

About this document

This progression of skills demonstrates how we meet the requirements of the National Curriculum across our school. It shows how we cover all of the statutory requirements within our own curriculum and how it is tailored and specific to the needs and interests of our children.

In this document, enrichment activities such as trips, visits, local walks and engaging practical activities are highlighted in **yellow**. Key skills and learning objectives are in **bold**. Finally, key vertical (across year groups), horizontal (across subjects within a year group) and diagonal (across year groups and subjects) links are highlighted in **green**.

Key Aims of the National Curriculum

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

KS1 Key Skills:

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.

Technique	Y1 Learning Journey
Drawing	Children will be introduced to the idea of sketching using a pencil. They will look at sketches by some famous Renaissance artists e.g. Leonardo Da Vinci, Raphael, Michelangelo and their resultant works, discussing the techniques used . Using a pencil, children will experiment with sketching techniques to create shape on paper, focussing on the need to continually improve and adjust rather than “get it right” or erase. Children will focus on one part of their anatomy e.g. their hand, and will try to create a still life drawing of it using sketching techniques. Finally, children will use a mirror to focus in on one part of their face e.g. their eye and focus to sketch a detailed image .
Painting	Children will discuss the colour wheel and the importance of primary colours in art . They will look at the work of Piet Mondrian and other De Stijl artists , exploring how they use and contrasts primary colours with black and white. Children will then create their own versions of Mondrian’s composition paintings, focussing on their basic paintbrush techniques and using primary colours. Children will they go on to create work with more complex patterns (similar to De Stijl’s Van Doesburg) using primary colours.
Sculpture, printing and pattern	The children will observe and discuss the work of Andy Goldsworthy , focusing on his use of materials to create 3D sculptures, discussing pattern and symmetry. They will explore a range of natural and manmade materials and how patterns and shapes can be created using them. Children will plan their own sculpture and gather natural materials in a variety of local natural environments . Finally children will create their own Andy Goldsworthy inspired sculpture and photograph.
Technique	Y2 Learning Journey
Drawing	Building on what children learnt about sketching in year 1, children will look closely at some Impressionist still life works at the National Gallery by artists such as Monet, Renoir, Cezanne, and Van Gogh, comparing and discussing the se of shadow, shading and tone . Using a range drawing pencils, children will experiment with creating different shades and tones , using simple shapes as a guide. Children will then experiment with some simple still life drawings , using a single object e.g. fruit or objects around the classroom, considering shade, tone and light. Finally children will create work which considers everything they have learnt as well as composition and perspective using more than one object.
Painting	Children will explore the work of pointillist artists such as Seurat and Signac , and compare and contrast with the styles and techniques of Impressionist painters like Van Gogh and Pissarro. Looking closely at one or two works e.g. <i>Bathers at Asnieres</i> or <i>Portrait of Felix Feneon</i> , children will explore how form, colour and tone have been created in the pointillist style . They will then try creating basic shapes (e.g. butterfly) and colouring them using pre mixed/primary paints. Children will experiment with mixing colours , making a single colour lighter and darker by adding white or dark paint. Finally, children will create a landscape/still life work in the pointillist style using one or two colours but in a range of light and dark tones e.g a blue sky with clouds or flower.

<p>Sculpture, printing and pattern</p>	<p>Children will begin by comparing decorative tiles from a range of different historical and contemporary sources e.g. Islamic, Spanish, Victorian English and some celebrated ceramicists e.g. Galileo Chini, Ai WeiWei and Chris Gryder. Using clay, children will experiment with different tools and implements, forming the clay and creating shapes and patterns. Discussing form, shape, colour and pattern, children will consider what they like and will plan their design. Finally, children will produce one, or a series of clay tiles using a range of techniques and colour if necessary.</p>
-------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

KS2 Key Skills:

Pupils should be 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.

