

Stratford-Sub-Castle Primary Progression in Art Skills And Experiences -EYFS And Key Stages 1 and 2

ESK= Essential knowledge and skills

DS = Desirable skills

National Curriculum 2014 -Aims

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.

	Overall knowledge and understanding of art	Drawing	Painting	Printing	sculpture	Collage	Textiles	ICT and art
<p>EYFS</p> <p>Please note some elements will be taught through instructions in a focussed group and some elements will be available for children to access in independent learning</p>	<p>EYFS Curriculum Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function); - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>SSC-</p> <ul style="list-style-type: none"> • describe people, objects and places using simple art specific language especially related to colour and shape • explore a range of materials appropriate to children developing motor co-ordination • having the opportunity to choose the subject of working and follow their own ideas for creating • talking about their artworks, how they created them and what they represent 	<p>ESK- Make drawings from observation, experience and imagination, of a wide range of subjects including drawing the human figure Hold and control a variety of media and use them to make and repeat various marks and lines Use lines to create shapes, patterns and textures Looking at about the work of other artists involved in drawing and talking about what they see</p> <p>DS- Draw on a range of surfaces and scales drawing with light lines (e.g. chalk or pastels) on a dark surface</p>	<p>ESK- Make paintings, from observation, experience and imagination, of a range of subjects including painting the human figure Hold and control a variety of media and use them to make and repeat various marks and lines Name and choose primary and secondary colours Explore mixing colours with paint and talk about what they observe Use lines to create shapes, patterns and textures Looking at and talking about the work of other artists that use paint</p> <p>DS- Painting on a range of surfaces and scales</p>	<p>ESK- Load an object with paint and print it- sponging paint onto objects or dipping Make rubbings from textured surfaces Recognise and explore using pattern in natural and man-made objects Experimenting with a range of printing methods- e.g. bubbles, mono printing, unit printing (objects or junk) Choosing objects from a limited range to print with Printing with objects to make pictures, patterns and/or textures Printing regular and random patterns Looking at and talking about the work of other artists and cultures that use print</p> <p>DS- Work on a range of surfaces and scales Creating printed patterns and textures for collage (link to collage work)</p>	<p>ESK- Mould and create simple shapes with malleable materials, e.g. simple dough or for more developed fine motor use plasticine Assemble and dis-assemble component parts of a range of construction kits for e.g. construction challenges Combine boxes and other found materials to create junk models- Use simple joining methods taught Use simple tools to cut, shape and Impress patterns and textures in a range of materials for e.g. clay Develop the language to describe structures achieved Building and constructing structures from separate but similar found objects, e.g. boxes, cardboard tubes Looking at and talking about the work of other artists that create sculpture</p> <p>DS- Exploring the tactile qualities of materials Talking about the materials, the processes of working them and their finished creations</p>	<p>ESK- Hold scissors correctly and cut a range of materials early -cut straight lines, later cut shapes with some accuracy Tear paper into strips and simple shapes Apply adhesive sparingly and glue surfaces together accurately Colour match materials working on group and individual collages by cutting and using materials and by sticking similar objects together to create new textures Looking at and talking about the work of other artists that use collage</p> <p>DS- Talking about and classifying materials into textures and colours handling and manipulating a wide range of natural and made materials</p>	<p>ESK- Collect and classify fabrics and threads into colours and different textures Hold scissors and cut fabrics and threads Thread or lace handling fabrics and threads Using fabrics as materials for inclusion in collages Looking at and talking about the work of other artists that use textiles and looking a textiles from other cultures</p> <p>DS- Wrapping dolls and other shapes in fabrics, use fabrics to create dress up for e.g. have access to a box of fabrics and scarves</p>	<p>ESK- Use a paint program on an Ipad to create patterns and images</p> <p>DS- Making drawings and patterns (for e.g. for collage work) using the computer</p>

