

Art and Design

Art, craft and design embody some of the highest forms of human creativity. A high quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- 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

Our scheme of learning has a clear progression and links to other curriculum subjects. Progression in substantive knowledge is through composition, technique, art styles and artists. Disciplinary knowledge explores concepts such as Exploring and Developing Ideas, Drawing, Painting, Sculpture, Collage, Textiles, Printing, and Work of Other Artists. Skills are integrated within the curriculum and developed alongside the substantive knowledge which the children learn each year.

	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<u>Nursery 1</u>	Amazing Autumn	Frozen Land	5,4,3,2,1 Blast Off!	All the Colours of The Rainbow	The Garden of Life	Once Upon a Time
	Draw using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Drawing: naming and using different materials and tools, joining marks together, dots and dashes, line walking	Paint using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Painting: finger painting, primary colour patterns, blow painting, mixing colours,	Print using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Printing: different textures, thick and thin, long and short marks, soft printing, painting with bundles of shredded paper	Cut and stick using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Collage: using torn shapes, collage of a circle, using shades of colours, folding and crumpling	3D and Mouldable Materials: rolling balls, making sausage shapes, building, rolling and squashing, adding and decorating	Textiles; drawing with objects together, felt tip pens, oil pastel drawings, colour rubbings, finger paint patterns, using patterned and plain fabric.
<u>Nursery 2</u>	Rhyme Time!	Sparkle and Shine	Explorers Here We Go!	My World, Your World	Dig, Dig, Digging	Summer Scrapbook
	Draw using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Drawing: naming and using different materials and tools,	Paint using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function.	Print using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Printing: different textures, thick and thin, long and short	Cut and stick using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Collage: using torn shapes, collage of a circle, using shades	3D and Mouldable Materials: rolling balls, making sausage shapes, building, rolling and squashing, adding and decorating	Textiles; drawing with objects together, felt tip pens, oil pastel drawings, colour rubbings, finger paint patterns, using patterned and plain fabric.



	<i>joining marks together, dots and dashes, line walking</i>	<i>Painting: finger painting, primary colour patterns, blow painting, mixing colours,</i>	<i>marks, soft printing, painting with bundles of shredded paper</i>	<i>of colours, folding and crumpling</i>		
Reception	Magical Me!	Are We Nearly There Yet?	Dinosaur World	Watch Them Grow	Off on Safari	Oh, I Do Like to Be Beside the Seaside
	<i>Draw using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Drawing: naming and using different materials and tools, joining marks together, dots and dashes, line walking</i>	<i>Paint using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Painting: different textures and colours, colour patterns, mixing colours and shading, drawing with a brush</i>	<i>Print using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Printing: bit and little dots, prints that make patterns, printing on and off, combing shapes and textures</i>	<i>Cut and stick using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Collage: making holes, cutting up strips, cutting up shapes, cutting mouldable materials, following a cutting line</i>	<i>3D and Mouldable Materials: Filling up given spaces, making 3D shapes with paper, changing and arranging tubes, cutting 3D shapes up and sticking</i>	<i>Textiles: weaving in and out, sewing on bubble wrap, ribbon collages, linking shapes</i>
Year 1		Mix It		Build it Up		Making Faces
		<i>This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork. Children will explore tints and shades as well as warm and cool colours.</i>		<i>This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.</i>		<i>This project teaches children about portraits and self-portraits. Children will explore portraits created in different styles including the work of Pablo Picasso and Andy Warhol. They will draw portraits and explore how the collage technique can be used to make a portrait.</i>
Year 2		Still Life		Famous Portraits		Fabulous Flowers
