

ART: CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Aims and Rationale

Art, craft and design is a practical, and creative subject. Through their active participation, pupils learn to explore their imagination, generate ideas, acquire skills and apply judgement. It is also a subject in which pupils develop their knowledge and understanding as well as their skills.

They learn about the materials and techniques they use and about the world of art, craft and design, recognising the achievements of artists, designers and craftspeople from many different times and cultures. Art, craft and design is a subject that gives pupils the opportunity to express ideas, attitudes and values. It is a means of communication that plays a significant role in our lives and which pupils will have used from a very early age. It develops and encourages critical and creative thinking. As such it lends itself readily to enriching, extending and consolidating learning in a variety of curriculum contexts. The subject often contributes to cross-curricular programmes and to various events and activities in the school calendar. These opportunities support learning in art, craft and design. However, the knowledge, skills and understanding that are necessary to make appropriate progress in the subject need to be planned and developed systematically. Pupils require sufficient time to develop mastery of skills and opportunities to create learning outcomes. Art, craft and design is a subject that engages with pupils' imagination and which values originality. It provides opportunities to celebrate and explore feelings and ideas expressed by pupils and by the artists, designers and crafts people that are studied. Teaching and learning takes place most effectively in an environment that celebrates innovation and is sensitive to personal feelings, values and attitudes. **(The National Society for Education in Art and Design - A Framework for Progression, Planning for Learning, Assessment, Recording and Reporting.)**

Our curriculum framework uses the four National Curriculum aims to define four distinct progress objectives. These are used throughout this guidance to ensure consistency across planning, teaching and assessment. Like the National Curriculum aims, these progress objectives arise from the key ideas that have always been at the heart of teaching and learning in art, craft and design. There is, therefore, continuity with previous good practice in the subject.

The four progress objectives are:

1. Generating Ideas: The skills of designing and developing ideas
2. Making: The skills of making art, craft and design
3. Evaluating: The skills of judgement and evaluation
4. Knowledge: The background and contextual understanding of artistic styles, periods and the artwork of others.

Throughout all of the following areas, we believe children should be given the opportunity to discuss and review their own and others' work. They should develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers both current and through history. They will be encouraged to log this personal journey through annotated sketchbooks (from Year 1 upwards).

Topics/Themes/Texts: (To be decided by individual schools)	The key things we want pupils to know/be able to do
FOUNDATION	
<ul style="list-style-type: none"> ● Explore media following children’s own interests. <p>Children have access to a wide range of media throughout the year. They can access and explore this during their free flow play (continuous provision). This is available in the indoors and outside provision.</p> <ul style="list-style-type: none"> ● Use scissors, practising how to hold them correctly. ● Use paint to mix colours. 	<p>Explore and refine their application of practical skills and record through the use of a range of media.</p> <ul style="list-style-type: none"> ● Be able to use the colour names ● Explore what happens when they mix colours ● Be able to describe what they can see ● Experiment to create different textures (For example, sand, sponges, sticks, rollers etc...) ● Understand that different media can be combined to create new effects. <p>Begin to develop confidence in explaining and discussing their ideas and recording their experiences.</p> <ul style="list-style-type: none"> ● Follow and share their own interests through their artwork <p>Understand Art: Share personal opinions and ideas.</p> <ul style="list-style-type: none"> ● Comment on their own work and that of others saying why they like it and how to make improvements <p>By the end of FS2: Pupils show good control and coordination in large and small movements. They handle equipment and tools effectively for mark-making.</p> <p>Pupils safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

YEAR 1	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want pupils to know /be able to do
<ul style="list-style-type: none"> Explore media following their own interests. <p>Throughout the year the children have access to a wide range of art media. They can access this equipment during all free flow activities i.e continuous provision. This included junk modelling, collage materials, art straws, paint, scissors and glue.</p> <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. <p>The children work individually in sketch books, making links to other areas of the curriculum e.g sketching the changing seasons in science lessons, as well as collaboratively on larger projects e.g printing leaf stencils to create a wall hanging. Photographs are taken to share with parents and for display.</p> <ul style="list-style-type: none"> Cut shapes from clay using pastry cutters and stencils. Use cut shapes to make tiles. <p>In the Summer term the children learn about plants as part of their science work. Their knowledge and understanding is applied to an art project to make clay tiles of plants. The children use tools to cut and shape a tile and the parts of a plant. They combine the pieces and then paint the finished tile.</p> <ul style="list-style-type: none"> Make a printing block and print one colour. <p>As part of the plant topic work, the children learn how to print, firstly onto paper, and then onto fabric. They work collaboratively to produce a wall</p>	<p>Explore and refine their application of practical skills and record through the use of a range of media.</p> <ul style="list-style-type: none"> Explore a range of media such as charcoal, chalks, pencils, paint, wax resist Independently explore and select tools and colours for a specific purpose in their own creative work. Begin to work in a sketchbook Explore 3D and 2D form and its related vocabulary <p>Demonstrate growing confidence in explaining and discussing their ideas and recording their experiences.</p> <ul style="list-style-type: none"> Be able to describe what they can see and represent this in their work Identify areas for development within their own work and explain why something has or has not worked Explain their reasons for selecting specific tools <p>Understand Art: Share personal opinions and ideas.</p> <ul style="list-style-type: none"> Comment on similarities and differences in their own work and that of others Comment on ways that work has been improved

