely and with increasing control.
Subject knowledge	To use gross/large movements to draw lines and circles. Children to recognise the difference. To use scissors and understand they are to be used carefully and they can cut through paper.	To experiment with different colours and notice how the colours change when they are mixed together. To choose a particular colour when painting, eg blue for the sky.

	To experiment with different colours and notice how the colours change when they are mixed together. Children to experience something and then recreate this experience/response with different media eg paint, pens, crayons, junk modelling.	To choose a tool eg scissors when cutting and knowing when to use them, or to choose a paintbrush when using paint. To know which tools and techniques are the most appropriate for shaping, assembling or joining together eg glue to stick. To use control when handling objects, and knowing which tools can make changes to other materials eg scissor can cut through a material.
Vocabulary	Lines, circles, tools, equipment, colour, change, shape, experience	Colour, mix, tools, shape assemble, join, design, texture, form, function, control
Knowledge and Understanding	-I can begin to be interested in and describe the texture of things.	-I can experiment to create different textures.
Subject Knowledge	Children to explore and become interested in the texture of different materials eg paper, tissue paper, card, paint. They can use basic language to describe its texture eg smooth, shiny, rough	Children can describe the texture of materials using basic vocabulary. They begin to create their own textures by mixing materials/media together.
Vocabulary	Texture, materials, smooth, shiny, rough, flat, hard, soft	Texture, materials, smooth, shiny, rough, flat, hard, soft, mix, create
Evaluating	I can show interest in and describe what I think about my own work.	I can show interest in and describe what I think about my work and my peers work.
Subject Knowledge	To say what is good about their own work and talk through what they have done.	To say what is good about the children's own work and their peers'.
Vocabulary	Good, bad, dislike, like	Good, bad, like, dislike, peers

Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	<p>I can recognise that ideas can be expressed in art work. (B6)</p> <p>I can experiment enthusiastically and try out materials presented to me. (B6)</p>	<p>I can use different ideas and make sensible choices about what to do next. (B1)</p> <p>I can use drawings to record ideas and experiences. (B1/4)</p>	<p>I can gather and review information, references and resources related to my ideas and intentions. (B3/5)</p> <p>I can use a sketchbook for different purposes, including recording observations, planning and shaping ideas. (B4/5)</p>	<p>I can use my sketchbook to record first hand observations (showing several versions of one stimulus). (B3/4)</p> <p>I can use references (such as great artists) to develop my ideas and style of designing. (B4)</p>	<p>I can confidently use sketchbooks for a variety of purposes, including recording from first hand observations and developing ideas. (B4/5)</p> <p>I can use references to develop my ideas and style of designing.(B1)</p>	<p>I can independently develop a range of ideas which show curiosity, imagination and originality.(B2)</p> <p>I can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (B1/4)</p> <p>I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes.(B2)</p> <p>I can question and make thoughtful observations about starting points and select ideas and processes to use in my work.(B1)</p>
Subject Knowledge	<p>To discuss why and what artists have done.</p> <p>To understand that there are different types of artist eg</p>	<p>To use a range of art materials (brushes, crayons, pastels, pencils, watercolour) and say which one is appropriate for a</p>	<p>Gather information to provide ideas for piece of art.</p> <p>To understand the purpose of a</p>	<p>To understand a sketchbook can be used to draft, improve and create final pieces of art. It can also be used to create different perspectives of</p>	<p>To know the purpose of a sketchbook and to take care and pride over the work which goes in there.</p>	<p>Children to have evidence in their sketchbook of when they collected ideas and plans for a piece of artwork.</p>