		<i>This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still life and learn about the use of colour and composition. They create still life arrangements and artwork.</i>		<i>This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. Children will develop their drawing and sketching skills.</i>		<i>This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.</i>
Year 3	All Around Me		Ammonites		Marvellous Mosaics	
	<i>In this unit children are taught about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school.</i>		<i>A project based around artistic techniques used in sketching, printmaking and sculpture. Revisiting the theme of nature, children will use fossils and other natural forms to produce their own artwork including</i>		<i>Collage: This unit teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile.</i>	

			<i>sketching, drawing, print work and sculpture.</i>			
<u>Year 4</u>	The Science of Colour		Wonderful Weaving		Egyptian Art	
	<i>In this colourful unit children will use their prior knowledge of colour mixing and apply it to the basic theory that artists must use to create specific effects in their art. Thanks to Colour Theory, we can see how colours contrast or balance each other. Children will begin to understand how colours are perceived and organised in nature. They will begin to explore how we use colour to create artwork and communicate with each other in different forms of art.</i>		<i>This project teaches children about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.</i>		<i>Explore a range of Ancient Egyptian art, investigating the features of the artwork. Using the features and skills learnt to create an Egyptian scroll and zines.</i>	
<u>Year 5</u>		Going Greek (Mixed Media)		Lines, light and shade		Our Local Landscape
		<i>Using knowledge of Greek mythology, create artwork of pots and plates as a representation on Greek life, whilst using a range of mixed media. Create depth and texture by using a range of mixed media to design and construct a Greek God or Goddess.</i>		<i>Working in the style of Picasso to create a continuous line drawing, whilst investigating shade, lines and light. Adding perspective to drawings using light and dark shading techniques.</i>		<i>Local landscapes sketching techniques project leading to painting their own landscape based on locality. Tell the story of a landscape and comment upon the styles of different artists. Sketching, drawing and painting.</i>
<u>Year 6</u>	Flanders fields			Abstract Art	Environmental Art	
	<i>Creating artwork relating to Flanders Field whilst taking inspiration for the artist, Georgia O'Keefe. Adding depth and texture into artwork through experimentation of different materials.</i>			<i>Create artwork in the style of Piet Mondrian, Kandinsky and Picasso. Taking influence from abstract artists to create a final piece of artwork, whilst evaluating.</i>	<i>Create environmental art addressing social and political issues relating to natural and urban environments. Consider the properties of the waste materials and how they think they can be adapted, remodelled or joined to create a 3-d piece. Ensure artwork portrays environmental messages.</i>	

Art and Design Progression – Knowledge (Substantive Knowledge)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Elements of Art (Colour, shape, line, form, space, texture, value)	<p>COLOUR The main colours: red, yellow, blue, green, orange, purple, black and white.</p> <p>SHAPE When a line meets up it forms a shape. Drawn shapes are flat There are all kinds of shapes. Know what a circle, square, rectangle, and triangle is.</p> <p>LINE There are many different types of lines. - Continuous lines - Straight line - Curved line - Diagonal lines - Zig Zag lines Lines separate an area.</p> <p>FORM Geometric forms include spheres, cubes, prisms, and pyramids. Some forms are free-flowing and appear more natural.</p> <p>SPACE The area where we create art. All objects take up space.</p> <p>TEXTURE How a surface feels or how it looks like it feels Textures can be made with brushstrokes, lines, patterns, and colours.</p> <p>VALUE How a light or dark an object is.</p>	<p>MIX IT Primary colours are red, blue and yellow. Primary colours mixed together create secondary colours – orange, green and purple. A tint is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. Pink is a tint created by adding white to red. A shade is where an artist adds black to a colour to darken it down. A tone is where an artist adds grey to a colour. Warm colours remind us of things associated with heat such as summer, beaches, the sun, fire. Cool colours remind us of things associated with cold such as winter, ice, water.