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Year 1 & 2	<p>National Curriculum Statement <i>Pupils should be taught:</i> to use a range of materials creatively to design and make products 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.</p> <p>ESK- Collect and develop ideas as sketches and drawings prior to a final piece of work Use, recognise and describe lines, patterns, textures and basic shapes in their work and the work of other artists Use photographs as resources for the current work alongside first hand observation and imagination Talking to an adult about their work during its progress and when completed, having opportunities to reflect upon, and Talk about, a collection of their work talking about their artworks and how they were made Identify where success has been achieved and how this could be developed in future Working on a range of surfaces and scales and having choice in this at times</p> <p>DS- <i>Care for tools and materials, use them correctly, clean them after use and store them away</i> <i>Use the computer in support of their work</i> <i>Work safely with new tools, materials and processes</i> <i>Relate their finished work to the criteria as defined by the teacher,</i></p>	<p>National Curriculum Statement <i>Pupils should be taught:</i> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>ESK- Develop use and control of media and be able to name them. Use lines and marks to create an increasing range of shapes, patterns and textures 'Colour in' own drawings accurately with drawing materials Name primary, secondary and some tertiary colours and qualify their tonal value for e.g. light, dark blue, a 'greeny' blue Work to the size of the paper or surface Make drawings to show increasing detail, context, and use of the visual elements of colour, form, line, shape, space, texture, and value Making drawings from observation, experience and imagination with the emphasis on first hand experience drawing the human figure in a range of poses and circumstances Looking at the drawings of other artists that represent a variety of cultures, and times and relating them to their own work</p> <p>DS- <i>Drawing on a range of surfaces and scales choosing the subject of working from a limited range provided by the teacher</i> <i>Explore and experiment with a variety of media,</i> <i>Begin to predict the results that they might achieve</i></p>	<p>National Curriculum Statement <i>Pupils should be taught:</i> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>ESK- Develop use and control media and name them. Use lines and marks to create an increasing range of shapes, patterns and textures 'Colour in' accurately with paint mix and match basic colours and make them lighter or darker Name primary, secondary and some tertiary colours and qualify their tonal value Work to the size of the paper or surface Make paintings to show increasing detail, context, and use of the visual elements of colour, form, line, shape, space, texture and value Making paintings from observation, experience and imagination with the emphasis on first hand experience Use an increasing range of media for painting for e.g. watercolour, ready mix Painting the human figure in a range of poses and circumstances Painting on a range of surfaces and scales Choosing the subject of working from a limited range provided by the teacher Looking at the paintings of other artists that represent a variety of cultures, and times and relating them to their own work</p> <p>DS- <i>Explore and experiment with a variety of media</i> <i>Begin to predict the results that they might achieve</i> <i>Beginning to paint for a range of purposes</i></p>	<p>ESK- Load a range of different kinds of objects with paint and print them- sponging paint onto objects or dipping Make a simple printing block from polystyrene printing tiles or similar Ink up a block and print a regular and irregular pattern Make a monoprints by rolling paint onto a surface, drawing into it and taking a print by placing paper on top Choosing objects from which to print to achieve specific results Printing to make patterns and/or textures including overlaying Creating printed patterns and textures for collage Identifying and talking about pattern and texture in natural and made objects Looking at the printworks of other artists that represent a variety of cultures, and times</p> <p>DS- <i>...and relating them to their own work</i> <i>Investigate a range of other techniques e.g. using cut stencils</i> <i>experimenting with a growing range of printing methods</i> <i>Working on a range of surfaces and scales</i></p>	<p>National Curriculum Statement <i>Pupils should be taught:</i> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>ESK- Mould malleable materials, e.g. plasticine or clay, to create shapes that can be combined to make objects Build junk models using taught joining methods and prepare them for painting and decorating by covering them with layers of paper Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials for e.g. clay Fold, pleat and cut paper and thin card of varying thicknesses Looking at the printworks of other artists that represent a variety of cultures, and times</p> <p>DS- <i>...relating them to their own work</i> <i>Follow instructions to assemble and dis-assemble a range of construction kits to build specific objects</i></p>	<p>ESK-Handling and manipulating a wide range of natural and made materials (fabric, natural materials, papers of various types) and making choices to match texture and colour to purpose Making their own or collaborative simple collages. Choosing and applying various coloured, textured and patterned materials Tear paper into shapes with some accuracy and cut shapes using scissors with accuracy Create own papers for collage work using print or computer work or for e.g. marbling Looking at the collage work of other artists that represent a variety of cultures, and times and relating them to their own work</p> <p>DS-</p>	<p>ESK- Cut fabric into basic shapes Cut threads into a variety of similar lengths Thread a large eyed needle sew individual straight stitches as decoration on suitable open-weave fabrics for e.g. hessian or binca Weave with paper and card, selecting fabrics and threads to create textures and patterns Create simple sewing to make a surface texture or pattern Looking at the textile work of artists and crafts people that represent a variety of cultures relating them to their own work</p> <p>DS- <i>Weaving on a range of scales</i> <i>Classify fabrics and threads by colour and texture</i></p>	<p>ESK- making drawings and pattern work using the computer for e.g. creating Rangoli patterns using a symmetry tool on a paint package</p>