	sketching, watercolour, printing, painting portraits. To use a range of materials (brushes, crayons, pastels, pencils, watercolour) and allow children to explore with those materials.	task eg pencils more appropriate for drawing portraits. Provide the children with experiences eg walking in the outdoors. Record what they see, hear, smell etc. Use these experiences to create drawings.	sketchbook- to record ideas, plans and observations about a particular subject	the same object/landscape/portrait. To provide children with opportunities to observe/evaluate artists work which will enable them to develop their own style and ideas.	To record first hand observations in the sketchbook and also the progression towards the final piece.	This may be through research, experience, observation or imagination. Ideas to show originality and curiosity. Children to develop their ideas from starting points and to select the most appropriate processes and techniques to use.
Vocabulary (each year group to build on the previous year)	Artist, materials, experiment, sketching, watercolour, painting, brushes, crayons, pastels, pencils, watercolour	Ideas, choices, drawings, record, experiences, materials, brushes, brushes, crayons, pastels, pencils, watercolours	Gather, review, information, references, resources, ideas, intentions, sketchbook, purpose, record, observe, plan	Observations, references, develop, ideas, style, sketchbook, draft, improve, create, perspectives, object, landscape, portrait, observe, evaluate, artist	Sketchbook, purpose, recording, first hand observation, develop, ideas, references, style, design, progression, contemporary, modern	Curiosity, imagination, originality, systematic, investigate, research, test, plan, approaches, record, first-hand observations, experience, purpose, question, observations, process, technique
Making	I can try out a range of materials and processes and recognise that they have different qualities (pattern/printing).(B4)	I can deliberately choose to use particular techniques for a given purpose. (B4) I can develop and exercise some care and control over the	I can use a range of techniques to explore primary and secondary colours eg Leonid Afremov (B4)	I can apply colour mixing/matching to achieve a variety of tint, tone and shade. (B2/4) I can use a wide variety of stiches (e.g. running	I can produce increasingly accurate drawings of people.(B5) I can use masking techniques and dye to produce a clear design.(B5)	I can independently take action to refine my skills to improve my work. (B4) I can independently select and use relevant processes

	<p>I can use materials purposefully to achieve particular characteristics or qualities e.g. portraits (drawing/painting). (B6)</p> <p>I can explore different textures e.g. using natural materials in relation to Andy Goldsworthy artwork (sculpture). (B5)</p>	<p>range of materials I use. (B6)</p> <p>I can replicate patterns and textures in a 3D form. (B1)</p>	<p>I can experiment with a range of pencils in order to create my own work. (B3)</p> <p>I can shape, form, model and construct using malleable and rigid materials (B5)</p>	<p>stitch, blanket stitch, applique...) (B6)</p> <p>I can explore surface texture and pattern in my sculpture. (B6)</p>	<p>I can use shading skills (with drawing pencils) to show the effect of light on objects. (B1/4)</p>	<p>in order to create successful and finished work. (B1)</p>
Subject Knowledge	<p><u>Printing/Patterns</u> Creating patterns by printing- using a variety of materials. Being aware of and discussing different patterns eg repeating and irregular. Symmetry.</p> <p><u>Drawing/Painting</u> Using a variety of drawing tools. Observing and drawing landscapes. Self-portraits and observational drawing of a partner. Blending with crayons, pastels and chalks.</p>	<p>Choose the correct technique for an outcome eg sculpture would be best to create a 3D model. To use control when using different tools eg slow brushstrokes with a paintbrush.</p> <p><u>Drawing/Painting</u> Observational drawing. Shading and cross-hatching practise and play. Beginning of life drawing- stick figures and proportion.</p> <p><u>Sculpture- Patterns/Texture</u></p>	<p><u>Painting</u> Expand knowledge of different ways to apply paint eg spreading, dotting, and splashing.</p> <p><u>Drawing</u> To create shapes and patterns using pencils. Using the relevant colours for objects eg green for a leaf. Beginning to use shading to create light and dark areas.</p> <p><u>Sculpture</u> Represent objects in collage materials.</p>	<p><u>Drawing</u> To use pencil stroke to create tone in the artwork.</p> <p><u>Texture</u> To use a variety of stitches. Running stitch (straight, basic stitch), blanket stitch (used to reinforce the edge of thick materials) and applique (pieces of fabric in different shapes and patterns are sewn or stuck onto a larger piece to form a picture or pattern).</p> <p><u>Sculpture</u> Plan and develop ideas. To use techniques such as carving, or slicing to</p>	<p><u>Drawing</u> To practise life drawing and use techniques to develop their drawings of people. To draw people with proportion and accuracy.</p> <p>To notice the effects of light on objects and people from different directions. To know to adjust the pressure of the pencil to create light and dark shades. To use darker shading for dark areas of the object/person and</p>	<p>After researching and studying the artist's work, children are to develop the specific skills needed to complete their final piece of work.</p> <p>The specific process of printing, pattern, drawing, painting or sculpture is chosen to complete a piece of work to the best of their ability.</p> <p><u>Colour</u> Using colour to create hue, tint,</p>