<p>hanging or collage to be displayed centrally. They draw their chosen plant onto the foam printing tile and make a repeating pattern in one colour.</p> <ul style="list-style-type: none"> • Create line drawings using a range of tools, materials and surfaces. <p>All children have a sketchbook to record their drawings, and to help develop drawing and reflection skills. They draw images from the natural environment, focusing on line and shadow. They also learn how to use a range of sketching pencils to create effects.</p>	
<p>YEAR 2</p>	
<p>Topics/Themes/Texts: (To be decided by individual schools)</p>	<p>The key things we want pupils to know /be able to do</p>
<ul style="list-style-type: none"> • Experiment with line, form, tone and colour. <p>All children have a sketchbook where they are able to show their progression and experimentation of form, creation of colour using primary colours and tone. Activities can include famous portrait painters and children observe and create their own.</p> <ul style="list-style-type: none"> • Know 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>Links to junk making and recycled materials.</p> <ul style="list-style-type: none"> • Understand what sculpture is and what a sculptor does by collecting examples in sketchbooks. 	<p>Explore and refine their application of practical skills and record through the use of a range of media.</p> <ul style="list-style-type: none"> • Use a sketchbook to build a portfolio of sketches and artwork, showing progression of skills using media such as watercolour, sculpture, collage or montage • Begin to independently mix primary colours to make secondary and use the associated vocabulary (with some success) • Record from direct observation. (From life or photographs). <p>Demonstrate growing confidence in explaining and discussing their ideas and recording their experiences.</p> <ul style="list-style-type: none"> • Be able to make annotations on their work (notes or labelling)

<p>The children can investigate and create sea creature clay models (Under the Sea)</p> <ul style="list-style-type: none"> • Design and make natural sculptures and mobiles. <p>Children can design and make shoe box aquariums and sea creature sun catchers (Under the Sea Topic).</p> <ul style="list-style-type: none"> • Experiment with paint and different applicators e.g. sponges, flat brushes etc, and keep examples in sketchbooks. 	<p>Understand Art: Share personal opinions and ideas.</p> <ul style="list-style-type: none"> • Compare their own work to that of famous artists. • Discuss ways in which an artist has influenced their work. <p>By the end of Key Stage 1 all pupils should have been taught:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
<p>YEAR 3</p>	
<p>Topics/Themes/Texts: (To be decided by individual schools)</p>	<p>The key things we want pupils to know /be able to do</p>

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- Use techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Make a clay thumb pot and decorate it.
- Make and print with blocks in 2 colours.
- Use these prints for a purpose e.g. Easter cards.
- Use sketching pencils (B, 2B etc) to create different shades.

Explore and refine their application of practical skills and record through the use of a range of media.

- Predict with accuracy the new colours they will mix using primary colours. Explore a range of media (watercolour paint, powder paint, poster paint).
- Use media with increasing accuracy and control to create outcomes (chalk, charcoal, pencil, coloured pencil, pastel).
- Explore the versatility of media through mark making (pressure of pencil/ brush, use of tools to apply media, quality of line)
- Explore 3D forms responding to a theme. (This could be cardboard modelling, clay, nets, modroc, papier mache.)

Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.

- Generate ideas to inform a piece of art (this could be as a class, small group or independently)
- Use sketchbooks to develop and annotate their ideas.
- Record from direct observation. (From life or photographs).

Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.

