

SLS Art and Design Progression

Substantive Knowledge Disciplinary Knowledge

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

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.

Concept: Development	EYFS	Year 1/2	Year 3/4	Year 5/6
	<p>Identify class sketchbook as a place to record shared responses to the world.</p> <p>Begin to develop a sketchbook habit, using the class sketchbook to record ideas and reflections</p> <p>Develop use of class sketchbook collaboratively to include experimenting with mark making, colour mixing, collecting and sticking</p>	<p>Begin to feel a sense of ownership about the sketchbook. Introduce “sketchbook” as being a place to record individual response to the world.</p> <p>Develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</p> <p>Develop sketchbook use by incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, and writing notes.</p>	<p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</p> <p>Begin to see the sketchbook as a place that raises questions which can be explored/answered outside the sketchbook.</p> <p>Begin to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</p> <p>Develop sketchbook use by incorporating previous activities and the following activities: exploring colour, exploring paint, testing ideas, looking back, thinking forwards and around.</p>	<p>Continue to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</p> <p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p> <p>to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</p> <p>Practice sketchbook use by incorporating previous activities to reflect and making links.</p>

Concept: Evaluating	EYFS	Year 1/2	Year 3/4	Year 5/6
	<p>Share their creations, recognising and describing key features and the process they used.</p>	<p>Feel able to express and share an opinion about art giving reasons for preferences.</p> <p>Identify things you don’t like whilst using a sketchbook. Share work with a teacher or partner and listen to what they like and don’t like.</p> <p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the result.</p>	<p>Make suggestions about other people’s work, using things you have seen or experienced yourself.</p> <p>Identify things you don’t like whilst using a sketchbook and make changes.</p> <p>Share work to others in small groups and listen to what they think about what you have made.</p> <p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the result. Think about what you might try next time.</p>	<p>Discuss why the work was made, as well as how. Ask questions about process, technique, idea or outcome.</p> <p>Identify things you don’t like whilst using a sketchbook and make changes. Discuss in groups and use feedback to improve work.</p> <p>Share work with the whole class/school and listen to what they think about what you have made.</p> <p>Talk to a peer or teacher about the artwork made and share how other artists/artwork inspired you and how your work fits into larger context.</p>

Concept: Drawing	EYFS	Year 1/2		Year 3/4		Year 5/6	
Movement/ Artists and Artwork	Cubism (1881 – 1973): Picasso	Bauhaus (1919 - 1933): Paul Klee (Flowers in Stone) Josef Albers Gunta Stölzl	Pop Art (1950 - 1970): Roy Lichtenstein (Still Life) Andy Warhol (Quadrant Mickey Mouse) Peter Max (Peters Piano)	Expressionism (1905 -1920): Ernst Ludwig Kirchner Wassily Kandinsky Franz Marc Gabrielle Muntz	Futurism (1909 - 1914): Boccioni Giacomo Balla Alexandra Exter	Contemporary (1977 - present): Eva Hesse Jean-Michel Basquiat Takashi Murakami Damien Hirst	Mannerism (1527 - 1580): Tintoretto El Greco Pontormo Bronzino Cellini
Vocabulary	drawing pencil texture form	Bauhaus mark making experimentation other tools?	Pop Art mark making experimentation observation still life record other tools?	Expressionism graphite oil pastel charcoal line texture tone colour pattern other tools?	Futurism graphite oil pastel charcoal line texture tone colour pattern landscape other tools?	Contemporary drawing media wax ink form shape other tools?	Mannerism drawing media wax ink form shape figure other tools?
Skills Objectives	<p>I know how to hold a pencil effectively and begin to show accuracy and care when drawing.</p> <p>I know how to explore a variety of drawing media.</p> <p>I know how to explore techniques to experiment with texture.</p> <p>I know how to explore techniques to experiment with form.</p> <p>I know how to use explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>I know how to use a variety of drawing media including pencils, pens, chalks, and markers.</p> <p>I know how to use various drawing media to develop mark making skills through experimentation.</p> <p>I know how to use explore observational drawing of still life, to record what is seen.</p>	<p>I know how to use a wider variety of drawing media including graphite, charcoal, and oil pastels.</p> <p>I know how to use various drawing media to achieve variations in line, texture, and pattern.</p> <p>I know how to use various drawing media to achieve variations in tone and colour.</p> <p>I know how to use explore observational drawing of landscapes, to record what is seen.</p>	<p>I know how to use a large variety of drawing media including wax and inks.</p> <p>I know how to use various drawing media to achieve form and shape.</p> <p>I know how to use explore observational drawing of the figure, to record what is seen.</p>			