	<p>Improving self-control using a range of brushes.</p> <p><u>Sculpture</u> Using materials to make an object for purpose. Constructing an object using different modelling media eg clay/paper.</p> <p><u>Colour</u> To name all of the colours, including Primary Colours Find collections of colour. Apply colour with a range of tools. Guided colour mixing.</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterns. Creating collages.</p> <p><u>Colour</u> To make tones of one colour using white. Darken colours without using black.</p>	<p>To understand what a malleable (can be shaped) or rigid (cannot be shaped) materials is. To choose the most appropriate material for purpose eg a rigid material such as wood could be best for holding the weight of other materials. To plan and develop understanding of methods of construction.</p> <p><u>Colour</u> Mixing primary colours to create secondary colours. Blending is where you mix two or more colours together to create soft lines.</p>	<p>create different textures and patterns on the sculpture.</p> <p><u>Colour</u> Using colour through paint, print, patterns and drawing. To ensure children know the Primary colours and how we make Secondary colours. Children to know what tint (mixing colour with white), tone (light and dark) and shade (mixing colour with white) means and how we can achieve them in their artwork.</p>	<p>lighter shading for light areas.</p> <p><u>Colour</u> Using colour to create hue (pure name of the colour), tint, tone, shade and mood.</p>	<p>tone, shade and mood. Using colour to reflect emotion. Creating tertiary colours (combining primary and secondary colours).</p>
<p>Vocabulary (each year group to build on the previous year)</p>	<p>Process, characteristics, textures, printing, pattern, repeating pattern, irregular pattern, symmetry, observe, sculpture, colour, primary, secondary</p>	<p>Technique, purpose, control, replicate, pattern, texture, 3D form, tools, observational drawing, shading, cross-hatching, life drawing, arranging, folding, repeating, overlapping, collage, tone</p>	<p>Technique, primary colour, secondary colour, sketch, shape, form, model, construct, malleable, rigid, materials, spreading, dotting, splashing, pattern, shading, blending</p>	<p>Colour mixing, colour matching, tone, tint, shade, stitches, running stitch, blanket stitch, applique, surface texture, pattern, sculpture, carving, slicing</p>	<p>Accurate, drawing, masking, dye, shading, wax-resist dyeing, proportion, shade, light, dark, hue, tint, tone, shade, mood</p>	<p>Refine, improve, skills, processes, success, expressionist, surrealist, printing, pattern, drawing, painting, sculpture, colour, hue, tint, tone, shade, mood, emotion, tertiary colour</p>

<p>Knowledge and Understanding</p>	<p>I can recognise and describe some simple characteristics of different kinds of art, craft and design. (B6)</p> <p>I can name the tools, techniques and the formal elements (colours, shapes, tones etc.) I am using. (B4)</p>	<p>I know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. (B6)</p> <p>I can talk about the materials, techniques and processes I have used, using appropriate vocabulary. (B4)</p>	<p>I can talk about the work of some artists. (B3)</p> <p>I can explain how to use some of the tools and techniques I have chosen to work with. (B5)</p> <p>I can recognise the work of some artists. (B5)</p>	<p>I can describe some of the key ideas of great artists/crafts people that I have studied. (B2)</p> <p>I can describe some of the key ideas and techniques used by great artists/crafts people that I have studied (e.g. the type of brush strokes used). (B2)</p>	<p>I can research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. (B5)</p> <p>I can describe the processes I am using and explain how I hope to achieve high quality outcomes. (B4)</p>	<p>I can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. (B2/4)</p> <p>I can use technical vocabulary and techniques for modifying the qualities of different materials and processes (B2)</p>
<p>Subject Knowledge</p>	<p><u>Characteristics</u> Size, colour, texture, what it is made of. Painting, drawing, sculpture, printing.</p>	<p><u>Creative works</u> Sculpture, paintings, drawing, sketching.</p> <p>Using language such as size, colour, texture, material, pattern, collage, shape, construction.</p>	<p>To understand the techniques Hokousai used to create his iconic art eg using woodblock prints</p> <p>To know some of the types of tools we can use in art eg pencils, paint, pastels and how to use them. Pencils can be used to create soft/hard shades.</p>	<p>To understand that Frida Kahlo uses Realism, Symbolism and Surrealism.</p> <p>To know that Kahlo used vibrant colours which was influenced by indigenous cultures of Mexico.</p>	<p>To understand the techniques Albert Namatjira used with his watercolour paintings. To understand that Namatjira got inspiration from the Australian culture and environment.</p>	<p>To know the style of art Henry Moore used.</p> <p>Henry Moore is famous for his sculptures of people with bumpy forms and hollow spaces in their bodies. He also used abstract shapes in his sculptures.</p>

