

## Raeburn Primary Progression of Skills in Art and COVERAGE

National Curriculum	EYFS	Year 1	Year 2
<p><b>Use a range of materials to design and make products (EYFS- Explore and use media and materials)</b></p>	<ul style="list-style-type: none"> <li>-Find out how to build using construction kits (<a href="#">duplo</a>, <a href="#">sticklebricks</a>, <a href="#">mobilo etc</a>), junk materials and natural materials. (<a href="#">building igloos</a>, <a href="#">walls</a>, <a href="#">rockets</a>, <a href="#">animal enclosures</a>) <a href="#">Adult Led- e.g. Making a minibeast home.</a></li> <li>- Experiment with ways of joining materials and objects together.</li> <li>-Discover how to model using different modelling materials such as clay or dough. (<a href="#">continuous provision- construction area/workshop</a>)</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate different materials and how they can be adapted, including experimenting with pleating, cutting and folding paper and thin card to understand the difference between 2d and 3d. (<a href="#">Rainforest mask</a>, <a href="#">3D garden-Wonders of Wirral</a>)</li> <li>-Explore a range of mediums and discover their range of effects when designing and making a product. (<a href="#">Collage</a>, <a href="#">paper</a>, <a href="#">clay</a>, <a href="#">salt dough</a>, <a href="#">paint</a>, <a href="#">pencil</a>)</li> </ul>	<ul style="list-style-type: none"> <li>-Investigate different methods of designing; including drawing and use of ICT. (<a href="#">Pop art- colour face app</a>)Decide on methods, materials and processes.</li> <li>-Use a range of mediums to design products and decide on a preference. (<a href="#">Pop art pictures-pastels</a>, <a href="#">water colours to create skyline</a>, <a href="#">African sunset- paint</a>)</li> <li>-Experiment with different types of materials to design and make products. (<a href="#">xmas decorations</a>)</li> </ul>
<p><b>Share ideas, experience and imagination (using drawing, painting and sculpture)</b></p> <p><b>(EYFS- Being Imaginative)</b></p>	<ul style="list-style-type: none"> <li>-Talk about ideas in their art work, sharing with others how and why they generated their ideas. (<a href="#">Teacher questioning/Adult led tasks-Why they chose to do what they did etc</a>)</li> <li>-Make art individually and collaboratively. (<a href="#">Topic-e.g.draw/paint a penguin</a>, <a href="#">collage bear</a>.)</li> <li>- share ideas with others. (<a href="#">Large scale collaborative pieces e.g. firework pictures</a>)</li> </ul>	<ul style="list-style-type: none"> <li>-Share ideas about what art is and where it can be found. (<a href="#">e.g.Nature art-Andy Goldsworthy</a>, <a href="#">Paul Klee</a>)</li> <li>-Work as part of a group (<a href="#">Forestschooll group art</a>, <a href="#">church visit- group piece</a>) to create a piece of work and also create art work independently. (<a href="#">Paul Klee-shape art</a>)</li> <li>-Draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others. (<a href="#">e.g. Autumn leaves owl</a>, <a href="#">self- portraits</a>, <a href="#">sculpture-Wild Thing</a>)</li> </ul>	<ul style="list-style-type: none"> <li>-Observe different artists by having the opportunity of seeing real art and identifying possible inspiration behind the artist's work. (<a href="#">Look at work of local artists-link to Claude in the City</a>)</li> <li>-Discover together how to use drawing as a precursor for other art work, including for example in a <b>class</b> book.</li> <li>-Make art individually and collaboratively, sharing ideas for design, technique and use of materials. (<a href="#">Wonders of Wirral-create a class crest</a>)</li> </ul>
<p><b>Develop a range or art and design techniques.</b></p> <p><b>(EYFS- Being Imaginative)</b></p>	<ul style="list-style-type: none"> <li>-Discover how to make pictures and patterns by cutting and sticking a variety of materials e.g. wallpaper, cellophane, tissue paper, fabric. (<a href="#">Feely collage</a>, <a href="#">masks</a>, <a href="#">workshop area</a>)</li> <li>-Experiment to create different textures and investigate what happens when paint is mixed. (<a href="#">through continuous provision</a>)</li> <li>-Identify that different tools can be used to apply paint, including (for example) fingers, brushes, cotton buds, sticks with a range of sizes. (<a href="#">range of resources accessible to children in workshop area</a>)</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Collage:</b> Find out how to make collage pictures for particular purposes by cutting, tearing and sticking varied papers and objects to a background. (<a href="#">e.g. Xmas cards</a>)</li> <li>-<b>Drawing 2D:</b> Create drawings (observational, imagination etc.) by understanding that they are made using lines to create shapes, patterns, textures and can be added to with dark and light tones. (<a href="#">e.g. Self-Portraits</a>, <a href="#">trees</a>, <a href="#">toys</a>)</li> <li>-<b>Paint 2D:</b> Experiment with different marks, shapes and patterns that can be made with paint. (<a href="#">e.g. toys</a>)</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Collage:</b> Experiment with a range of materials and methods to create a variety of work. Identify how to cut shapes accurately from paper and thin card and cut different kinds of line.</li> <li>-<b>Printing:</b> Understand that the purpose of printmaking is to create multiple images and patterns. Mimic print from the environment (e.g. wallpapers).. (<a href="#">e.g. 1960s wallpaper</a>) Make mono prints by spreading paint and experiment with a variety of objects to create a print.</li> </ul>

