



## Whole School Curriculum Progression Grid: Art

### Intent

At Bucklesham Primary School, art enables children of all abilities to respond to the world in an abstract sense, providing visual and sensory experiences whilst working in a structured and sequential manner through a series of lessons offering skill and knowledge progression. We recognise that art is a creative subject and requires children to produce imaginative work. Children have the opportunity to explore and evaluate the work and creative ideas of others as well as their own. Children will become confident with a variety of artistic techniques including drawing, painting, sculpting, collage and printing. Children will develop their knowledge of famous artists and designers and will be exposed to work from a wide range of time periods and cultures as well as knowing how art through time has shaped our world today. Children will have the opportunity to evaluate others' work, ask questions and share their opinions enabling them to think critically and develop an understanding of art and design.

## Implementation

- The teaching of the art curriculum is based upon the National Curriculum and provides children with sequential learning to progress throughout their years.
- Art is linked to our wider topic in both key stages.
- Pupils use a wide range of materials and techniques to craft their own pieces and explore form, pattern, colour, texture, line and space.
- Pupils are taught how to use their sketch book effectively.
- Pupils speak confidently about art and use the correct terminology to describe processes and material. Language and vocabulary are areas of progression throughout the years.
- Pupils respond to examples of art in a personalised manner.
- Pupils are challenged to improve their mastery of art through a variety of mediums.
- Our school library is accessible for pupils to research different artists.
- Throughout their years with us, children are exposed to literature with a range of illustration styles.
- Children are encouraged to use the internet to research famous artists and forms of art.
- Pupils are encouraged to take on feedback and next step comments from teachers.
- Quality wall displays show appreciation of children's work and celebrate successes.
- Sketch books should contain a range of work for children to revisit and evaluate including photographs of 3D work and studies on great artists in history.
- Teachers mark art work in sketch books and give verbal feedback during sessions to support progress.
- Lessons will have a clear learning objective.
- Research of famous artists and designers from various time periods and cultures enriches our curriculum.
- Art is a celebrated part of our school through the opportunity to share work in our weekly celebration assembly.
- Art is appreciated throughout Geography and History as pieces from various time periods and cultures are studied.
- In science, children are encouraged to explore colour, texture and material.
- In computing, children are given the opportunity to explore different mediums such as photography.
- In English, children learn the language of the subject.
- High quality questioning supports children's knowledge and ideas.

## Impact

Art is a loved subject by both teachers and pupils in our school where teachers have high expectations for outcomes. By the time children leave Bucklesham Primary School, children will have experienced a range of inspirations to encourage their own artistic flair and interest. Children will be knowledgeable on famous artists throughout time periods and cultures and examine the way these individuals have shaped and influenced art today as well as reflecting upon their thoughts and feelings about others' work. Pupils will learn to work with various mediums and to use technique to achieve their desired outcome. Our art curriculum very importantly contributes to a child's well-being, creativity, imagination and judgement and well-equips them for their secondary art education.

### **EYFS (Expressive Arts and Design, Exploring and Using Media and Materials)**

- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### **EYFS (Being Imaginative)**

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1

LKS2

UKS2

Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.

**KS1 Art and Design National Curriculum**

To produce creative work, exploring their ideas and recording experiences.

Children at Bucklesham will:

- a. respond positively to ideas and starting points
- b. explore ideas and collect information
- c. describe differences and similarities and make links to their own work
- d. explore different methods and materials as ideas develop

Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.

**KS2 Art and Design National Curriculum**

Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

To create sketchbooks to record their observations and use them to review and revisit ideas. recording experiences.

Children at Bucklesham will:

- a. use sketchbooks to record ideas
- b. explore ideas from first-hand observations;
- c. question and make observations about starting points, and respond positively to suggestions
- d. adapt and refine ideas as they progress
- e. use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.

Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.

**KS2 Art and Design National Curriculum**

Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

To create sketchbooks to record their observations and use them to review and revisit ideas.

Children at Bucklesham will:

- a. review and revisit ideas in their sketchbooks
- b. offer feedback using technical vocabulary
- c. think critically about their art and design work
- d. use digital technology as sources for developing ideas
- e. use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
- f. use the quality of materials to enhance ideas

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

**KS1 Art and Design National Curriculum**

To become proficient in drawing techniques.

