



EYFS: Pre-School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
We are learning about:	Me and My Family Self Portraits Introduction to What is an Artist?		Me and My Garden Print and Sculpture ARTIST – Andy Goldsworthy		Where we Live My Home and Buildings ARTIST – Paul Klee	
Development Matters 3-4:	<b>EAD:</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.					
Sticky Knowledge 'I will know that...'	I will know how to draw shapes to represent an object  I will know how to add details to my drawings to represent myself and my feeling.  I will know that I can use different media to make different marks e.g. crayons, chalks, pencils, felt pens  I know how to hold and snip with scissors safely to make a simple collage		I will know the names of the primary colours  I will know that when I mix two colours together I can create a different colour  I will know how to lay out objects to create a picture  I will know how to create pictures to present the weather		I know how to use different media to represent the marks I make  I know how to use scissors with control for a given purpose e.g. to construct a model  I know what I can use to join paper, card or material together.	
Key Vocabulary:	Colour, Shape, straight, round, mark, artist, portrait.		Colour, texture, mix, natural materials, paint, paintbrush, palette		Shape, materials, scissors, glue, PVA, sellotape, join	



EYFS: Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
We are learning about:	Self – Portraits ARTIST - Jackson Pollock (Painting and Drawing)		Seasonal Art ARTIST - Andy Goldsworthy and Guiseppe Arcimboldo (Sculpture and Sketching)		Transport Junk Modelling ARTIST - Henri-Edmond Cross (Modelling and Printing)	
Development Matters Reception:	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills					
Sticky Knowledge 'I will know that...'	To name and recognise primary colours. To create simple representations of people and objects. Explore different techniques for joining materials. Draw and colour with pencils and crayons. Experiment with colour mixing. Use colours for a particular purpose. Explore different lines e.g. straight, curved, zig zag Explore and describe the work by the artist Jackson Pollock To paint and make a firework painting Engage in observational art – Christmas tree (watercolour)		Experiment using different mark making tools such as art pencils, pastels, chalk. Engage in observational art: animals, flowers Explore a range of materials, describing texture, colour and shape. Continue to explore joining techniques for a range of materials. Explore the work by the artists Andy Goldsworthy (natural art) and Guiseppe Arcimboldo (fruit artwork). Use collage materials and different textures to create natural art and fruit art		Experiment with different materials and textures Use tools and equipment safely and in the correct way Recreate and experiment with a technique that an artist uses To be able to identify texture, shape and colour. Experiment with printing techniques. To share creations, talk about process and evaluate their work. Adapting work where necessary. Design and make models with a purpose.	
Key Vocabulary:	Colour, Shape, Straight, round, curved, straight, scribbling, portrait.		Recycled, natural, materials, plants, texture Revisit: colour, shape		Printing, transport, junk modelling, seaside, shade, Revisit: texture, materials	
<b>Early Learning Goal/s:</b> Natural world - Explore the natural world around them, making observations and drawing pictures of animals and plants Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Creating with materials - Share their creations, explaining the process they have used.						



<b>KS1: Y1</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
What are we learning about?	Mark making – Portraits  Van Gogh  Drawing	Printing and collage – mixed media  Matisse Eric Carle	Sculpture – Anthony Gormley - 'Field' sculptures - people
National Curriculum Statements	<ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
Sticky Knowledge 'I will know that...'	<ul style="list-style-type: none"> <li>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>Begin to control the types of marks made</li> <li>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> <li>Observe anatomy (faces, limbs)</li> </ul>	<ul style="list-style-type: none"> <li>Learn to name the colours in the rainbow</li> <li>Explore with a variety of media; different brush sizes and tools.</li> <li>Explore lightening and darkening paint with the use of black or white.</li> <li>Begin to control the types of marks made with the range of media.</li> <li>Paint on different surfaces with a range of media.</li> <li>Start to record simple media explorations in a sketch style.</li> <li>Begin to explore the relationship between mood and colour.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment in a variety of malleable media – modroc/clay.</li> <li>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>Impress and apply simple decoration techniques: impressed, painted, applied.</li> <li>Use tools and equipment safely and in the correct way</li> </ul>
Key Vocabulary:	Van Gogh (CW Twombly, Van Gogh)  soft, broad, narrow, fine, shape, pattern, Light, dark, tone, warm, cold, bright, shades  Revisit: line, mark (making)	Eric Carle Matisse  Print, press, overlap, surface, pressure, texture, scrape, repeat, layer, contrast, complementary, primary, tone,  Revisit: colour, mix, brush, paint	Anthony Gormley  Sculpture, structure, curve, form, clay, impress, smooth, impression, carve, tactile, embellish, pinch  Revisit: roll, cut, smooth