## Raeburn Primary Progression of Skills in Art and COVERAGE

	<p>-Find out how to print by loading an object with paint and applying it to a surface; make repeated patterns and print into different surfaces. (Topic linked- repeated patterns in wrapping paper, number of the week etc)</p>	<p>-Explore the effect of adding other materials to paint such as sand, glitter and PVA glue. (e.g. Cards)          -3D: Use junk materials (and/or crumpled newspaper/ carrier bags covered with layers of paper and PVA, adding decoration and colour) to design and make a 3D object (e.g. castles, rainshakers)</p>	<p>Press, roll, rub, and stamp to make prints. (e.g. African topic-design clothing)          -ICT: Experiment with digital media to use a wide range of tools to create different textures, lines and tones, colours and shapes. (pop art)          -3D Clay: Make models in clay or other malleable materials for particular purposes. (minibeast topic)          Discover how to join two pieces of clay so they won't fall apart, by roughing both surfaces with a toothbrush.          Learn how to roll an even slab of clay by using a rolling pin on top of two wooden batons.</p>
<p><b>Study a range of artists</b></p>	<p>Describe a picture created by an artist. Experiment with a technique that an artist uses.</p> <p>(Andy Goldsworthy)</p>	<p>Look at and talk about the work of artists who use different kinds of techniques including drawing, collage, use of ICT, etc.          Create a piece of art in the style of an artist.          (Paul Klee, Andy Goldsworthy, Richard Long)           African artist?</p>	<p>-Discuss and describe the work of notable artists, artisans and designers. Use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the art work.          Andy Warhol-1960s          Local artists</p>

### **SUGGESTED ARTISTS TO STUDY IN KS1:**

For instance: Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage)

Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces.

Consider specific works such as Richard Long's 'Mud Hand Circle' (printing)

Consider works from different cultures e.g. Chinese block prints

## Raeburn Primary Progression of Skills in Art and COVERAGE

	Year 3	Year 4	Year 5	Year 6
<p><b>Create sketching collection</b></p>	<p><u>Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</u></p> <ul style="list-style-type: none"> <li>-Sketch collection of observational drawings and ideas using line, tone, texture, and shading.</li> <li>-Draw accurately from observation</li> <li>-Draw from imagination and memory.</li> <li>-Draw lines of different sizes and thicknesses.</li> <li>-Colour neatly following the lines.</li> <li>-Experiment with grip to assist drawing styles.</li> </ul> <p>(Still-life)</p>	<p><u>Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</u></p> <p>Sketch collection of observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching. (Graphic novel)</p> <ul style="list-style-type: none"> <li>-Work with a range of different materials for drawing including charcoal, chalk and pastels. E.g. (cave paintings-charcoal and pastels, Greek pots- chalk and charcoal)</li> <li>-Use a view finder to select an area of a subject for drawing. (e.g. use viewfinders to sketch a section of a habitat)</li> </ul>	<p><u>Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</u></p> <ul style="list-style-type: none"> <li>-Sketch collection of observational drawings and ideas variety of techniques including reflections, shadow, and direction of sunlight, movement and perspective. (e.g. North America Skylines)</li> <li>-Use drawing confidently in a variety of styles as appropriate to task.</li> <li>-Draw accurately from observation - using and talking about their use of tone, pattern and texture, line and shape. (e.g. Van Gogh Starry Night)</li> <li>-Draw from imagination and memory to design and illustrate.</li> <li>-Developing accuracy and expression in their drawings including the human figure. (e.g. Tudor portraits)</li> </ul>	<p><u>Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</u></p> <ul style="list-style-type: none"> <li>-Sketch collection of observational drawings showing appropriate and effective technique choices that include reflections, shadow, and direction of sunlight, movement and perspective. (e.g. WW2 silhouette pictures)</li> <li>-Show confidence in using a variety of drawing mediums including ink and pen.</li> <li>-Choose and combine different drawing materials as appropriate to task and purpose.</li> <li>-Accurately able to express ideas in drawings.</li> <li>-Able to talk about their own preferred style of drawing and make comparisons with that of other pupils.</li> </ul>
<p><b>Improve mastery of Art and Design Techniques</b></p>	<p><b>2D Painting:</b> Master painting techniques through the creation of shape, texture, pattern and lines using thick and thin brushes. Mix colours effectively. (Mondrian unit)</p> <p><b>TEXTILES</b></p> <p>Shape and stitch materials</p> <p>Use basic cross stitch and back stitch. (Textiles unit)</p>	<p><b>3D:</b> Select and arrange 3D materials to convey feelings, expression and movement when creating collage and sculpture. (Forest schools)</p> <p><b>ICT :</b> Use ICT art software to make art works by cropping, cutting and pasting their own images. (e.g. Andy Goldsworthy/Nature Art)</p> <p>Make digital artworks that respond to or extend work in other areas of the curriculum.</p> <p>Collect images from internet to use as inspiration and store in a folder.</p> <p>Create images, video and sound recordings and explain why they were created.</p>	<p><b>2D:</b> Create painting through the use of a colour palette and combine colours to create colours, tones and tints to enhance mood. (volcanoes- using colour wheel to identify warm and cold colours)</p> <p>Create paintings by combining colours, tones and tints to enhance the mood of a piece.</p> <p><b>3D:</b> Create textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture.</p> <p>Use fabric printing techniques and explore using dyes (Ancient Egyptian hieroglyphics)</p>	<p><b>ICT:</b> Take digital photos, thinking about angle, light, position and distance. (e.g. WW2 poses)</p> <p>Create an art presentation on a theme or artist.</p> <p>Look at and talk about artists using digital media.</p> <p><b>2D:</b> Create paintings by choosing and combining colours, tones and tints to enhance the mood of a piece.</p> <p>(Headdress)</p> <p><b>3D:</b> Make effective and exciting choices when creating textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture.</p>

