



## ART: CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Our aim is to develop children who are given a lifelong love of art and the confidence to be creative and take risks!

When the team met to develop this framework, there were a number of key things that we felt should be listed as expectations across a children’s time in school, but with the flexibility to apply these in a way that suits the context and individuality of each setting.

- Ensuring a range of collaborative and individual work
- The need for children to have exposure to a range of historic and contemporary artists
- To experience links to the art industry through visits to galleries/artist in residence
- The opportunity for showcasing of children’s artwork through galleries/ exhibitions/ displays and sharing of their sketchbooks
- Place value on children’s artistic literacy through vocabulary and analysis skills
- Links to wider global and cultural themes

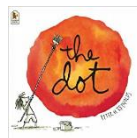
“engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design” NCPoS Ks1-3

Topics/Themes/Texts:	The key things we want pupils to know/be able to do
<p>Themes will be taught in any order, in some cases linked to other curriculum areas or will be taught as a mini topic.</p> <p>Ideas for potential skills taught will be adapted appropriately to maintain our creative curriculum and ensure the best possible learning outcomes.</p>	
<b>Sunflowers</b>	
<p>Possible books to use:</p> <p>Katie and the Sunflowers</p> <p>Camille and the Sunflowers</p> <p><i>Face drawings - looking closely at facial features</i> (completed at the start of each year)</p>	<p><b>Explore and refine their application of practical skills and record through the use of a range of media.</b></p> <ul style="list-style-type: none"> <li>● Be able to use the colour names</li> <li>● Explore what happens when they mix colours</li> <li>● Be able to describe what they can see</li> </ul>

- Use mirrors to look at facial features and expressions - link to science (body parts)
- Look at photographs of themselves/link to computing take photos of each other (link to showing different emotions)

**Kandinsky/Modern Art** (Resources in the resource room.)

- Focus on primary colours and what happens when they mix them?
- Whole coloured shape - What happens to the picture when they change the shape?
- Link to metacognition with 'The Dot'



**Link to Mathematics ELGs -Beginning to use the mathematical terms to describe shapes**

**George Seurat/Pointillism** (Book –Katie and the bathers-resource room)

- Pointillism
- Paint using different mediums
- Fingers, paintbrushes, cotton buds, corks, pasta...



**Lichtenstein/ 'Pop' Art**

- Link to superheroes- comic strips
- Different form of pointillism
- Onomatopoeia words (links with English)



- Experiment to create different textures (For example, sand, sponges, sticks, rollers etc...)
- Understand that different media can be combined to create new effects.

**Begin to develop confidence in explaining and discussing their ideas and recording their experiences.**

- Follow and share their own interests through their artwork

**Understand Art: Share personal opinions and ideas.**

- Comment on their own work and that of others saying why they like it and how to make improvements

By the end of FS2:

Pupils show good control and coordination in large and small movements.

They handle equipment and tools effectively for mark-making.

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

**Daffodils**

**Topics/Themes/Texts:**

*Many elements delivered through areas of provision*

**Face drawings - looking closely at facial features** completed at the start of each year

**The key things we want pupils to know /be able to do**

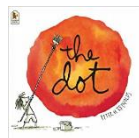
**Reception**

**Explore and refine their application of practical skills and record through the use of a range of media.**

- Be able to use the colour names

- Use mirrors to look at facial features and expressions - link to science (body parts)
- Look at photographs of themselves/link to computing take photos of each other (link to showing different emotions)

***Kandinsky/Modern Art***(Book –*Katie and the bathers-resource room*)



- Focus on primary colours and what happens when they mix them?
- Whole coloured shape - What happens to the picture when they change the shape?
- Link to metacognition with 'The Dot'

**Link to Mathematics ELGs -Beginning to use the mathematical terms to describe shapes**

***George Seurat/Pointillism***(Book –*Katie and the bathers-resource room*)



- Pointillism
- Paint using different mediums
- Fingers, paintbrushes, cotton buds, corks, pasta...