</p> <p>MAKING FACES Artists use colour to express themselves and aim to make you feel something when you look at it. Shapes of faces can differ. An outline in the drawing is the line surrounding a picture giving an idea of the shape or form. A guideline is used to split the face equally horizontally and vertically. Eyes sit on the guideline in the middle of our face. The nose sits on the guideline under the eyes, across the vertical guideline. The mouth sits on the guideline under the nose, across the vertical guideline.</p>	<p>STILL LIFE A variation of colour is called a hue. A pattern is a series that is repeated more than one time.</p> <p>FAMOUS PORTRAITS A line is defined as the path of a moving dot. Lines can vary in direction and thickness.</p> <p>FABULOUS FLOWERS There are 7 elements of art - Colour, shape, line, form, space, texture, value. Shape is one of the seven elements of art. Texture is one of the seven visual elements of art. A texture can be described as rough, smooth, wrinkly, soft, sharp, spiky, shiny and bumpy. Textures can be made using materials such as tissue paper, fabric and string. Colours can be used to make patterns. Pattern is one of the visual elements of art. Patterns can be stripy, dotted or zig-zagged. Shapes are created using a line to create an enclosed two-dimensional space.</p>	<p>ALL AROUND ME Artists can draw figures using simple, fluid lines and shapes. A pose is a position a figure takes in order to be photographed, painted or drawn. Perspective in art is what gives your work a 3D look rather than a flat painting or drawing. Background in art refers to the background space or setting that an image is placed within. The foreground refers to the area closest to the viewer, which will almost always be in the lower section of a picture.</p> <p>MARVELLOUS MOSAICS The visual elements are colour, line, shape, form, pattern and tone.</p>	<p>THE SCIENCE OF COLOUR Harmonious colours sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye. Contrasting colours, also called complementary colours are colours found on the opposite sides of the colour wheel. They provide maximum contrast to each other. Contrasting/complementary colours are, red and green, yellow and purple and orange and blue. Analogous colours are groups of colours that are next to each other on the colour wheel. Warm colours include red, yellow and orange. Cool colours include blues, greens and some purples. Tertiary colours are made by mixing equal amounts of a primary and secondary colour.</p> <p>WONDERFUL WEAVING The visual elements of line, pattern and colour are an important part of the weaving process.</p> <p>EGYPTIAN ART The Egyptians considered colour as a sign of an object's true nature. Ancient Egyptians used six colours in their art: white, black, red, yellow, green, and blue. These colours, or pigments, came from local minerals.</p>	<p>OVERALL Use the 7 elements of art effectively when creating artwork. Evaluate the 7 elements of art within their work. Demonstrate experience in combining techniques to produce an end piece. Use different techniques, colours and textures etc when designing and making pieces of work. Be expressive and analytical to adapt, extend and justify work.</p> <p>LINES, LIGHT AND SHADE A black and white image deconstructs a scene and reduces it to its lines, shapes, forms and tones</p>	<p>OVERALL Use the 7 elements of art effectively when creating artwork. Evaluate the 7 elements of art within their work. Demonstrate experience in combining techniques to produce an end piece. Use different techniques, colours and textures etc when designing and making pieces of work. Be expressive and analytical to adapt, extend and justify work.</p> <p>ABSTRACT ART Art that is abstract does not show things that are recognisable such as people, objects or landscapes. Artists use colours, shapes and textures to achieve their effect. Abstract art rejects of three-dimensional perspective, often representing objects on a single, flat plane.</p>