- Study a minimum of one artist, including the identification of the artist's style, period in art history, media, technique.
- Comment on the content and mood of the artist's work.
- Form and share a reasoned opinion on the artist's work. (all of the above should involve opportunities for both verbal and written responses-possibly with the support of sentence starters and key words)

Topics/Themes/Texts: (To be decided by individual schools)	The key things we want pupils to know /be able to do
<ul style="list-style-type: none"> ● Create sketch books to record observations and use them to review and revisit ideas. ● Bend, twist, slot and score different materials e.g. clay ● Use the above techniques to produce a 3D sculpture. ● Mix secondary colours using all 2 primary colours using a range of media e.g. water colour paint, powder paint ● Use techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design ● Study an artist 	<p>Explore and refine their application of practical skills and record through the use of a range of media.</p> <ul style="list-style-type: none"> ● Revisit the secondary colours and be able to mix all three using primary colours. Explore a range of media (watercolour paint, powder paint, poster paint). ● Use media with increasing accuracy and control to create outcomes (chalk, charcoal, pencil, coloured pencil, pastel). ● Explore the versatility of media through mark making (pressure of pencil/ brush, use of tools to apply media, quality of line) ● Explore 3D forms responding to a theme. (This could be cardboard modelling, clay, nets, modroc, papier mache.) <p>Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.</p> <ul style="list-style-type: none"> ● Generate ideas to inform a piece of art (this could be as a class, small group or independently) ● Use sketchbooks to develop and annotate their ideas. ● Record from direct observation. (From life or photographs) ● Demonstrate perseverance when creating a piece towards a brief. <p>Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.</p> <ul style="list-style-type: none"> ● Study a minimum of one artist, including the identification of the artist's style, period in art history, media, technique. ● Comment on the content and mood of the artist's work. ● Form and share a reasoned opinion on the artist's work.

	<p>(all of the above should involve opportunities for both verbal and written responses-possibly with the support of sentence starters and key words)</p>
<p>YEAR 5</p>	
<p>Topics/Themes/Texts: (To be decided by individual schools)</p>	<p>The key things we want pupils to know /be able to do</p>
<ul style="list-style-type: none"> ● Improve mastery of art and design techniques. ● Design, make and decorate a clay pot. ● Use decoupage to create a period-style picture frame. ● Experiment with types of media, then select appropriate media to create space artwork. ● Use foreground, middle ground and background in my drawing. 	<p>Explore and refine their application of practical skills and record through the use of a range of media.</p> <ul style="list-style-type: none"> ● Explore a range of media (such as chalk, charcoal, oil pastel, watercolour paint, powder paint, poster paint, pencil crayon). ● Use media purposefully and skillfully to communicate detail linking to the Formal Elements of Art in drawing. ● Explore 3D forms. (This could be cardboard modelling, clay, nets, modroc, papier mache.) <p>Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.</p> <ul style="list-style-type: none"> ● Develop a range of ideas before deciding upon a final outcome. ● Use sketchbooks to develop, refine and annotate their ideas. ● Have opportunities to choose the media appropriate for their personal outcome (this should be informed by their annotation) ● Record from direct observation with increasing accuracy and detail. (From life or photographs). <p>Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.</p>



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	<ul style="list-style-type: none"> • Study a minimum of one artist, including the identification of the artist's style, period in art history, media, technique. • Comment on the content and mood of the artist's work. • Form and share a reasoned opinion on the artist's work. (all of the above should involve opportunities for both verbal and written responses)
<p>YEAR 6</p>	
<p>Topics/Themes/Texts: (To be decided by individual schools)</p>	<p>The key things we want pupils to know /be able to do</p>
<ul style="list-style-type: none"> • Know about great artists, architects and designers in history. • Make models for a purpose. • Use natural-dyed fabric to sew onto a base material. • Use watercolours. • Colour fabrics using natural dyes. • Use the colour wheel to understand complementary colours, etc. 	<p>Explore and refine their application of practical skills and record through the use of a range of media.</p> <ul style="list-style-type: none"> • Be able to mix all three secondary colours and begin to explore tertiary colours and the concept of contrasting and harmonious colours. • Be able to design and create a sewn item from self-coloured fabrics. <p>Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.</p> <ul style="list-style-type: none"> • Develop a range of ideas before deciding upon a final outcome. • Use sketchbooks to develop, refine and annotate ideas. • Record from direct observation with increasing accuracy and detail. (From life or photographs). <p>Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.</p>

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- Study a minimum of one artist, including the identification of the artist's style, period in art history, media, technique.
- Comment on the content and mood of the artist's work with increasing depth using subject specific vocabulary.
- Form and share a reasoned opinion on the artist's work. (all of the above should involve opportunities for both verbal and written responses)

By the end of Key Stage 2 all pupils should have been taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

GLOSSARY

The Formal Elements: Shape, Colour, Line, Tone, Texture, Pattern, Form, Space

Drawing: The making of marks using any media (does not necessarily mean drawing with a pencil).

Observational Drawing: drawing from observation - this can be from life or a sourced image.