			To know some of the techniques we can use in art eg blending, hatching, sketching and how to use them.			
Vocabulary (each year group to build on the previous year)	Tools, techniques, size, colour, texture, painting, drawing, sculpture, printing	Form, creative, artist, craftspeople, designers, culture, sculpture, paintings, drawing, sketching, materials, techniques, processes, size, colour, texture, material, pattern, collage, shape, construction	Artist, tools, techniques, recognise, pencils, paint, pastels, soft shade, hard shade, blending, hatching, sketching	Ideas, artists, craftspeople, realism, symbolism, surrealism, effects, colour	Research, discuss, approaches, artists, craftspeople, designers, architects, cultural context, intentions, process	Describe, interpret, explain, influence, historical context, cultural context, social context
Evaluating	I can show interest in and describe what I think about great artworks and my peers work. (B5) I can say what is the same and different about my art and the work of others. (B5)	I can look at creative work, express clear preferences and give some reasons for these. (B4/6) I can make comparisons between different pieces of art, saying what is different and what is the same. (B4/6)	I can express what I like and dislike about my work. (B3/4) I can identify how my work could be improved. (B4/5)	I can compare my own work to other pupils' work and artists' work and explain how my own work could be improved to develop my ideas further. (B3)	I can regularly analyse and reflect on my progress taking account of what I hoped to achieve.(B1)	I can provide a reasoned evaluation of my own and other people's work (including professionals) which takes account of the starting points, intentions and context behind the work. (B1/2) I can adapt my work according to my views and describe how I

						might develop it further. (B2/4)
Subject Knowledge	To look at a variety of artists work and say what is good about their work. Compare children's work to that of the artist they have studied. To say what is good about the children's own work and their peers'.	Comparing different types of art work and be able to talk about emotional responses. Discuss why artists have done what they have done and what would happen if some parts were changed. To look at the work of artists and children's own work and say what is different and the same. Compare the work of artists and say what is different and the same.	Emotional responses to own artwork. Children to express what they like/dislike about their art. How could it be improved?	To explore the work of their peers and also of artists. Children to make comparisons between their artwork and the artists'. Make suggestions for their own and peers' work on how it could be improved.	Children to have an intention of what they hope to achieve with their artwork. Children to compare their final piece to what they intended to achieve at the beginning. Children to respond to their own artwork, suggesting how they could improve it.	Children to evaluate artist's work. They are also to evaluate their own work and their peers' work, comparing them to those of the artist, making connections between the starting points and the final piece. Their intentions should be clear, with a context behind their work. Children listen to advice from others and adapt their work based on ideas. To describe how work can be developed further, giving steps to success.
Vocabulary (each year group to build on the previous year)	Interest, describe, same, different, compare, artist	Preference, comparison, different, same, emotional response, change	Express, like, dislike, improve, emotional response	Compare, improve, develop	Analyse, reflect, progress, achieve, compare, intention	Evaluation, starting point, intentions, context, adapt, develop, compare, connections
Artists	Block 4: William Morris (printing) Block 5: Andy Goldsworthy (sculpture)	Block 1: Georgia O'Keefe (sketching) Block 4: Andy Warhol (printing)	Block 3: Thomas Cole (sketching) Block 4: Leonid Afremov (painting)	Block 2: Frida Kahlo (portraits) Block 3: William Turner (sketching)	Block 1: Lizzy Dalton (sketching) Block 4: Albert Namatjira (painting)	Block 1: Paul Klee (colour) Block 2: Henry Moore (sculpture)

	Block 6: Ester Mahlangu (drawing)	Block 6: Rosemary Karuga (collage)	Block 5: Hokusai (printing)	Block 4: Scot Waismith (painting)	Block 5: Banksy (printing)	Block 4: DaVinci (sketching)
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