Technique	<p>Making marks can have a meaning. Paint can be used in different ways (using fingers and other parts of their bodies as well as brushes and other tools). Different materials can be used to make something. Know how to choose different materials to create. How to join different materials. Create closed shapes with continuous lines Begin representing objects with line. Show different emotions in their drawings and paintings, like happy / sad. Mix colours together.</p>	<p>MIX IT The length and thickness of bristles on brush affects the shape of paint applied. The names of specific art equipment: pencil, wax crayon, paintbrush, cotton bud, poster paint, roller, ink. Specific process language: printing, painting, drawing, rolling (clay).</p> <p>BUILD IT UP Layering means building an image through stacking on top of each other.</p> <p>MAKING FACES Artwork can be produced using different media.</p>	<p>FAMOUS PORTRAITS The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features. A drawing of a portrait can be created using line only. It is called a line drawing. Photographs and sketches can be used to prepare for a portrait. The inside of pencils can either be hard or soft. Different ways to shade including hatching, cross hatching, stippling. Photography and digital art can be used for modern portraits.</p> <p>FABULOUS FLOWERS A quick sketch should focus on capturing the visual elements</p>	<p>ALL AROUND ME Hatching is an artistic technique of drawing closely spaced parallel lines to create tonal or shading effects. Cross hatching is when lines are placed at an angle to one another. Shading is the technique artists use to create the illusion of depth or make an object three-dimensional. Hatching and cross hatching are ways of shading.</p> <p>AMMONITES Hatching is an artistic technique of drawing closely spaced parallel lines to create tonal or shading effects. Cross hatching is when lines are placed at an angle to one another.</p>	<p>THE SCIENCE OF COLOUR When artists paint using complementary colours, they create a strong contrast which can make objects stand out or create a vibrant effect.</p> <p>WONDERFUL WEAVING Warp are the vertical strips that are not cut to the ends. Weft are the horizontal strips cut all the way across for interlocking. Yarn is a strand of twisted fibres made from silk, cotton, wool, or other materials and used for knitting or weaving. Yarn can be made from animal, plant or human made sources. Animal source (merino and angora), human-made (polyester)</p>	<p>GOING GREEK The Greeks were famous for their clay pots. They used a watery clay mixture to make patterns on the clay before it was hard. Then the pot was baked in an oven called a kiln. The areas painted with the clay mixture turned black and the unpainted areas turned a reddish-brown. Most vases and pots were used to show ancient stories and epic tales.</p> <p>LINES, LIGHT AND SHADE Techniques for creating areas of light and shade with a pen or pencil include cross hatching,</p>	<p>FLANDERS FIELDS Watercolour techniques include: (Wet on wet technique, using salt with watercolours, spatter or splatter painting, resist watercolour technique, plastic wrap) Soft pastels or chalk pastels are made with a coloured chalk or pigment. Soft pastels allow you to blend and mix the colours. Soft pastel techniques include: (Drawing, flat edge to create texture, layering, blending, using a template) Oil pastels give you vibrant colours and are rich and bright.</p>



	<p>Large utensils (e.g. paintbrushes, pencils and chalks can be held in a grip. Techniques can be changed in a piece of art.</p>		<p>including colour, shape, form, texture and pattern.</p>	<p>Shading is the technique artists use to create the illusion of depth or make an object three-dimensional. Hatching and cross hatching are ways of shading. A coil is made by rolling clay to make long rolls which are placed one on top of another. Slip is a gloopy mixture of clay and water, which can be used to join pieces of clay. A relief print is a print made by cutting away the print surface so that the image alone appears on the surface. The printing surface are inked and printed, meaning the areas that have been cut away do not pick up the ink. A motif is a decorative image or design. Cropping considers which parts of the image are most important. Changing colour-effects changes the mood of the picture.</p> <p><u>MARVELLOUS MOSAICS</u> Tesserae are small blocks of stone, tile, glass, or other materials used in the construction of a mosaic. Artists often annotate their sketches to record information about important visual elements. Thumbnail sketches are quick, abbreviated drawings, usually done very rapidly and with no corrections.</p>	<p>and nylon) and plant-based (bamboo and cotton).</p> <p><u>EGYPTIAN ART</u> Papyrus is a tall water plant of the Nile valley in Egypt grown as an ornamental plant and once used to make a material like paper. Papyrus was used to make paper in ancient Egypt from the crushed and pressed stems of this plant. A symbol is an object or picture that represents something else. To make paint, Ancient Egyptians ground the minerals into a powder then mixed them with a plant or animal-based glue, so they would stick to surfaces like walls. Older tomb paintings showed extensive use of colours obtained from ground minerals.