



## Skills & Knowledge progression: Art & Design

National Curriculum – Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p><b>Purpose of study</b> 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.</p> <p><b>Aims</b> The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>	<p>Our aim for Art &amp; Design is to help children appreciate a wide and diverse range of art and artists. To develop artistic skills so that they can create their own artistic pieces and to be able to evaluate their own and others creative work. In support of this we have developed an ambitious art &amp; design curriculum which will introduce pupils to a diverse range of artists from different backgrounds and provide them with a range of opportunities to develop and apply their skills. We are aware that historically children have been taught about numerous artists in primary schools. Many of these were European males e.g. Monet, Mondrian, Picasso, Van Gogh, Da Vinci etc. Whilst they are important artists to learn about we have deliberately chosen to also teach Stapleford pupils about female artists and artists from different cultures. Art stimulates imagination and creativity. Art enables us to communicate what we see, think and feel in ways that words alone simply are not capable of. Art provides us with both a universal language of colour, texture, form and pattern, and with limitless opportunities to combine these in new ways. As a result of all this, we believe that it is vital for all children to experience and engage with a range of visual, tactile and sensory experiences. We aim to equip our children with both key artistic skills and an enjoyment of the subject that will help them to become expressive, open, curious and independent adults.</p>

Milestones:
<p>At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 &amp; 2 together etc. Our curriculum sets out progression in the form of three 'Milestones'. The children work towards each Milestone for two years. During the first year pupils attain an understanding of the skills set out in the Milestone and during the second year they develop an advanced or deeper understanding. Each Milestone contains a range of descriptors which provide details of the skills to be covered. Over a two-year period, students become more and more familiar with these details by exploring them in a breadth of contexts. This helps pupils to "know more" and "remember more."</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Expressive Arts &amp; Design</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Explore what happens when they mix colours.</li> <li>- Understand that different media can be combined to create new effects.</li> <li>- Create simple representations of events, people and objects.</li> <li>- Choose particular colours to use for a purpose.</li> <li>- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>	<p>Maths - exploring patterns, symmetry and sequences, and recognising how certain numerical strings recur often in nature.</p> <ul style="list-style-type: none"> <li>- PE - using dance, silhouettes, body angles and the human form as the basis for artwork; exploring techniques to capture motion in still images and forms</li> <li>- English - discussion and debate around artworks and artists being studied; making and using masks to support drama and storytelling; studying the work of illustrators and creating new illustrations for existing stories</li> <li>- Computing – creating digital art and manipulating images</li> <li>- RE - the role of art, sculpture etc. in religious buildings and their symbolic meanings.</li> </ul>	<p>Work collaboratively with an artist.</p> <ul style="list-style-type: none"> <li>- Meet significant artists, discuss their work with them, give honest feedback on their work and be able to comment on their style.</li> <li>- See an artist in action and talk to them about their work, process and inspirations</li> <li>- Visit galleries, both locally and nationally, and have opportunities to learn more about the historical and cultural significance of the artwork they encounter.</li> <li>- Work collaboratively on a large scale piece.</li> <li>- Show their work in a school or local gallery, and receive feedback from their audience.</li> <li>- Experience the process of 'being' an artist, working on canvas, using an easel, organising, using and caring for their tools and seeking out new inspiration.</li> </ul>



## Skills Progression: Art & Design – Years 1 & 2

Year groups	Exploring and developing ideas	Drawing	Painting	Collage	Sculpture	Print	Textiles	Digital media	Take inspiration from the greats (classic and modern)
<b>1 &amp; 2</b> <b>Milestone 1</b>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials.</li> <li>Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<ul style="list-style-type: none"> <li>Use repeating or overlapping shapes.</li> <li>Mimic print from the environment (e.g. wallpapers).</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>Use weaving to create a pattern.</li> <li>Join materials using glue and/or a stitch.</li> <li>Use plaiting.</li> <li>Use dip dye techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>



## Skills Progression: Art & Design – Years 3 & 4

Year groups	Exploring and developing ideas	Drawing	Painting	Collage	Sculpture	Print	Textiles	Digital media	Take inspiration from the greats (classic and modern)
<b>3 &amp; 4</b> <b>Milestone 2</b>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created.</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>



