



Art and Design Sequence and Progression at St Luke's C.E. Primary School

Intent:

The intent of the Art Curriculum at St. Luke's CE Primary School is to provide a wealth of opportunities for the children to learn, apply and strengthen the key skills of line, tone, texture, colour, pattern and shape within printing, textiles, drawing, painting, collage and 3D Sculpture. It is also the intent of the Art Curriculum to provide the children with knowledge of different artists including historically famous and current, lesser known artists from whom they can draw inspiration. We want the children of St. Luke's CE Primary to enjoy the cultured world of art be a part of this by exhibiting their own work in a school art gallery and taking part in workshops with artists in school. In addition, the school aims to develop the children's use and understanding of vocabulary associated with this subject. This is to enable the children to speak confidently about the skills and techniques that they have gained, articulate their interpretation of the artwork of others and explain how their work was created and what it represents. Our curriculum has been designed in a way to ensure that:

- The children re-visit each area to consolidate and build upon their skills.
- The children have opportunities to develop an appreciation of art and have opportunity to express themselves through art.
- All children have equal opportunity to showcase their talents in art.
- When the children of St. Luke's CE Primary leave our school, they will do so with a solid set of art skills to build upon in the future.

Implementation:

In Early Years, the children develop essential basic skills in Art and Design which prepares them for their transition into Year 1. This is achieved by creating opportunities for the children to carry out a range of creative activities across all areas of learning. By the End of Early Years, it is expected that the children will be able to:

- Explore what happens when they mix colours.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Use simple tools and techniques competently and appropriately.
- Select appropriate resources and adapt work where necessary.
- Select tools and techniques needed to shape, assemble and join materials they are using.

Throughout years 1 to 6, the children will engage in art units which will involve the children researching and interpreting artist's work, practising skills, designing, making and evaluating. We have chosen this approach to ensure that children have sufficient time to hone their skills in each area. Children will be taught each skill in EYFS and again in KS1, LKS2 and finally in UKS2, building upon prior learning.

Art and design provides our pupils with visual, tactile and sensory experiences and a special way of understanding and responding to the ever-changing world. Pupils are inspired by great artists, craft makers and designers whilst understanding



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the historical and cultural development of art forms. As well as having an enriched art and design education, we want to equip the next generation of creative pioneers.

Sketchbooks are introduced to the children in Year 1 and taken with them throughout their primary educational journey. Sketchbooks are used to record, explore and store art ideas and artwork.

Art and Design in Key Stage 1 and Key Stage 2 is taught in a block of lessons over the period of approximately five to six weeks each term.

Impact:

The intended impact of the Art Curriculum is that the majority of children in each year group are working at or above the expected level for their age. (At the end of each unit, the teacher will carry out assessment linked to the progression of skills document)

In addition, it is the intended impact that the children:

- Are inspired by the Art Curriculum and want to learn more about the subject
- Show progression in their skills, knowledge and understanding in art
- Can discuss their learning and remember what they have learnt
- Can identify some key artists and talk about their work including giving their opinion and interpretation
- Have confidence in their abilities, develop their own style and take pride in their work
- Have access to regular, consistent and high-quality art lessons and additional activities to enrich their learning

CULTURAL CAPITAL

We recognise that each child is a unique human being at St. Luke's, and we encourage them to express themselves freely through art and design. The chance for students to express their curiosity, a component of creativity, is provided. Children are exposed to a range of cultures and artists through art and design, which helps to foster an appreciation of human creativity and achievement.