</p>	<p>hatching, contour lines, scumbling and stippling. White chalk on black paper can be used to create areas of light and shade. Ink wash, white chalk, or pencil can be used to create light and shade.</p> <p><u>OUR LOCAL LANDSCAPE</u> Many landscape paintings can be divided into the foreground, middle ground and the background. Tone means how light or dark something is. The tones artists and designers use and the contrast between them can create very different moods and visual effects. In 2D artwork, atmospheric perspective is the illusion of depth moving back into space. Objects closer to the viewer appear more articulate, detailed, and higher in contrast. Objects further back in space are blurrier, lower in contrast and have little detail.</p>	<p>Oil pastels have a waxy greasy feel to them but won't crumble like a chalk pastel. Oil pastel techniques include: (Tinting, reverse drawing, pastel resist, using rubbing to add texture, sgraffito, scumbling, cross hatching, oil blending, dry blending)</p> <p><u>ABSTRACT ART</u> Masking uses tape to resist the paint. Use paint/ pastel, line and colour to create an artwork with emotions / expression.</p> <p><u>ENVIRONMENTAL ART</u> Environmental artists use recycled materials to create their art. Materials can be joined by tying, gluing, knotting, twisting and threading. Recycled materials such as plastic, glass, card, wire and net can be used to create visual effects in new artworks. Ocean plastics are usually single-use plastics that cannot be recycled, such as food wrappers, water bottles, carrier bags, straws and takeaway containers. Ocean art is constructed from marine debris. It is impactful, highlighting the plight of marine animals. Sculptors use four basic processes - carving, modelling, casting, constructing - to create their works. Sketchbooks can contain drawings, written work and personal thoughts and ideas about pieces of art.</p>
<p>Art Styles</p>	<p>n/a</p>	<p><u>MIX IT</u> Abstract art uses shapes, lines and colours but doesn't need to look realistic.</p> <p><u>BUILD IT UP</u> Landscapes are works of art that feature scenes of nature. This includes mountains, lakes, gardens, rivers, and any scenic view. Landscapes can be oil paintings, watercolours, gouache, pastels, or prints of any kind. The facade of a building, is its front wall or the wall that faces the street.</p> <p><u>MAKING FACES</u> A portrait is a painting or a photograph of a person's face and its expression.</p>	<p><u>STILL LIFE</u> Still life art is drawing or painting objects that are arranged in a certain way. These objects can be anything from fruit to vases. Still life improves your looking skills and is a great way to start drawing. In a still life everyone will draw the same objects in a different way. This is because where you stand to look at the objects will change the angle that you view them at. An art gallery is a place where artwork is also exhibited and open to the public for viewing.</p> <p><u>FAMOUS PORTRAITS</u> A portrait is a painting or a photograph of a person's face and its expression. A drawing or painting of the artist's face is called a self-portrait.</p>	<p><u>ALL AROUND ME</u> An urban landscape is a picture of a town or city.</p> <p><u>AMMONITES</u> Sculpture is the art or craft of making statues or other objects by carving, chiselling, or moulding.</p> <p><u>MARVELLOUS MOSAICS</u> A mosaic is a picture or pattern produced by the arrangement of lots of small materials. A mosaic is a picture made up of small parts which are traditionally tiny tiles made out of terracotta, pieces of glass, ceramics or marble and usually inlaid into floors and walls. Some mosaics, such as Roman and Greek mosaics were made to represent everyday life and religious images.</p>	<p><u>THE SCIENCE OF COLOUR</u> Artists and art movement use different approaches to colour in their artworks. This is often to reflect a mood, or feeling, create an effect or reflect a particular art movement, for example Pop art.</p> <p><u>WONDERFUL WEAVING</u> Weaving is a crafting technique used to make decorative and functional fabrics and artworks. Weaving is a joining two sets of threads at right angles to each other to form cloth.</p> <p><u>EGYPTIAN ART</u> A scroll a roll of paper or parchment, used to write or draw on. A zine is a self-published work of art using texts and images.