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Year 3 & 4	<p>National Curriculum Statement Key stage 2 <i>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i> 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.</p> <p>ESK- Use a sketchbook and know what to use it for, having opportunities in each unit of work to use it Collect and develop information as sketches and drawings prior to a final piece of work Recognise, define and describe a developing variety of colour, tone, line, pattern, texture and shape Cut a range of complex shapes with increasing accuracy Increase their range of techniques and skills through instruction but also through experimentation Talking to the teacher about their work during its progress and when completed, Describing what they have achieved and how it was produced using art language Having the opportunity to reflect upon, and talk about, a collection of their work, relating their finished work to the criteria as defined by the teacher and identifying strengths and areas for development in their work Working on a range of surfaces and scales and beginning to choose the scale and surface appropriate to the work for an end piece Looking at a wide range of artworks made by artists from a variety of cultures and times and relating them to their own work and the work of other artists to beginning to identify styles</p> <p>DS- Begin to research the topic in hand by collecting relevant information Choose, use, clean and store tools and materials with care Mount their own work ready for display Practising the language of the subject to explain their work and the work of other artists</p>	<p>National Curriculum Statement 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]</p> <p>ESK- Use and control more specialist media to explore ways in which they can be applied to achieve particular effects for e.g. blending with pastels Identify key visual elements, e.g. of colour, form, line, shape, space, texture, in their work and the work of others Experiment with (in sketchbooks) tonal effects (shading), patterns and textures and begin to adapt and apply colours to achieve tonal effects, pattern and texture in their work. Making drawings from observation, experience and imagination Making drawings that include detail and context. Recognise and apply the proportions of the human body, Looking at a wide range of drawings made by artists from a variety of cultures and times and relating them to their own work and the work of other artists to beginning to identify styles</p> <p>DS- Begin to match the approach to the scale of the work, give choice in this Drawing for different purposes using a range of styles Selecting media from a limited range and deciding how it might be used</p>	<p>National Curriculum Statement 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]</p> <p>ESK- Use and control more specialist media to explore ways in which they can be applied to achieve particular effects for e.g. for e.g. watercolour Identify key visual elements, e.g. of colour, form, line, shape, space, texture, in their work and the work of others Begin to mix and apply colours to achieve tonal effects, patterns and textures Make paintings that include detail and context, making paintings from observation, experience and imagination Working from the human figure, recognise and apply the proportions of the human body Looking at a wide range of paintings made by artists from a variety of cultures and times and relating them to their own work and the work of other artists to beginning to identify styles</p> <p>DS- Begin to match the approach to the scale of the work Selecting media from a limited range and deciding how it might be used, mixed media work</p>	<p>ESK- Build a printing block by e.g. applying