"Remember to look up at the stars and not down at your feet. Try to make sense of what you see and wonder about what makes the universe exist. Be curious. And however difficult life may seem, there is always something you can do and succeed at. It matters that you don't just give up." Stephen Hawking



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Art and Design Long Term Plan

	AUTUMN	SPRING	SUMMER
Reception	Throughout Reception, the children will engage in activities across all areas of art, building on the foundation skills needed for each; mark making with a range of tools, colour mixing, printing with found objects.		
Year 1	Painting and Printing	Collage	Drawing and Sketching
Year 2	Painting and Printing	Sculpture	Drawing and Sketching
Year 3	Drawing and Sketching	Painting and Printing	Sculpture
Year 4	Painting and Printing	Drawing and Sketching	Drawing and Sketching
Year 5	Drawing and Sketching	Sculpture	Painting and Printing
Year 6	Painting and Printing	Collage	Drawing and Sketching
	Textiles and Digital Art are covered throughout the year – see DT and Computing plans for details		

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>		
<u>EYFS - Reception</u>	Expressive Arts and Design Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. -Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.				
	Painting (Myself) Colour Mixing (handprints)	Painting (Autumn) Printing (leaf) Collage Modelling(hedgehogs) Finger painting/Colour Mixing	Painting/Colour mixing/collage - Portholes Painting/Pastels - Whales Salt dough Hearts	Clay impressions - Dino/Fossil prints Printing - Dinosaur	Painting/colour mixing/Symmetry - Butterfly Junk modelling - minibeasts Life drawing - minibeasts/flowers
<u>National Curriculum</u>	<u>Key stage 1</u> Pupils should be taught: <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. 				



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	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 1</u>	<p style="text-align: center;">Space Painting and Printing Artist: Peter Thorpe Outcome: Create a printed rocket and painted background Element of Art: colour, space Link: History (Space)</p> <ul style="list-style-type: none"> • Name the primary colours and start to mix a range of secondary colours whilst making predictions. • Explore techniques such as lightening and darkening paint without the use of black or white. • Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. • Begin to show control over the types of marks made. • Paint on different surfaces with a range of media. • Investigate textures and produce an expanding range of patterns using a range of techniques: rolling, pressing, stamping, rubbing. • Express links between colour and emotion. • Use a range of techniques to copy an original print selecting the correct colours and equipment 	<p style="text-align: center;">Our School and Local Area Collage Artist: Paul Klee Outcome: School structure collage Element of Art: shape, texture Link: Geography (My school in the local area)</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<p style="text-align: center;">We Are Britain Drawing and Sketching Artist: Arnold Machin Outcome: Portrait of the King Element of Art: line, shape Link: History (We Are Britain)</p> <ul style="list-style-type: none"> • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Begin to explore lines of varying thickness, shape and colour.
<p><u>YEAR 1 Responding to Art</u></p> <ul style="list-style-type: none"> • Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. • Explain how a piece of art makes them feel – link to emotions. • Explore 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. 			



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	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 2</u>	<p style="text-align: center;">Great Fire of London Painting and Printing Artist: Michael Tompsett Outcome: Painting/ silhouette of London Skyline Element of Art: colour, value, texture Link: History (Great Fire of London)</p> <ul style="list-style-type: none"> • Be able to mix all the secondary colours using primary colours confidently. • Understand how to make tints using white and tones by adding black to make darker and lighter shades. • Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. • Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. • Investigate textures and produce an expanding range of patterns using a range of techniques; rolling, pressing, stamping, rubbing. • Express links between colour and emotion. 	<p style="text-align: center;">Oceans and Seas Sculpture Artist: Anthony Goldsworthy Outcome: Clay form of a sea creature Element of Art: form, shape Link: Geography (Oceans and Seas)</p> <ul style="list-style-type: none"> • Use tools and equipment safely and in the correct way. • Use equipment to roll, pinch and knead with increasing confidence. • Experiment in a variety of malleable media such as clay * Use tools to create surface texture and patterns • Use clay to create an imaginary or realistic form – e.g. clay sea creature • Explore carving as a form of 3D art. 	<p style="text-align: center;">Famous For More Than Five Minutes Drawing and Sketching Artist: Van Gogh Outcome: Still life drawing of a sunflower Element of Art: line, shape Link: History (Famous For More Than Five Minutes)</p> <ul style="list-style-type: none"> • Use a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Experiment with lines of varying thickness, shape and colour. • Use dots and lines to demonstrate pattern and texture. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects
	<p><u>YEAR 2 Responding to Art</u></p> <ul style="list-style-type: none"> • Express thoughts and feelings about a piece of art. • Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work 		