</p>	<p><u>GOING GREEK</u> A collage is a picture that has been made by sticking pieces of coloured paper and cloth onto paper. Art can be made of anything or any combination of things this is called mixed media.</p> <p><u>LINES, LIGHT AND SHADE</u> Sketches that are made with one line that remains on the paper throughout the whole drawing is called a continuous line drawing. Photographs can be converted to line drawings using graphics software.</p> <p><u>OUR LOCAL LANDSCAPE</u> Landscape painting is a well-known type of art that often shows a scene from nature, such as the countryside.</p>	<p><u>FLANDERS FIELDS</u> Watercolour is a painting method in which the paints are made of pigments suspended in a water-based solution. Watercolour refers to both the medium and the resulting artwork. Pastels are sticks of colour that can be either soft and chalky, or oil based.</p> <p><u>ABSTRACT ART</u> Abstract art uses simple shapes to represent objects and landscapes. Cubism is when the artist paints an object, like a bottle, from lots of different angles all in the same picture.</p> <p><u>ENVIRONMENTAL ART</u> Conceptual art is where the idea behind the work is more important than the finished piece.</p>



		<p>A collage is a piece of art made from different pieces of paper, photos and other materials. Collages also might have painting and drawing on them. Pop art is art made about popular things and people, such as singers and actors.</p>	<p>Self-portraits reflect the artist's physical appearance but can also show their character, mood or interests.</p> <p><u>FABULOUS FLOWERS</u> Contemporary artists, such as Yayoi Kusama use flowers as inspiration for their artwork. Abstract art does not attempt to represent an accurately what is seen but instead uses shapes, colours, forms and marks. Realism describes a style of art that closely represents reality - art that looks like the real thing.</p>	<p>Some mosaics, such as Islamic mosaics are made to portray geometrical patterns.</p>		<p>Landscape paintings may include people or animals but the focus is the scenery. Some landscape paintings include buildings or scenes from a city. These are known as cityscapes. A Zentangle is an unplanned and unstructured pattern usually created on small square tiles in black and white. The patterns are called tangles. A tangle can be made with one or a combination of dots, lines, circles, squares, swirls, waves etc. The Zentangle Method is an art form that combines structured patterns with mindfulness. "ZEN" means calm and "TANGLE" means a collection of overlapping patterns. ZENTANGLE is the bringing together of the calm and the pattern.</p>	<p>Environmental art addresses social and political issues relating to natural and urban environments. Sculpture is an art form made in three dimensions.</p>
<p>Significant Artists / People</p>	<p>n/a</p>	<p><u>MIX IT</u> Wassily Kandinsky was born in Moscow, Russia. He is well-known for creating abstract paintings. Kandinsky painted colours, shapes and lines to express his emotions.</p> <p><u>BUILD IT UP</u> James Rizzi was an American Pop artist. James used printing, painting and 3D work in his art. James Rizzi's art was inspired by his local landscape – skyscrapers in New York. James Rizzi art was also used on buildings, cars, aeroplane and postage stamps.</p> <p><u>MAKING FACES</u> Andy Warhol is an American artist. He was famous for using pop art. Andy Warhol often repeated his prints many times. He used a method called screen printing to make many of his artworks. Pablo Picasso is one of the most famous artists of the twentieth-century. He was brilliant at drawing. People loved his doodles. Picasso liked to experiment with art.</p>	<p><u>STILL LIFE</u> Vincent Van Gogh is a world famous painter. Vincent Van Gogh painted a still life of sunflowers. Each of the sunflowers is painted differently. Andy Warhol used still life in his paintings e.g. Condensed milk and tin of soup. Claude Monet painted still life as they were easier to sell than landscapes.</p> <p><u>FAMOUS PORTRAITS</u> Hans Holbein was a famous artist, painter and printer in Tudor times. Historical portraits were the only way people could represent themselves to others before cameras were invented. They usually showed the monarch's power or personality rather than showing what they looked like in real life.</p> <p><u>FABULOUS FLOWERS</u> Yayoi Kusama is a Japanese contemporary artist who makes large-scale sculptures of natural forms. Her work is often brightly coloured and highly patterned. Contemporary artists, such as Yayoi Kusama use flowers as inspiration for their artwork.