KS1: Y2	Autumn Term	Spring Term	Summer Term
What are we learning about?	<p>Quentin Blake – cartoon figure drawing</p> <p>Drawing</p>	<p>Abstract Art - Wassily Kandinsky</p> <p>painting</p>	<p>Sokari Douglas Camp – Impressions and layers</p> <p>Sculpture</p>
National Curriculum Statements	<p>To use drawing, to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using pattern, texture, line, shape, form and space</p> <p>To learn 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>to use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn 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>To use a range of materials creatively to design and make products</p> <p>To learn 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>Sticky Knowledge</p> <p>‘I will know that...’</p>	<p>To draw lines with different tones</p> <p>To select the key features in an image and draw them effectively</p> <p>To use a range of tones and lines in drawing</p> <p>To know who Quentin Blake is</p> <p>To know who Question Blake worked with and why</p>	<p>To know who Wassily Kandinsky is and his inspiration</p> <p>To mix paints to create secondary colours</p> <p>To investigate how to make shades by adding black and tints by adding white</p> <p>Use colour to represent ideas, e.g. to convey mood</p>	<p>Experiment with basic tools to add surface decoration</p> <p>To understand the work of Sokari Douglas Camp.</p> <p>To know how to add impressions to different surfaces.</p> <p>To investigate how impressions and layers contribute towards a final piece.</p> <p>To understand the role of idea generation and development using sketch books.</p>
Key Vocabulary:	<p>Playful, doodles, stacking, curved, trace, guide</p> <p>Revisit: soft, narrow, fine, shape, light, dark, shade</p>	<p>Colour wheel, contrasting, shade, primary, secondary, composition, abstract, tint,</p> <p>Revisit: Complimentary, mix, line, tone</p>	<p>Sculptor, structure, assemble, construct,, attach, form, plasticine, three dimensional, materials, tactile, space</p> <p>Revisit: Impression, texture, smooth, cut, layer, apply, composition, stick, embellish, arrange</p>



KS2: Y3	Autumn Term	Spring Term	Summer Term
What are we learning about?	Roman artefact still life  Paul Cezanne  drawing	Meadow flowers  Yvonne Coomber  painting and Multimedia	Mayan Masks  George Rodriguez  Sculpture
National Curriculum Statements	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing.</li> <li>about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting</li> <li>about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>about great artists, architects and designers in history</li> </ul>
Sticky Knowledge  'I will know that...'	<ul style="list-style-type: none"> <li>To know who Paul Cezanne is and what inspired him</li> <li>To create intricate patterns</li> <li>Begin to show an awareness of objects having a third dimension and perspective.</li> <li>To develop close observation skills</li> <li>To use line, tone and shade to represent things seen</li> </ul>	<ul style="list-style-type: none"> <li>To know who Yvonne Coomber is and what inspired them</li> <li>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, blending, thickened paint creating textural effects.</li> <li>Continue to experiment in lighten and darken without the use of black or white.</li> </ul>	<ul style="list-style-type: none"> <li>To know who George Rodriguez is and what inspired them</li> <li>Construct a simple base for extending and modelling other shapes.</li> <li>Produce more intricate surface patterns/ textures and use them when appropriate.</li> </ul>
Key Vocabulary:	Symbolic, dark, light, definition, pencil grade, charcoal, composition, positioning, proportion, working lightly, comparing, sizing  Revisit: Size, shape, line, mark (making)	colour-scheme, hue, shade, blend, composition, texture, flick,  Revisit: Print, press, overlap, surface, pressure, texture, scrape, repeat, layer, contrast	Form, composition, stylised, proportion, decoration, slip, mould, sculpt, overlap, arrange, manipulate  Revisit: Shape, stick, layer, texture, pattern

**Watermoor C of E Primary School**  
**Subject Progression 2023-2024**  
**Subject: Art and Design**



KS2: Y4	Autumn Term	Spring Term	Summer Term
What are we learning about?	Self- Portraits  Painting Mountains  Hokusai	Stone-Age Cave Art  Lascaux  Drawing – proportion and effects of light	Canopic jars  Murjoni Merriweather - Sculptor
National Curriculum Statements	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>
Sticky Knowledge  'I will know that...'	<ul style="list-style-type: none"> <li>Experiment with cold/warm palettes</li> <li>Develop painting from a drawing</li> <li>Experiment with mark making for different effects; block colours, washes and thickened paint</li> <li>Range of techniques including dots, scratches and splashes</li> </ul>	<ul style="list-style-type: none"> <li>Experiment different grades of pencil</li> <li>3D and perspective</li> <li>Identify the effect of light</li> <li>Use different view finders for close observation</li> </ul>	<ul style="list-style-type: none"> <li>Join two parts together with a slip</li> <li>Construct a simple base for extending shapes</li> <li>Coil and produce marquettes confidently</li> </ul>
Key Vocabulary:	colour-scheme, hue, neutral, shade, tint, tone, form, blend, composition, emotion, harmony, watercolour, primary colour, secondary colour, tertiary colour  Revisit: Shape, line, colour, brush, mark, mix	Symbolic, dark, light, definition, pencil grade, charcoal, composition, positioning, proportion, working lightly, comparing, sizing  Revisit: line, shape, form, tone, shade, shape, mark	Form, composition, stylised, proportion, decoration, layer, slip, mould, sculpt, overlap, armature, carve  Revisit: Shape, texture, stick, arrange, manipulate