Technique	Y3 Learning Journey
<p>Drawing</p>	<p>Continuing on from their work on sketching and still life in KS1, year 3 will look at some famous landscape artists and think about how composition and perspective can affect piece. Children will explore some famous British landscape artists such as Constable, Turner, Hockney, discussing composition, perspective and form. Using their sketching skills, children will practice composing a piece, using framing and perspective outside in a natural setting. Children will produce several sketches and build up to a final piece with one or two elements e.g trees, bushes, sky, buildings and features such as tone and shadow.</p>
<p>Painting and colour</p>	<p>Children will study the paintings of Paul Klee and other expressionist painters, looking carefully at the style and techniques in which he paints. Pupils will discuss the different colours and tones within a few key pieces e.g. <i>Three Houses</i> or <i>Senecio</i>. They will experiment with using water colours, concentrating on the techniques required but also on the skill of mixing primary colours to make new colours in their sketchbooks. Pupils will use a small piece of a Paul Klee picture in colour and stick into sketchbooks and will continue the picture in all directions, using the techniques they have learned, including mixing watercolours.</p>
<p>Sculpture, printing and pattern</p>	<p>Linked with their learning on Romans, children will be exploring the use of mosaics in art. Beginning with Roman mosaics, children will also observe and discuss other uses of mosaic, including contemporary artists such as Southbank Mosaics and Invader. Children will discuss the techniques and limitations of mosaics e.g. how tone and shadow can be achieved using single colour blocks. Children will experiment with using either coloured paper or squares cut from newspapers and magazine and create a pattern or a simple image.</p>
Technique	Y4 Learning Journey
<p>Drawing</p>	<p>Children will continue to build on their work on sketch, now adding to their skills by using different media. They will begin by looking at some famous charcoal pieces e.g. Durham: The Central Tower by Dennis Creffield, and observe how the medium is used to create shade and tone. Children will experiment with techniques using charcoal and create still life works, concentrating on shade and tone. They will take a close look at the life and works of LS Lowry and plan a composition based on his style e.g. of the playground. Children will then compose their pieces, using charcoal and thinking about all of the techniques they have learned.</p>
<p>Painting and colour</p>	<p>Continuing to think carefully about tone in artworks, children will study the Blue Period of Pablo Picasso, observing and asking questions about the techniques used and emotions that are evoked. Focussing on a certain colour, children will create a mosaic type collage using scraps of that colour found in newspapers and magazines, showing a gradient from</p>

together we shine

Art Curriculum KS1 & KS2

	dark to light tones. Children will then create several monochrome pieces using different media (watercolour, paint, pastel, charcoal) and mixing their own shades. For example, children could study still life, landscape or portraits.
Sculpture, printing and pattern	Children will begin by exploring the themes, techniques and artists involved in the Pop Art movement , along with some its key pieces. Through looking at and discussing the work of Warhol, Blake, Hamilton and Lichtenstein, in particular, children will collect some images that they like in their sketchbooks as a collage . They will then choose one image and create a Warhol style reproduction , using bold, contrasting colours and relief printing. Finally, children will choose a single iconic image which they can reproduce in a pop art style using a variety of techniques e.g. collage, painting, printing.
Technique	Y5 Learning Journey
Drawing	Children will read and look at the images in a variety of comics and cartoons, comparing, contrasting and giving their opinions . Focussing on composition, children will try to follow guides or copy how body parts of humans or animals are drawn by famous cartoonists e.g. Matt Groening, Herge, Bill Watterson and Walt Disney. They will then think about expression and how artists can give a character a range of expressions using simple techniques. Children will produce their own range of expressions in their sketchbooks, using similar techniques. Using an existing character or creating their own, children will plan draw and colour a comic strip of their own.
Painting and colour	Children will look at the work of abstract painters such as Frank Stella, Kandinsky, Franz Kline and Jackson Pollock, comparing and contrasting their most famous works at the Tate Modern . Children will discuss how these paintings make them feel and what kind of emotions they think are visible, considering how abstract art works as a form of expression. Over the course of the week, children will create several pieces related to certain emotions. They will have to think about composition, colour (including mixing) and brush techniques to create paintings in the style of different artists.
Sculpture, printing and pattern	Children will study the work of famous print makers such as Hosukai, William Morris , discussing techniques, subjects, colour etc. and asking questions about how they have been produced. Children will experiment with a variety of techniques throughout the week such as stamping and mark making. Children will create prints using potato block prints, foam board reduction prints and negative prints, creating a range of work.
Technique	Y6 Learning Journey
Drawing	Children will look again at some of the sketches and works of renaissance artist such as Da Vinci , focussing on how they draw various parts of human anatomy e.g. hands, feet and faces. Children will discuss the idea of proportion and how important it is when drawing the human figure. They will experiment with using guidelines to draw faces for example and attempt their own sketches as self-portraits or portraits of others. Children will create a record of sketches of other body

Art Curriculum KS1 & KS2

	<p>parts, considering shape, tone, shading and texture. Finally, children will create a final drawing of a partner, focusing on all or part of their body.</p>
<p>Painting and colour</p>	<p>Looking at street art in London and the works of artists such as Banksy, Miss KK, Keith Haring and Shepherd Fairey, children will compare, contrast and give their opinions. They will research and plan their own ideas by using the internet, magazines or newspapers to find images and text that appeals to them, recording them in their sketchbooks. Children will work throughout the week on a pieces of mixed media, street art inspired, art. They should experiment with and include collage, printing and stencil work within their piece.</p>
<p>Sculpture, printing and pattern</p>	<p>Revisiting the sculpture work of renaissance artists (e.g. Raphael), children will compare and contrast with modern sculptors such as Eduardo Paolozzi, Nathan Sawaya and Anthony Gormley, viewing their work in situ. Children will experiment with clay working techniques and a variety of tools to add texture or to shape it. They will plan a small scale sculpture of their own, using part of the human anatomy and choosing either a renaissance or modern style. Finally they will work to produce their design, spending time on evaluating and remodelling it if necessary.</p>