



North Leigh CE Primary: Art Curriculum sequence and progression of skills

	EYFS	KS 1		Lower KS 2		Upper KS2	
Vocabulary	Drawing, painting, printing, collage, tissue, paper, water colours, finger painting, oil pastels, artist: Hokusai	Colour, pattern, texture, line, shape, form and space, drawing, painting, collage materials pens, pencils, charcoal, pastels sculpture, mix, primary colours, secondary colours, images, artefacts, reproduce observation, shading, explore, express, investigate, share, artists, craft makers, visual, tactile		Techniques, control, creativity, experimentation, art, craft, design, sketch books, observations, drawing, painting and sculpture, pencil, charcoal, paint, clay, great artists, architects, designers, abstractly, visual, digital camera, experiment, sketchbook, artists, skills, techniques, mood, primary colours, secondary colours, tertiary colours, watercolour, wash, mosaic, montage, adapt, refine, reflect, texture, tones, shading, different grades, different angles, effects, brushes, repeat pattern, movement, cultures, stimulus, hatching, cross hatching, shadow, reflection		Techniques, control, creativity, experimentation, art, craft, design, sketch books, observations, drawing, painting and sculpture, pencil, charcoal, paint, clay, great artists, architects, designers, inspiration, colours primary colours, secondary colours, tertiary colours, tints, tones, shades, feelings, emotions, visual and tactile effects, revisions, refine, perspective, abstract, real life art, adapt, refine, reflect, analyse	
Curriculum Content	EYFS Learning	KS1 Learning		KS2 Learning			
	ELG: Explore, use and refine a variety of artistic effects to express their ideas and feelings ELG: Return to and build on their previous learning, refining ideas and developing their ability to represent them ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ELG: Share their creations, explaining the process they have used Create collaboratively, sharing ideas, resources and skills	Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn 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		Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft, design. Create sketch books to record their observations and use them to review and revisit ideas Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history			
Topic Specific Vocabulary	Observational drawing: self-portrait, drawing, painting, parts of the face, oil pastels, wild animal names, Fireworks Collage: paper strips, colours, collage, painting, bright, create Traditional Tales: drawing characters Mother’s Day cards: tissue, collage, rose shape, Observational painting: water colours, paints, daffodils, tulips, brush, strokes, direction Oceans and Pollution: collage, junk, jellyfish	Shapes, Lines, Waves “Make your mark”: 2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy Artists: Bridget Riley, Zaria Forman, Kandinsky Paint / colour mix – Kandinsky “Art and design skills”: 2D shapes, 3D shapes, abstract, contemporary, drawing, mediums, narrative, printing, shade, Tudor style houses Artists: Louis Wain, Ilya Bolstowsky, Renata Bernal Landscapes, textures, collage “Sculpture and 3D”: scrunch, zig-zag, fold, spiral, roll, overlap, cylinder, detail, sculpture, 3D, Artists: Samantha Stephenson, Louise Bourgeois	Sculpture & mixed media: blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture, Artists: Roy Lichenstein, Leo Baxendale Craft, weaving, shading “Art & Design Skills”: air drying clay, ceramics, concentric circles, repeating patterns, score, sketch, slip, tone Artists: Clarice Cliff, Nancy McCroskey Repeating patterns, rubbings “Formal Elements of Art”: tessellation, repeating pattern, overprinting, rubbing, frottage, 3D drawing, dada, surrealism, pop art, Artists: Max Ernst, Ed Rusha	Prehistoric art: cave artists, charcoal, geometric shapes, iron age, line drawings, native, prehistoric, proportions, stone age, texture, tone Sculpture- wild animals “Formal Elements of art”: 3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tones Every Picture Tells a Story: abstract, narrative, pop art, preparatory drawing, re-enact Artists: David Hockney, Paula Rego, Pieter Brughel, Fiona Rae, Edward Hopper	Charcoal Printing Pattern – “Formal Elements of Art”: 2D shapes, abstract, charcoal, pattern, reflection, symmetrical, texture Optical illusions, Craft soap sculpture, Willow pattern “Art & Design Skills”: lenticular prints, optical illusion, score, sequential order, thematic, Artists: Giorgio Morandi, Paul Cezanne, Barbara Hepworth, Luz Perez Ojeda Mood board, fabric weaving, sewing T-shirt “Craft & design” interior design, intersection points, loom card frame, mood board, personality, running stitch, synthetic materials, textile designer, warp, wax resistant, weave, weft, Artist: Ann Roth	I need space “Drawing” cold war, collagraph, collagraphy, composition, culture, decision, develop, evaluate, futuristic, imagery, printing plate, printmaking, process, propaganda, purpose, repetition, retrofuturism, revisit, space race, stimulus, technique Architecture “Formal elements of art”: abstract, ampitheatre, ancient, archtects, composition, cryptic, legacy, monoprnt, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, template Artist: Hundertwasser Make my voice heard – graffiti, clay “Art & Design”: abstract, chiaroscuro, figurative, graffiti art, parallel lines, serif, symbolism, tag, Artists: Kathe Kollwitz, Mark Wallinger, Pablo Picasso	Printing inspired by William Morris designs colours, tints, tones, shades, feelings, emotions, visual and tactile effects, revisions, perspective, abstract, real life art, adapt, refine, reflect, analyse, printing, printing block, symmetrical, design, repeating pattern, texture, Galapagos Islands, reflection, hatching, cross hatching Artist: William Morris Every picture tells a story – iceburgs “Art & Design” abstract, techniques, control, creativity, inspiration, limited colour range, tints, tones, shades, feelings, emotions, visual effects, revisions, refine, perspective, real life art, adapt, refine, reflect, analyse Artists: David McKeown, William Bradford Still Life Graphics “Art & Design”: cartoon, charcoal, colour wheel, composition, grey scale, hue, negative image, sketching, still life, underpainting, visual minutes Artists: Jaromir Funke, Ben Nicholson, Paul Cezanne, Ibere Camargo