KS2: Y5	Autumn Term	Spring Term	Summer Term
What are we learning about?	Drawing: Monet London Landscapes	Peter Thorpe Space Art <a href="https://rocketpaintings.com/?section=about">https://rocketpaintings.com/?section=about</a>	Greek Mythology Triptych Henley Johnson Clay tiles
National Curriculum Statements	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>
Sticky Knowledge  'I will know that...'	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to create a detailed drawing.</li> <li>Develop a key element of their work: line, tone, pattern, texture.</li> <li>Draw for a sustained period of time at an appropriate level.</li> <li>Select different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>Independently use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> <li>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> <li>Begin to discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understanding practicing in order to create a final piece.</li> <li>Use water colour pain to produce washes for backgrounds then add detail.</li> <li>Confidently control the types of marks made and experiment with different effects and textures.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>Experiment with colour palettes which are complimentary (opposite on the colour wheel)</li> <li>Experiment with colour palettes which are harmonious (next to each other on the colour wheel)</li> <li>Confidently work from observation, at times using drawing as the base of their painting.</li> <li>To select different kinds of paint in order to achieve design effect.</li> <li>Effectively use colour and shapes to reflect feelings and moods.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> </ul>	<ul style="list-style-type: none"> <li>Work in a safe, organised way, caring for equipment.</li> <li>Work in a sustained and independent way to create a detailed sculpture</li> <li>Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>Develop understanding of different ways of finishing work: glaze, paint, polish</li> <li>Gain experience in model ling over an armature: newspaper frame for modroc.</li> <li>Begin to experiment with different scales and the reasons for working to different scales.</li> <li>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</li> <li>Confidently use sketchbooks plan a sculpture through drawing and other preparatory work.</li> <li>Use the sketch book to plan how to join parts of the sculpture.</li> <li>Adapt work as and when necessary and explain why.</li> <li>Confidently carve a simple form.</li> <li>Use language appropriate to skill and technique</li> </ul>
Key Vocabulary:	hatching, smudging, graduated shading, contrast, definition, composition, positioning, working lightly, abstract  Revisit: Line, shape, form, tone, shade, space, length, thickness, straight, curved, sketch, dark and light, texture, comparing, rough, smooth, soft, hard	composition, emotion, contrast, space, harmony, still life, cubism, modern, watercolour, oils, acrylic, density, primary  Revisit: Primary colour, secondary colour, tertiary, working lightly, comparing, sizing, neutral, shade, tone, apply, form, blend, abstract, wash	Detailed, slabbing, decoration, layer, balance  Revisit: Shape, texture, stick, arrange, manipulate, Form, carve composition, stylised, proportion, slip, mould, sculpt, overlap, thickness



KS2: Y6	Autumn Term	Spring Term	Summer Term
What are we learning about?	Henri Rousseau To improve their mastery of art and design technique  Drawing	Alberto Giacometti  Sculpture  Modroc figures	Pop Art Andy Warhol  Mixed media  painting
National Curriculum Statements	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing - pencil, charcoal,</li> <li>about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including sculpture - clay</li> <li>about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques - drawing, painting with a range of materials – tissue paper, oil pastel, paint, pencil</li> <li>about great artists, architects and designers in history</li> </ul>
Sticky Knowledge  'I will know that...'	To know who Henri Rousseau was and his inspiration  To use tools with a control and dexterity  To create different effects  To use perspective, showing understanding of foreground and background  To look closely at a painting and work out techniques used	To know who Alberto Giacometti was and his inspiration  His sculptures of the human form became larger, thinner and more elongated as the years passed by.  To select technique to create a sculpture  To understand how to manipulate to elongate clay  Explain why techniques have been chosen and review these	To know who Andy warhol was and where he found his inspiration  Explain the style of art used and how it has been influenced Use a range of materials to create a multimedia piece Use different media to create maximum impact To understand the choice or colour in manipulating emotion
Key Vocabulary:	Perspective, foreground, background, composition, abstract  Revisit: Line, shape, form, tone, shade, space, length, thickness, straight, curved, sketch, dark and light, texture, comparing, rough, smooth, soft, hard,	Sculpture, elongated, sculptor, armature, manipulate, form, shadow  Revisit: Shape, texture, arrange, composition, stylised, proportion, sculpt,	Mass produced, pop art, popular, culture, expendable, Andy Warhol, Kieth Haring, vivid, tate  Revisit: contrast, complimentary, colour wheel, tone, shade, line, repeat/repetition,