## Raeburn Primary Progression of Skills in Art and COVERAGE

		<p><b>Collage and sculpture:</b> Select and arrange materials and for a striking effect when creating collage and sculpture ( e.g. <i>Greek monsters/Gods</i>)</p>	<p><b>Printing:</b> Mastered printing techniques and can make appropriate and effective choice in use of visual elements to reflect the purpose of the work. (<i>Volcano art?</i>)</p>	<p><b>Textile:</b> explore specialised techniques such as <i>batik and felt making</i>. Combine previously learned techniques to create pieces. (<i>Cross stich-prayer mats</i>)</p>
<p><b>Learn about and take inspiration from notable Artists/ architects/ designers</b></p>	<p>Replicate some of the techniques used by notable artists, artisans and designers. Look at and talk about the work of artists. <i>Rousseau</i></p>	<p>Create original pieces that are influenced by the studies of notable artists, artisans and designers. (<i>Greek pots</i>) Look at and talk about the work of artists who use different mediums and identify what techniques may have been used. <i>Andy Goldsworthy?</i> <i>Local artist-Wonders of Wirral?</i></p>	<p>Show and explain the influence of notable artists, artisans and designers within their work. Look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art.  <i>Van Gogh</i> <i>Day of the Dead</i></p>	<p>Create original pieces that show a range of influences and styles from notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists.  <i>Gaudi</i></p>
	<p><b><u>Suggested artists for Lower KS2:</u></b> <i>For instance: Use the work of artists to replicate ideas or inspire own work e.g. Look at the work of <b>David Hockney</b> e.g. photo montages (drawing) Consider the work of artists e.g. <b>Ruth Daniels, Mark Quinn, Carol Simms</b> (colour) Look at the work of artists who formed geometric abstract paintings such as <b>Malevich, Matisse and Mondrian</b> Introduce work by artists such as <b>Marc Quinn</b>, as well as sculptures from <b>Aztec and Benin civilizations</b> (sculpture) Consider the High Italian Renaissance period e.g. <b>Michelangelo, Leonardo da Vinci etc.</b> (drawing) Look at the patterns/ optical illusions created by <b>OP artist Bridget Riley</b> (colour) Abstract paintings by <b>Picasso</b> (colour) Use the work of artist <b>Stacey Chapman</b> “car” and other images on the internet (print) Look at work of <b>Henry Moore</b> (sculpture) Consider work by contemporary textile artist <b>Patricia Greaves</b> (textiles).</i></p>		<p><b><u>Suggested artists for Upper KS2:</u></b> <i>For instance: Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as <b>Cezanne, Derain, Van Gogh</b> (colour) Look at the style of <b>Fauve artists Derain, Vlaminck and Braque</b> Consider the work of <b>Seurat (pointillism –colour)</b> Look at the work of artists that used monoprinting include <b>David Hockney, Tracey Emin, Picasso and Jim Dine (print)</b> Consider work of <b>Cornelia Parker</b> (sculpture) Consider the work from other cultures e, g Asia Consider <b>Georgia O Keiffe</b> flowers showing use of line or <b>William Morris</b> detailed tiles - natural sources (colour) Look at cubist artists such as <b>Picasso, Duchamp</b> to show movement/ layering Consider looking at Pop Art to represent popular objects from current culture (<b>Andy Warhol</b>) Artists such as <b>Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein</b> could be discussed as starting points.</i></p>	