</p>	<p><u>ALL AROUND ME</u> LS Lowry was a significant artist who painted urban landscapes of Manchester showing the people who lived and worked there. Critics called his figures 'matchstick men.'</p> <p><u>AMMONITES</u> The sequence, which is found frequently in nature, is named after 12th century mathematician, Leonardo Fibonacci. Fibonacci was a mathematician from Italy. The sequence of numbers creates a spiral seen in nature which is everywhere!</p>	<p><u>THE SCIENCE OF COLOUR</u> Artists and art movement use different approaches to colour in their artworks. Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</p> <p><u>WONDERFUL WEAVING</u> The ancient Egyptians wove cloth on horizontal looms on the floor. Iron Age weavers used vertical looms and wove colourful, patterned fabric. Roman weavers wove fabric in the shape of the clothing they wore. Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms. Victorian looms were powered driven. Modern looms use new technology to make a wide range of natural and synthetic fabrics.</p> <p><u>EGYPTIAN ART</u> Most Ancient Egyptian paintings that survived to modern times were found on tomb walls. The Ancient Egyptians believed that these paintings could help people in the afterlife. Ancient Egyptian art almost always included text. On statues or sculptures, text often appears on the base or back pillar identifying the subject. Relief usually has captions explaining the scene.</p>	<p><u>GOING GREEK</u> Greek pottery painting was a popular art form in ancient Greece, with many being decorated with intricate designs and scenes from mythology.</p> <p><u>LINES, LIGHT AND SHADE</u> Pablo Picasso pioneered the use of continuous line drawing. Pablo Picasso would take a complex subject matter and simplify it into one single unbroken line. These drawings can look simple, however, capturing the essence of a shape or object in just one line can be challenging. Rembrandt (1606–1669) was one of the world's most accomplished artists. In his drawings Rembrandt used pens, chalks, ink and brushes to capture light and shade, form, and shadow.</p> <p><u>OUR LOCAL LANDSCAPE</u> Joan Miro was a Spanish painter. He was a painter, sculptor and ceramicist. Miro was known for his use of simple shapes, bright colours, and the symbolic meaning of his artworks.</p>	<p><u>FLANDERS FIELDS</u> Georgia O'Keeffe was an American artist who painted nature in a way that showed how it made her feel. She is best known for her paintings of flowers and desert landscapes. O'Keefe painted enlarged versions of a single flower, like what you would see if you were to look through a magnifying glass. She used oil paints in vibrant, bold colours.</p> <p><u>ABSTRACT ART</u> Significant abstract artists include Pablo Picasso, Wassily Kandinsky and Piet Mondrian. Piet Mondrian is a Dutch artist best known for his abstract paintings. Abstraction by shape is a technique artists use to represent objects using shape only. Wassily Kandinsky was born in Moscow, Russia and is well-known for creating abstract paintings. Wassily Kandinsky loved music and could play the cello and the piano. His paintings were even inspired by music. Kandinsky saw colours when he heard music and heard music when he painted. This is a rare condition called synaesthesia. Kandinsky painted colours, shapes and lines to express his emotions. Pablo Picasso was a Spanish painter. Picasso was experimental, and created so many different kinds of art that historians have divided his life and the art he made into stages. Picasso's famous period is the cubist period.</p> <p><u>ENVIRONMENTAL ART</u></p>



							<p><i>Anthony Gormley and Ray Lonsdale are sculptors famous in our region. Anthony Gormley is the artist who designed the Angel of the North. Ray Lonsdale is the artist behind Seaham's Tommy sculpture.</i></p>
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Art and Design Progression – Skills (Disciplinary Knowledge)

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Exploring and Developing Ideas	<ul style="list-style-type: none"> exploring and using media and materials – children develop their own ideas through selecting and using materials and working on processes that interest them. through their explorations, they find out and make decisions about how media and materials can be combined and changed. being imaginative – children talk about the ideas and processes, which have led them to made designs, images or products. they explain what they and others have done. 	<ul style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<ul style="list-style-type: none"> review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure, line, shadow.