## Skills Progression: Art & Design – Years 5 & 6

Year groups	Exploring and developing ideas	Drawing	Painting	Collage	Sculpture	Print	Textiles	Digital media	Take inspiration from the greats (classic and modern)
<b>5 &amp; 6</b> <b>Milestone 3</b>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Use lines to represent movement.</li> </ul>	<ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	<ul style="list-style-type: none"> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactile qualities.</li> <li>Use ceramic mosaic materials and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>Use tools to carve and add shapes, texture and pattern.</li> <li>Combine visual and tactile qualities.</li> <li>Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>	<ul style="list-style-type: none"> <li>Build up layers of colours.</li> <li>Create an accurate pattern, showing fine detail.</li> <li>Use a range of visual elements to reflect the purpose of the work.</li> </ul>	<ul style="list-style-type: none"> <li>Show precision in techniques.</li> <li>Choose from a range of stitching techniques.</li> <li>Combine previously learned techniques to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	<ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>

## Art & Design: Curriculum covered at Stapleford Primary School



### KS1 (Class 3 – Year 1 & 2) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>Art and Design</b>  <small>(see Chris Quigley: Art &amp; Design Curriculum Companion for topic details)</small>	<b>Portraits</b> i) Artist Spotlight: - Thomas Gainsborough  <b>In the dark of night</b> i) Artist Spotlight: - Artemisia Gentileschi	<b>Food</b> i) Artist Spotlight: - Paul Cezanne  <b>Time for play</b> i) Artist spotlight: - Georges Seurat	<b>Love for landscapes</b> i) Artist Spotlight: - John Constable  <b>At the seaside</b> i) Artist spotlight: - Claude Monet	<b>In the jungle</b> i) Artist spotlight: - Henri Rousseau  <b>Dreams and nightmares</b> i) Artist spotlight: - William Blake	<b>Weather</b> i) Artist Spotlight: - J.M.W. Turner  <b>The beauty of flowers</b> i) Artist spotlight: - Georgia O'Keeffe	<b>Ancient Art</b> i) Artist Spotlight: - The Mesopotamians  <b>Scenes of the sea</b> i) Artist spotlight: - Ivan Aivazovsky

### Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>Art and Design</b>  <small>(see Chris Quigley: Art &amp; Design Curriculum Companion for topic details)</small>	<b>The Renaissance</b> i) Artist Spotlight: - Leonardo da Vinci  <b>Cityscape art</b> i) Artist Spotlight: - Camille Pissarro	<b>Abstract art</b> i) Artist Spotlight: - Wassily Kandinsky  <b>Myths and legends</b> i) Artist spotlight: - Peter Paul Rubens	<b>Animals</b> i) Artist Spotlight: - Rosa Bonheur  <b>Family life</b> i) Artist spotlight: - Rembrandt	<b>Impressionism</b> i) Artist spotlight: - Pierre-Auguste Renoir  <b>All work and no play</b> i) Artist spotlight: - L.S. Lowry	<b>Art deco</b> i) Artist Spotlight: - Tamara de Lempicka  <b>Symbolism</b> i) Artist spotlight: - Edvard Munch	<b>Royalty</b> i) Artist Spotlight: - Hans Holbien the Younger  <b>A journey into space</b> i) Artist spotlight: - Robert McCall

### Upper KS2 (Class 1 – Years 5 & 6) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>Art and Design</b>  <small>(see Chris Quigley: Art &amp; Design Curriculum Companion for topic details)</small>	<b>A study of surrealism</b> i) Artist Spotlight: - Salvador Dali  <b>The power of love</b> i) Artist Spotlight: - Auguste Rodin	<b>The explosion of pop art</b> i) Artist Spotlight: - Andy Warhol  <b>Capturing conflict</b> i) Artist spotlight: - Paul Nash	<b>Futurism</b> i) Artist spotlight: Umberto Boccioni  <b>Cultural tradition in art</b> i) Artist spotlight: - Richard Kimbo	<b>Exploring expressionism</b> i) Artist spotlight: - Henri Matisse  <b>Keeping it real</b> i) Artist spotlight: - Gustave Courbet	<b>Art and fashion</b> i) Artist Spotlight: - Piet Mondrian  <b>The art of anatomy</b> i) Artist spotlight: - Albrecht Durer	<b>Art and religion</b> i) Artist Spotlight: - El Greco  <b>Amazed by architecture</b> i) Artist Spotlight: - Zaha Hadid