Concept: Painting	EYFS	Year 1/2		Year 3/4		Year 5/6	
Movement/ Artists and Artwork	Abstract Expressionism (1946 – 1960): Jackson Pollock	Fauvism (1905 - 1908): Henri Matisse Mildred Bendall Migishi Setsuko	Abstract Expressionism (1946 – 1960): Norman Lewis Mark Rothko Joan Mitchell Alma Thomas	Pop Art (1950 - 1970): David Hockney Romero Britto Yayoi Kusama Eduardo Paolozzi	Contemporary Art (1977- present): Sean Scully Kerry James Marshall Lui Xiaodong Mark Bradford Sarah Maycock	Surrealism (1924 -1966): Joan Miro Frida Kahlo Zdzislaw Beksinski Rene Magritte Bridget Bate Tichenor	Dadaism (1916 - 1922) Marcel Duchamp Suzanne Duchamp Raul Hausmann
Vocabulary	colour red yellow blue paint brush painting mix palette other tools?	Fauvism primary colours secondary colours green orange purple mark making other tools?	Abstract Expressionism primary colours secondary colours green orange purple mark making combining collage other tools?	Pop Art tertiary colours line texture tone pattern other tools?	Contemporary Art tertiary colours line texture tone pattern printing other tools?	Surrealism quaternary colours skin tone form shape other tools?	Dadaism quaternary colours skin tone form shape mixed media other tools?
Skills Objectives	I know how to explore a variety of drawing media and techniques to experiment with colour. I know how to experiment with colour mixing to match colours. I know how to use a range of small tools, including paint brushes.	I know how to recognise primary colours (red, yellow, blue). I know how to mix secondary colours (green, orange, purple). I know how to use paint and tools to develop mark making skills through experimentation.	I know how to create a piece of art using drawing and collage.	I know how to mix tertiary colours (vermillion, amber, chartreus, teal, magenta, violet). I know how to use paint and tools to achieve variations in line, texture and pattern. I know how to use paint and tools to achieve variations in tone and colour.	I know how to create a piece of art using painting and printing.	I know how to mix quaternary colours including skin tones. I know how to use paint and tools to achieve form and shape.	I know how to create a piece of art using mixed media.

Concept: Sculpture	EYFS	Year 1/2		Year 3/4		Year 5/6	
Movement/ Artists and Artwork	Contemporary Art (1977 – present): Steve Blaylock	Contemporary Art (1977 - present): Taro Chiezo Antony Gormley Paul McCarthy Anish Kapoor Tara Donovan	Nouveau Realism (1960's): Marisol Escobar Gérard Deschamps Arman	Modernism (1900 – 1950): Barbra Hepworth Lygia Clark Niki de Saint Phalle Constantin Brâncuși	Kinetic Art (1950 – 1969): Alexander Calder Naum Gabo Martha Boto Susumu Shingu	Film art (1900 – present): Weta Workshop Nick Dudman	Impressionism (1867 – 1886): Alberto Giacometti Edgar Degas Auguste Rodin
Vocabulary	mould sculpt pinch twist roll cut squeeze press other tools?	Contemporary Art modelling clay plasticine other tools?	Nouveau Realism 2D 3D transform collage relief constructed other tools?	Modernism coils slab sculpture other tools?	Kinetic Art combination materials transformed manipulate bind other tools?	Film Art props chevant carving plaster mould other tools?	Impressionism armature Modroc other tools?
Skills Objectives	I know how to explore and manipulate playdough.	I know how to explore salt dough, papier-mache and plasticine in an open-ended manner. I know how to manipulate salt dough, papier-mache and plasticine by rolling, kneading and pinching. I know how to create a sculpture using rolling, kneading and pinching.	I know how to create a variety of textures using paper, card and fabric. I know how to explore ways for 2D drawing to transform into 3D sculpture. To use paper fabric and card to form a sculpture	I know how to make coils and slabs with clay. I know how to create a smooth surface in clay. I know how to create intricate patterns and textures of the surface of clay. I know how to join two pieces of clay together. I know how to create a sculpture using pinch, slab and coil techniques.	I know how to create textures, by cutting, tearing, bending and folding, using recycled, natural and manmade materials. I know how to combine a variety of materials using tying, binding and sticking. I know how to combine recycled, natural and manmade materials to create a sculpture.	I know how to develop previous skills using clay. I know how to create a smooth surface on chevant I know how to create intricate patterns and textures on the surface of chevant I know how to join two pieces of chevant together. I know how to use carving techniques to form a sculpture. I know how to create a sculpture of a film character using carving techniques. I know how to use Modroc to make a plaster mould from which to cast.	I know how to create a smooth surface in Modroc. I know how to create a variety of textures and shapes with Modroc. I know how to make an armature in paper and tape. I know how to model over an armature using Modroc. I know how to combine my skills with armatures and Modroc to create a figure.