To use drawing to develop and share their ideas, experiences and imagination.

Children at Bucklesham will:

- a. draw lines of varying thickness and sizes
- b. use dots and lines to demonstrate pattern and texture
- c. use different materials to draw, for example pastels, chalk, felt tips
- d. use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.
- e. colour (own work) neatly following the lines
- f. show different tones by using coloured pencils

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

**KS2 Art and Design National Curriculum**

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children at Bucklesham will:

- a. experiment with showing line, tone and texture with different hardness of pencils
- b. use shading to show light and shadow effects
- c. use different materials to draw, e.g. pastels, chalk, felt tips
- d. show an awareness of space when drawing
- e. use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.
- f. annotate sketches to explain and elaborate ideas
- g. sketch lightly (no need to use a rubber to correct mistakes)
- h. use hatching and cross hatching to show tone and texture

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

**KS2 Art and Design National Curriculum**

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children at Bucklesham will:

- a. use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching
- b. depict movement and perspective in drawings;
- c. use a variety of tools and select the most appropriate
- d. choose a style of drawing suitable for the work (e.g. realistic or impressionistic)
- e. use lines to represent movement
- f. use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

**KS1 Art and Design National Curriculum**

To become proficient in painting techniques.

To use painting to develop and share their ideas, experiences and imagination.

Children at Bucklesham will:

- a. name the primary and secondary colours
- b. use thick and thin brushes
- c. mix primary colours to make secondary colours
- d. add white and black to alter tints and shades
- e. use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.
- f. create colour wheels

Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.

**KS2 Art and Design National Curriculum**

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

Children at Bucklesham will:

- a. use varied brush techniques to create shapes, textures, patterns and lines
- b. mix colours effectively using the correct language, e.g. tint, shade, primary and secondary
- c. create different textures and effects with paint
- d. use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.
- e. use watercolour paint to produce washes for backgrounds then add detail
- f. experiment with creating mood with colour

Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.

**KS2 Art and Design National Curriculum**

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

Children at Bucklesham will:

- a. create a colour palette, demonstrating mixing techniques
- b. use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces
- c. use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
- d. sketch (lightly) before painting to combine line and colour
- e. use brush techniques and the qualities of paint to create texture
- f. combine colours, tones and tints to enhance
- g. develop a personal style of painting, drawing upon ideas from other artists

Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.

**KS1 Art and Design National Curriculum**

To become proficient in sculpting techniques.

To use sculpture to develop and share their ideas, experiences and imagination.

Children at Bucklesham will:

- a. use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card
- b. use a variety of techniques, e.g. rolling, cutting, pinching, moulding and carving
- c. use a variety of shapes, including lines and texture
- d. use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.

Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.

**KS2 Art and Design National Curriculum**

To become proficient in sculpting techniques.

To improve their mastery of art and design techniques, including sculpting with a range of materials.

Children at Bucklesham will:

- a. cut, make and combine shapes to create recognisable forms (e.g. shapes made from nets)
- b. include texture that conveys feelings, expression or movement
- c. use clay and other mouldable materials and practise joining techniques
- d. add materials to the sculpture to create detail
- e. use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.

Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.

**KS2 Art and Design National Curriculum**

To become proficient in sculpting techniques.

To improve their mastery of art and design techniques, including sculpting with a range of materials.

Children at Bucklesham will:

- a. show life-like qualities and real-life
- b. use tools and materials to carve, add shape, add texture and pattern
- c. combine visual and tactile qualities
- d. use frameworks (such as wire or moulds) to provide stability and form
- e. use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.

<p style="text-align: center;"><b>Collage</b></p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children at Bucklesham will:</p> <ol style="list-style-type: none"> <li>a. use a combination of materials that have been cut, torn and glued</li> <li>b. sort and arrange materials</li> <li>c. add texture by mixing materials</li> <li>d. use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ol>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children at Bucklesham will:</p> <ol style="list-style-type: none"> <li>a. select colours and materials to create effect, giving reasons for their choices</li> <li>b. refine work as they go to ensure precision</li> <li>c. learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</li> <li>d. use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li> </ol>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children at Bucklesham will:</p> <ol style="list-style-type: none"> <li>a. add collage to a painted or printed background</li> <li>b. mix textures (rough and smooth, plain and patterned)</li> <li>c. use ceramic mosaic materials and techniques</li> <li>d. create and arrange accurate patterns</li> <li>e. use a range of mixed media</li> <li>f. plan and design a collage</li> <li>g. use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</li> </ol>
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Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.