card, string, wool etc. make a more complex printing block from polystyrene printing tiles or similar To ink up a block using printing ink and rollers and print a regular and off-set pattern e.g. half drop, printing more complex regular and irregular patterns Choosing objects with which to print to achieve specific results for e.g. found materials Developing monoprints to show use of line, pattern and texture by rolling printing ink onto a whiteboard or plastic, drawing and markmaking into it and taking a print by placing paper on top Working on a range of scales and surfaces, including fabric designing prints using drawing (sketchbook work) Talking about their print and the work of others and explaining how it was made Talking about prints made by other artists using a range of techniques and from a variety of cultures and times and relating them to their own work and the work of other artists</p> <p>DS- Investigate a range of other techniques e.g. printing on fabric, with a range of objects and as represented in the work of other artists Printing to make pictures or for patterns and/or textures for collage work Identifying and talking about pattern and texture in natural and man-made objects</p>	<p>National Curriculum Statement 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]</p> <p>ESK- Use simple techniques they are taught for building and joining clay for e.g. scoring, using slip and blending or coiling or joining pinch pots Mould malleable materials, e.g. clay, to create objects from a range of component shapes and people from a 'pulling out' method Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials Make armatures to support 3D work for e.g. for use with mod roc or papier-mâché Planning the sculpture through collecting ideas (research) and drawing (sketchbook work) and selecting appropriate materials and tools to work with Talking about their sculptures and relating their work to the work of other sculptors, relating them to their own work and the work of other artists</p> <p>DS- Create shapes from paper and card Building and constructing structures from a wide range of materials and objects Working on a range of scales and sizes</p>	<p>ESK- Plan (sketchbook work) and produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Cut complex shapes from a range of materials with some accuracy tear paper to pre-determined strips and shapes Change the surface of materials (for e.g. fabrics, papers) by, for example, crumpling, creasing, folding, pleating, scoring, tearing, fraying experimenting with materials to achieve new textures and colours Apply adhesive sparingly and stick shapes down accurately Working as a member of a group to produce a single collage Produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Looking at and talking about collages created by other artists Experimenting with materials to achieve new textures and colours</p> <p>DS-</p>	<p>ESK- Cut and apply fabrics and threads with some accuracy Create and apply new fabric textures by, for example, crumpling, creasing and pleating creating collages using appropriately selected fabrics and threads Thread and sew with fine metal needles Sew with straight stitches to create patterns and surface decoration Use sewing to apply one fabric to another for e.g. applique Weave using a wide range of fabric strips, wool and threads, weaving to create textures and patterns, Looking at a wide range of textile work made by artists and crafts people from a variety of cultures and times and relating them to their own work</p> <p>DS- Choose from a range of weaving bases</p>	<p>ESK- Using an increasing range of tools use the computer to create patterns for e.g. for collage work</p> <p>DS- Use the computer in support of their work making drawings using the computer</p>