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<p><u>National Curriculum</u></p>	<p><u>Key stage 2</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. 		
<p><u>Year 3</u></p>	<p style="text-align: center;"><u>Autumn</u></p> <p style="text-align: center;">Brazil Drawing and Sketching Artist: Henri Rousseau Outcome: Detailed drawings of rainforest animal/scene Element of Art: colour, space Link: Geography (Brazil)</p> <ul style="list-style-type: none"> • Experience in different grades of pencil and other implements to show line, tone and texture. • Begin to show consideration in the choice of pencil grade they use to demonstrate light and shadow effect. • Begin to use media and techniques (line, tone and colour) to show representation of movement in figures and forms. 	<p style="text-align: center;"><u>Spring</u></p> <p style="text-align: center;">Stone Age to Iron Age Painting and Printing Artist: Banksy Outcome: Cave Painting Element of Art: line, texture, space Link: History (Stone Age to Iron Age)</p> <ul style="list-style-type: none"> • Experience using different grades of pencil and other implements to show line, tone and texture. • Begin to show consideration in the choice of pencil grade they use to demonstrate light and shadow effect. • Begin to use media and techniques (line, tone and colour) to show representation of movement in figures and forms. 	<p style="text-align: center;"><u>Summer</u></p> <p style="text-align: center;">Romans Sculpture Artist: A variety of Ceramic Designers Outcome: Make a piece of Roman pottery Element of Art: form Link: History (Romans)</p> <ul style="list-style-type: none"> • Use equipment and media with confidence. • Begin to show an awareness of objects having a third dimension and perspective. • Learn to secure work to continue at a later date. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. • Use recycled, natural and man- made materials to create sculptures. • Produce more intricate surface patterns/ textures and use them when appropriate. • Produce larger ware using pinch/ slab/ coil techniques. • Continue to explore carving as a form of 3D art.
	<p style="text-align: center;"><u>YEAR 3 Responding to Art</u></p> <ul style="list-style-type: none"> • Continue to explore 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. • Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • Respond to art from other cultures and other periods of time 		



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	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 4</u>	<p style="text-align: center;">Natural Disasters Painting and Printing Artist: Hokusai Outcome: Great Wave painting and printing Element of Art: line, texture, space Link: Geography (Natural Disasters)</p> <ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades and tones with increasing confidence. • Work in the style of a selected artist (not copying). • Understand how to create a background using a wash. • Confidently use both mono and relief printing to create repeating patterns with precision. • Demonstrate experience in fabric printing. • Expand experience in 3 colour printing. • Replicate patterns from observation. <p>** BATIK work linked to RE work**</p>	<p style="text-align: center;">Invaders and Settlers Drawing and Sketching Artist: A variety of tribal designers Outcome: Norse & Tribal designs Element of Art: line, value Link: History (Invaders and Settlers)</p> <ul style="list-style-type: none"> • Draw for a sustained period of time at an appropriate level. • Further develop their experiences in different grades of pencil and other implements to show line, tone, and texture. • Attempt to show reflections in a drawing. • Include in their drawing a range of technique and begin to understand why they best suit. • Have opportunities to develop further drawings featuring the third dimension and perspective. 	<p style="text-align: center;">Are All Churches The Same? Collage Artist: Historical stained glass windows Outcome: Stained glass effect Element of Art: colour, space Link: RE (Are All Churches The Same?)</p> <ul style="list-style-type: none"> • Use complimentary and contrasting colours for effect giving reasons why. • Confidently use a variety of techniques; overlapping, tessellation, mosaic and montage and explain why this technique was chosen. • Refine work to ensure precision.
	<p><u>YEAR 4 Responding to Art</u></p> <ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Begin to explore a range of great artists, architects and designers in history. 		