Children will also explore decorating and embellishing their textiles to add detail, colour and effect.

### **KS1 Art and Design National Curriculum**

To become proficient in other art, craft and design techniques – textiles.

To develop a wide range of art and design techniques in using colour, pattern and texture.

Children at Bucklesham will:

- a. show pattern by weaving
- b. use dip dye technique to alter a textile's colour and pattern
- c. decorate textiles with glue or stitching, to add colour and detail
- d. use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.

Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.

### **KS2 Art and Design National Curriculum**

To improve their mastery of art and design techniques with a range of materials – textiles.

Children at Bucklesham will:

- a. select appropriate materials, giving reasons
- b. use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects
- c. develop skills in stitching, cutting and joining
- d. create weavings
- e. quilt, pad and gather fabric
- f. use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.

Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.

### **KS2 Art and Design National Curriculum**

To improve their mastery of art and design techniques with a range of materials – textiles.

Children at Bucklesham will:

- a. experiment with a range of media by overlapping and layering in order to create texture, effect and colour
- b. add decoration to create effect
- c. combine previously learned techniques to create pieces
- d. show precision in techniques
- e. use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

<p style="text-align: center; color: white; font-weight: bold;">Print ing</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children at Bucklesham will:</p> <ol style="list-style-type: none"> <li>a. copy an original print</li> <li>b. use a variety of materials, e.g. sponges, fruit, blocks, vegetables</li> <li>c. demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</li> <li>d. use repeating or overlapping shapes</li> <li>e. mimic print from the environment (e.g. wallpapers)</li> <li>f. use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ol>	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children at Bucklesham will:</p> <ol style="list-style-type: none"> <li>a. use more than one colour to layer in a print</li> <li>b. replicate patterns from observations in natural or built environments</li> <li>c. make printing blocks (e.g. from coiled string glued to a block)</li> <li>d. make repeated patterns with precision</li> <li>e. use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</li> </ol>	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children at Bucklesham will:</p> <ol style="list-style-type: none"> <li>a. design and create printing blocks/tiles</li> <li>b. build up layers of colours</li> <li>c. use a range of visual elements to reflect the purpose of the work</li> <li>d. develop techniques in mono, block and relief printing</li> <li>e. create and arrange accurate patterns</li> <li>f. use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</li> </ol>
<p style="text-align: center; color: white; font-weight: bold;">Digital Media</p>	<p><b>KS1 Art and Design National Curriculum</b></p> <p>Children at Bucklesham will:</p> <ol style="list-style-type: none"> <li>a. use a wide range of tools to create different textures, lines, tones, colours and shapes</li> </ol>	<p><b>KS2 Art and Design National Curriculum</b></p> <p>Children at Bucklesham will:</p> <ol style="list-style-type: none"> <li>a. create images, video and sound recordings and explain why they were created</li> </ol>	<p><b>KS2 Art and Design National Curriculum</b></p> <p>Children at Bucklesham will:</p> <ol style="list-style-type: none"> <li>a. enhance digital media by editing (including sound, video, animation, still images and installations)</li> </ol>

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.

**KS1 Art and Design National Curriculum**

To understand 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.

Children at Bucklesham will:

- a. describe the work of famous, notable artists and designers
- b. express an opinion on the work of famous, notable artists
- c. use inspiration from famous, notable artists to create their own work and compare
- d. use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.

Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

**KS2 Art and Design National Curriculum**

To learn about great artists, architects and designers in history.

Children can:

- a. use inspiration from famous artists to replicate a piece of work
- b. reflect upon their work inspired by a famous notable artist and the development of their art skills
- c. express an opinion on the work of famous, notable artists and refer to techniques and effect
- d. use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.

Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.

**KS2 Art and Design National Curriculum**

To learn about great artists, architects and designers in history.

Children can:

- a. give detailed observations about notable artists', artisans' and designers' work
- b. offer facts about notable artists', artisans' and designers' lives
- c. use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.