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Year 5 & 6	<p>National Curriculum Statement Key stage 2 <i>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i> <i>§ to create sketch books to record their observations and use them to review and revisit ideas</i> <i>§ 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]</i> <i>§ about great artists, architects and designers in history.</i> ESK- Maintain a sketchbook and use it to show their research, ideas and interests and to support on-going work plan their work, to research the topic, Collect and develop information as experiments, sketches and drawings prior to a final piece of work. Planning how the work should be undertaken including identifying the outcome and how it might be evaluated Recognise, define and use the key elements of colour, tone, line, pattern, texture, form, shape and space Fix papers and objects together using a wide range of appropriate tools and materials Increase their range of techniques and skills through instruction and experimentation Planning the techniques to be used, resourcing them and adapting them to achieve the desired effects Planning work in 2 and 3 dimensions Researching the task in hand and showing the outcomes of this in the final work Following instructions and working to a range of criteria as defined by the teacher as well as setting their own personal targets Working from first hand experience, including from observation Work safely with new tools, materials and processes Talking confidently about their work, explaining how the work was conceived and developed and justifying any decisions made Explore the work of other artists, craftspeople and designers from a range of times and cultures including those who are represented in the locality Working individually, in pairs, groups and as a whole class DS- Mount their work choosing appropriate methods to enhance the final result , contribute to constructing displays e.g. of things to work from and also of their work Choose, use, clean and store tools and materials with care Relating the subjects and processes of their work to the work of other artists</p>	<p>National Curriculum Statement § 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] ESK- Work with a wide range of more specialist media and to mix media to achieve desired effects Compose the work and plan the effective use of available space Develop techniques to enable them to create use the key elements, of line, tone etc., including proportion and simple perspective in their work Discover, know and use the proportions of the human body, drawing and painting the human figure Making drawing and paintings from observation, experience and imagination Selecting the media and predict how they might be used Choosing the scale and surface appropriate to the work Choosing the style of drawing to match the purpose, develop their own style Explore a wide range of drawings made by other artists from a variety of cultures and times and relating them to their own work and to demonstrate a knowledge of styles DS-</p>	<p>National Curriculum Statement § 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] ESK- Work with a wide range of more specialist media and to mix media to achieve desired effects for e.g. using acrylic paint, choosing types of brushes Use the primary colours, and black and white, to mix a full range of hues and tones Compose the work and plan the effective use of available space Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment, and defines the processes of working in the context of the key elements Develop techniques to enable them to create use the key elements, of line, tone etc., including proportion and simple perspective in their work Discover, know and use the proportions of the human body, painting the human figure Making paintings from observation, experience and imagination with the emphasis on first hand experience Selecting the media and predict how they might be used choosing the scale and surface appropriate to the work Look at a wide range of paintings made by other artists from a variety of cultures and times and relating them to their own work, looking at and talking about the work of other artists to demonstrate a knowledge of styles DS-</p>	<p>ESK- Make a more complex printing block from polystyrene printing tiles or similar. Create 2 colour prints by cutting their block to apply more than one colour build a complex printing block by applying card, string, etc. Ink up a block using printing ink and rollers and print regular and irregular prints Develop offset prints that investigate a range of tessellated approaches Develop the art language to enable them to identify and talk about pattern and texture in natural and made objects Show use of line, pattern, texture, shape and colour in their prints Planning to use printing to make pictures, patterns and/or textures Designing printed patterns and textures for collage (sketchbook work) Look at the work of other artists and crafts people and describe how these prints could have been made Talk about their prints, explaining the printing process and relating it to the prints of other artists and designers DS- Experimenting with and combining a growing range of printing techniques choosing methods of printing to achieve specific results, printing more complex regular and irregular patterns Collecting and classifying a range of printed effects</p>	<p>National Curriculum Statement § 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] ESK- Design and create planned sculptures Use a range of techniques for building, joining and decorating clay e.g. scoring, using slip and blending or coiling, joining pinch pots to create a sphere, or figures from a 'pulling out' method Use a wide range of simple tools to cut, shape and impress patterns and textures Using plaster impregnated bandage over armatures- mod roc Planning sculptures, through modelling and drawing Looking at a wide range of sculptures made by artists from a variety of cultures and times beginning to identify styles Talking about their sculptures, how they were created, and the ideas being investigated, relating the work to the work of other sculptors DS-</p>	<p>ESK- Planning collage work (sketchbook work and experimentation) Producing their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Accurately cut complex shapes from a range of materials Looking at and talking about collages created by other artists, analysing the materials and processes used and the effects achieved Talking about their work and the work of others using ART language , identifying how they combine materials in the work to achieve specific results DS-</p>	<p>ESK- Sew pieces of fabric together accurately using the sewing machine and/or by hand Planning and creating 2D collages (applique) using fabrics and threads and combining previously learned techniques as appropriate to the work Selecting fabrics and threads to enhance the purpose of the work Dyeing fabrics to achieve particular effects required by the work Experimenting with techniques to achieve effects that are appropriate to the work DS-</p>	<p>ESK- Use the computer in support of their work for e.g. for research Develop their own repeat patterns using the computer DS- Making drawings using the computer for e.g. for design work</p>