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Upper Key Stage Two	Developing Ideas <ul style="list-style-type: none"> • Use a sketchbook to record and develop ideas. • Use inspiration from famous artists to replicate a piece of work. • Reflect upon their work inspired by famous, notable artists and the development of their art skills. • Express an opinion on the work of famous notable artists and refer to techniques and effect. • Use a sketchbook to record and develop ideas 		
	Autumn	Spring	Summer
Year 5	<p style="text-align: center;">Comparing People and Places Drawing and Sketching Artist: Zaha Hadid (architect), Jen Aranyi (artist) Outcome: Sketches of Mountains Element of Art: value, space, form Link: Geography (Comparing People and Places)</p> <ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Use different techniques for different purposes i.e. shading, reflection, hatching and cross-hatching within their own work. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their drawings. • Develop close observation skills using a variety of view finders, using a variety of tools, selecting the most appreciate. 	<p style="text-align: center;">Ancient Greece Sculpture Artist: Explore Greek Figurines Outcome: Greek Figurines Element of Art: form, space Link: History (Ancient Greece)</p> <ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Model and develop work through a combination of pinch, slab, and coil. • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. • Work around armatures or over constructed foundations. • Demonstrate experience in relief and freestanding work using a range of media. • Confidently carve a simple form. • Solve problems as they occur. • Use language appropriate to skill and technique. 	<p style="text-align: center;">The Victorians Painting and Printing Artist: William Morris Outcome: Printed tile Element of Art: colour, texture Link: History (The Victorians)</p> <ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix and match colours to create atmosphere and light effects. • Start to develop their own style using tonal contrast and mixed media. • Use tools in a safe way. Continue to gain experience in overlaying colours. • Start to overlay prints with other media. • Use print as a starting point to embroidery. Show experience in a range of mono print techniques
	YEAR 5 Responding to Art <ul style="list-style-type: none"> • Recognise the art of key artists and begin to place them in key movements or historical events. • Discuss and review own and others work, expressing thoughts and feelings explaining their views. • Identify artists who have worked in a similar way to their own work. • Explore a range of great artists, architects and designers in history. • Compare the style of different styles and approaches. 		



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<u>Year 6</u>	<p style="text-align: center;">The Maya Civilisation Painting and Printing Artist: Tim Jeffs Outcome: Painted reptile eyes Element of Art: texture, value, colour Link: History (The Maya Civilisation)</p> <ul style="list-style-type: none"> • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Understanding which works well in their work and why. • Describe techniques and processes. • Adapt their work according to their views and describe how they might develop it further. 	<p style="text-align: center;">Earth Matters Collage Artist: Megan Coyle Outcome: Collage of a natural scene Element of Art: shape, texture, colour Link: Geography (Earth Matters)</p> <ul style="list-style-type: none"> • Begin to add collage to a painted or printed background. • Show confidence in creating and arranging accurate patterns. • Show experience in using a range of mixed media. • Use a sketchbook to plan, collect and develop ideas. 	<p style="text-align: center;">WWI and WWII Drawing and Sketching Artist: LS Lowry Outcome: Line drawing based on an aspect of WWII Element of Art: line, space Link: History (WWII)</p> <ul style="list-style-type: none"> • Develop their own style using tonal contrast and mixed media. • Use different techniques for different purposes i.e. shading, reflection, hatching and cross hatching within their own work, understanding which works well in their work and why. • To confidently use composition, scale and proportion in their drawings. • Draw for a sustained period of time over a number of sessions working on one piece.
	<p><u>YEAR 6 Responding to Art</u></p> <ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Identify artists who have worked in a similar way to their own work. • Explore a range of great Artists, architects and designers 		