Drawing	<ul style="list-style-type: none"> Use a variety of tools to mark make – pencils, paint, sticks, chalk, water. Draw into sand, liquids, onto the ground using liquids and tools. 	<ul style="list-style-type: none"> draw lines of varying thickness; use lines to demonstrate pattern; use different materials to draw, for example pastels, chalk; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 	<ul style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, charcoal, pencil, ink pens; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline 	<ul style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching, stippling, scumbling; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, blend, mark, hard, soft, light, heavy, mural, portrait.
Painting	<ul style="list-style-type: none"> experiment with painting and colour mixing using powder paints, poster paints and water colours. experiment with crayons, chalks and oil pastels. 	<ul style="list-style-type: none"> name the primary and secondary colours; experiment with painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, tints, shades, warm colours, cool colours, brushstroke, impressionism, impressionist, colour wheel. 	<ul style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, abstract, emotion, warm, blend, mix, line, tone. 	<ul style="list-style-type: none"> use a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour.
Sculpture	<ul style="list-style-type: none"> explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, salt dough, cooking materials 	<ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; 	<ul style="list-style-type: none"> cut, make and combine shapes to create recognisable forms; 	<ul style="list-style-type: none"> plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern;



		<ul style="list-style-type: none"> use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; d) use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, model, work, work of art, 3d, sculptor, carving, sculpture, shapes, materials, abstract. 	<ul style="list-style-type: none"> use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, 2D shape, edging, shape, form. 	<ul style="list-style-type: none"> develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Collage	<ul style="list-style-type: none"> use fabric, wool or thread to make models with recycled items. use ribbons and string to thread and make patterns. make collages using paper, tissue, crepe etc 	<ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<ul style="list-style-type: none"> select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; learn and practise a variety of techniques, e.g. tessellation, mosaic; use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic, grout, grouting tools. 	<ul style="list-style-type: none"> add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Textiles	<ul style="list-style-type: none"> use ribbons and string to thread and make patterns. use fabrics for role play/ 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> select appropriate materials, giving reasons; use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, textiles, decoration, war, weft, yarn. 	<ul style="list-style-type: none"> experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, pattern
Printing	<ul style="list-style-type: none"> use sponges to make patterns or pictures. print with food items. finger painting. use found materials man made/natural to print. 	<ul style="list-style-type: none"> use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<ul style="list-style-type: none"> use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, printing ink, polystyrene printing tiles, inking rollers. 	<ul style="list-style-type: none">
Work of Other Artists	<ul style="list-style-type: none"> introduced to the work of artists express likes and dislikes use ideas from artists to create their own work 	<ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; 	<ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; 	<ul style="list-style-type: none"> give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives;



		<ul style="list-style-type: none">• use inspiration from famous, notable artists to create their own work and compare;• use key vocabulary to demonstrate knowledge and understanding in this strand: claude monet, wassily kandinsky, vincent van gogh,henri picasso, james rizzi, yayoi kusama, henri matisse, paul cezanne, hans holbein, takashi murakami and marc quinn.	<ul style="list-style-type: none">• express an opinion on the work of famous, notable artists and refer to techniques and effect;• use key vocabulary to demonstrate knowledge and understanding in this strand: L.S. Lowry, Andy Warhol.	<ul style="list-style-type: none">• use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Picasso, Pierre Mondrian, Kandinsky, Georgia O'Keefe, Joan Miro, Rembrandt, Anthony Gormley, Ray Lonsdale.
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