Generating ideas	Enjoy exploring in paint area	Explore own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and plan more purposefully for an outcome.	Develop ideas more independently from own research. Explore and record plans, ideas and evaluations to develop ideas towards an outcome.	Drawing: Draw upon experience of creative work and research to develop own starting points for creative outcomes.
Sketchbooks	Mix paint and materials at random	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Drawing: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including formal elements of art)	Talk about what they have done	Drawing: Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making Explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary Painting & mixed media: Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft. Sculpture & 3D: Use their hands to manipulate a range of modelling materials, including paper and card. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen. Craft & Design: Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration.	Drawing: Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. Painting & mixed media: Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint. Create a range of secondary colours by using different amounts of each starting colour or adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects. Sculpture & 3D: Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture. Craft & Design: Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Drawing: Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Painting & mixed media: Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. Sculpture & 3D: Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture. Craft & Design: Learn a new making technique and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.	Drawing: Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making. Painting & Mixed media: Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. Sculpture & 3D: Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D Craft & Design: Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.	Drawing: Use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying understanding of tone, texture, line, colour and form. Painting & mixed media: Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media Sculpture & 3D: Investigate scale when creating forms in three dimensions. Explore a greater range of materials to create 3D forms eg wire and found materials Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently Craft & Design: Design and make art for different purposes and begin to consider how this works in creative industries eg in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.	Drawing: Draw expressively in own personal style and in response to choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. Painting & mixed media: Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale. Sculpture & 3D: Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results. Craft & Design: Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.
Knowledge of artists	Show little control or refinement	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to own work.	Talk about art seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing		Describe and compare features of own and other's art work.	Explain ideas and opinions about own and other's art work, giving reasons. Begin to talk about how to improve own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use knowledge of tools, materials and processes to try alternative solutions and make improvements to work.	Give reasoned evaluations of own and others work which takes account of context and intention. Independently use knowledge of tools, materials and processes to try alternative solutions and make improvements to work.