





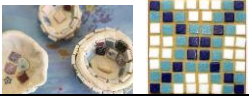

Featherstone Primary School: Progression and Sequencing within Art and Design



Intent: Art and Design at Featherstone allows children to creatively express themselves by harnessing ideas that they themselves may already have whilst taking inspiration from some of the great artists, designers and architects that have lived. Children are engaged and inspired from this balance of freedom of expression and artwork that is already in the public domain.

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists		Jackson Pollock – mark making	Antony Gormley – British sculptor Henri Matisse 'The snail' – collage/colour exploration	Stephen Wiltshire (Black British artist known for drawing detailed cityscapes). Andy Goldsworthy – Collage/sculpture (own materials)	Vincent Van Gough (colour mixing and brushstrokes) Andy Warhol –prints/pop art	Giuseppe Arcimboldo – Renaissance artist Georgia O'Keeffe (female artist) (watercolours)	Alma Thomas (American Black artist) – tessellation e.g. the eclipse John Piper (English painter/collage artist)	Abed Abdi – Palestinian artist Kehinde Wiley – reinvents classic Renaissance style portraits e.g. 'Jacques-Louis David, Napoleon 1801' and 'Napoleon leading the Army over the Alps' 2005.
Disciplinary Knowledge (The study, discussion and judgement of art)		"Anything can be art." Qu prompt: What can I use to make some art?	"Everyone can be an artist." Qu prompt: Do we all have art skills?	"Artists create images for the purpose of being seen". Qu prompt: Why is art made?	"All art is equal in value" Qu prompt: What is the purpose of art?	"Art can never be separated from the artist". Qu prompt: How do humans tell stories through art?	"The value of art cannot be measured by money alone" Qu prompt: How is art judged?	"Artists build on the work of other artists: artist subvert the work of previous artists". Qu prompt: What have artists done across cultures/history to draw attention to the influences of art?
Content/Theoretical Knowledge to Develop Ideas		Across the lessons studied, in-context and in-line with the Sequencing and Progression objectives, children should: <ul style="list-style-type: none"> • <i>Observe</i> the art/artist: make memory links; analyse examples; express feelings/opinions; be immersed in the relevant vocabulary. • <i>Experience</i> the art/artist: build skills by practising techniques (sketch book work); explore and experiment. • <i>Imagine</i> the art/artist: plan own piece in sketch books. • <i>Complete</i> the art in-line with the plan: make; adapt; complete. • <i>Reflect</i> on the art; evaluate. 						
Fine motor skills		Pencil Grip Range of marks	Pencil Grip Range of marks Series of lines	Pencil Grip Range of marks Series of lines	Range of marks Series of lines Applying pressure to affect tone	Applying pressure to affect tone	Applying pressure to affect tone Shading to suggest form	Use a series of lines with control to represent form or movement.
Practical Knowledge (developing technical proficiency)	Components of Drawing	Begin to explore different styles of mark making/artistic effects including shading, circularism, hatching, controlled 'scribbling'.	Draw lines of different sizes and thickness when making marks and lines, including shading, circularism, hatching, controlled 'scribbling'. Colour neatly following the lines	Show pattern and texture by adding dots and lines (hatching, cross-hatching, stippling, finger blend) Use charcoal to shade and contrast Show different tones by using coloured pencils and introduce 'warm/cold' colours	Use different grades of pencils to show line, tone and texture (hatching, cross-hatching, stippling, finger blend) Use lines that enclose spaces e.g. circles and 3D representations	Choose and apply different grades of pencils to show line, tone and texture, including light and shadow (hatching, cross-hatching, stippling, finger blend) Sketch lightly (no need to use a rubber to correct mistakes)	Use a variety of techniques to add interesting effects including: movement, reflections, shadows and direction of sunlight Depict 2-point perspectives in landscape drawings	Choose a style of drawing suitable for the work including <ul style="list-style-type: none"> • realistic • impressionistic • geometric
	Painting	Use small tools competently with increasing control including pencils, scissors and paintbrushes.	Use thick and thin brushes Mix primary colours to make secondary	Mix colours and add white to colours to make tints and black to make tones e.g. skin tone Use distinct dots of colour in the form of traditional art work e.g. indigenous art.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively to create colour wheels (tints and shades)	Use watercolour paint to produce washes for backgrounds then add detail Experiment with creating mood with colour	Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create interesting piece	Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style of painting by drawing upon ideas from other artists

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Collage	Develop fine motor skills so that children begin to use a variety of materials that are cut, torn and glued	Use a combination of materials that are cut, torn and glued	Sort and arrange own materials Mix materials to create texture	Select and arrange materials for a striking effect Ensure work is precise Use mosaic technique to create a collage e.g. small squares of paper 	Use a mix of materials and textures (rough and smooth, plain and patterned) to create their collage Ensure work is precise	Use tessellation technique through the process of covering a surface with a number of geometric shapes 	Combine visual (implied) and tactile (real) texture qualities (mixed media) Use geometric and natural forms expressed through patterns Use ceramic mosaic materials and techniques 
Sculpture	Explore different materials and tools e.g. salt dough and clay	Use a combination of simple shapes Include lines and texture Use techniques such as rolling and moulding	Use rolled up paper, straws, paper, card and clay as materials Use techniques such as cutting and carving	Understand the concept of "form": the shape, structure and arrangement of length, width and depth of a sculpture Combine appropriate methods to create a sculpture such as carving, modelling and constructing Create and combine shapes to create recognisable forms	Include texture that conveys feelings or movement Use clay and other mouldable materials, using coiling, and pinching techniques Add materials to provide interesting detail	Show life-like qualities and real-life proportions, or if more abstract, provoke different interpretations Use tools to carve and add shapes, texture and pattern and manipulate clay through techniques such as coiling, slabbing or pinching	Combine visual and tactile qualities Use frameworks (such as wire moulds) to provide stability and form with Modroc Understand the concept of "place": where the sculpture is geographically and culturally, and why this is the case
Printing	Press, roll, rub and stamp to make prints	Use repeating or overlapping shapes Mimic print from the environment (e.g. wallpapers)	Use objects to create prints (e.g. fruits, vegetables, string or sponges)	Use layers of two or more colours Replicate patterns observed in natural or built environments 	Make own printing blocks from coiled glued string glued to a block/carboard Make precise repeating patterns	Plan, draw simple design and apply correct pressure to make an indentation on own printing tile Build up layers of colours Create an accurate pattern showing some detail	Plan, draw appropriate design and apply correct pressure to make an indentation on own printing tile Build up layers of colours in an ombre (gradient) effect Create an accurate pattern showing some finer details
Textiles	Explore and experiment with weaving	Use weaving to create a pattern Join materials using glue	Use plaiting and bead work	Shape and stitch materials with back stitch	Use dip or tie dye techniques to colour fabric Create weavings	Quilt, pad and gather fabric Shape and stitch materials with cross stitch	Apply back or cross stitch to create pieces
Evaluate	Say what I like about a piece of art	Say what they like and dislike about a piece of artwork	Evaluate classmates' artwork with basic justifications	Evaluate classmates' artwork with clear justifications, understanding that opinions might differ	Evaluate classmates' artwork with clear justifications, based on one part of the art (i.e. detail, mood, technique, pattern)	Evaluate classmates' artwork with clear justifications, based on multiple parts of the art (i.e. detail, mood, technique, pattern)	Evaluate classmates' artwork focusing on all KS2 artwork elements Clear justifications based on if the artwork is effective or not, and why