***Lichtenstein/ 'Pop' Art***

- Link to superheroes- comic strips
- Different form of pointillism
- Onomatopoeia words (links with English)



**Year 1 Cycle one**

- Explore what happens when they mix colours
- Be able to describe what they can see
- Experiment to create different textures (For example, sand, sponges, sticks, rollers etc...)
- Understand that different media can be combined to create new effects.

**Begin to develop confidence in explaining and discussing their ideas and recording their experiences.**

- Follow and share their own interests through their artwork

**Understand Art: Share personal opinions and ideas.**

- Comment on their own work and that of others saying why they like it and how to make improvements

By the end of FS2:

Pupils show good control and coordination in large and small movements. They handle equipment and tools effectively for mark-making. Pupils safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Year 1**

**Explore and refine their application of practical skills and record through the use of a range of media.**

- Explore a range of media such as charcoal, chalks, pencils, paint, wax resist
- Independently explore and select tools and colours for a specific purpose in their own creative work.
- Begin to work in a sketchbook
- Explore 3D and 2D form and its related vocabulary

## Self Portrait

Complete at the start of each year.

**Book – Katie in London** –Resources room

### Great Fire of London

- Possible Artists: David Best Jan Griffier
- Potential Skills taught:  
Painting - Fire painting (layers of colours)  
Drawing - Sketches of 17 th century houses -  
Sketches of London before and after The  
Great Fire of London  
Sculpture - Make a house from the Great Fire  
of London - Great fire of London pop up card  
- 3D Model pack, history of London - 'Fire' sculptures



### Homes

- Possible Artists:
- Potential Skills taught:  
Painting - Their own houses / front door. - Front doors from around the  
world  
Drawing - Sketch homes / buildings / local area.  
Sculpture - Models of houses Digital Photographs of the local area

### Around the world

- Possible Artists: Range of flags from different countries. Exploring how  
different cultures are portrayed around the world. What are the colours  
used? Exploring, comparing and contrasting a range of artwork.
- Potential Skills taught  
Painting - Flags from around the world  
Sculpture - People around the world cones – collages using natural

## Demonstrate growing confidence in explaining and discussing their ideas and recording their experiences.

- Be able to describe what they can see and represent this in their  
work
- Identify areas for development within their own work and explain  
why something has or has not worked
- Explain their reasons for selecting specific tools

### Understand Art: Share personal opinions and ideas.

- Comment on similarities and differences in their own work and  
that of others
- Comment on ways that work has been improved

materials

Digital - Photographs of different cultures Photo pack

## Year 1 Cycle 2

### Self Portrait

*Complete at the start of each year.*

**Myself and my place** - Resources in the resources room

- Possible Artists: Andy Warhol Picasso - Explore a variety of ways to create self portraits. Link to other people / characters across the curriculum
- Potential Skills taught:  
Painting - Pop art portraits - Self portraits - Portraits of other people - Colour by number (Elmer)  
Drawing - Self portraits  
Sculpture - 3D models (houses)  
Digital - 'selfies' - photo pack



**Island Explorer Book – Katie and the British Artists –**  
Resources room

- Possible Artists: Eric John Hosking Constable – the Hay Wain
- Potential Skills taught:  
Painting - Fruit printing - - Landscape painting (Constable- Hay Wain)  
Drawing - Design an Island  
Sculpture - Mud rock island Digital Photo montage (Eric John Hosking)



**Habitats**

Book **Katie's picture show** –Resources room

- Possible Artists: Henri Rousseau
- Potential Skills taught:  
 Painting - Observational painting  
 Drawing - Observational drawing using pastels / charcoal  
 Sculpture - 3D models (arctic animals? - Poppies - Nature sculptures  
 Digital - Design a picture from topic on a drawing program - photo pack



**Roses**

**Topics/Themes/Texts:**

Cycle one

**Self Portrait**

*Complete at the start of each year.*

**Book – Katie in London** –Resources room

**Great Fire of London**

- Possible Artists: David Best Jan Griffier
- Potential Skills taught:  
 Painting - Fire painting (layers of colours)



**The key things we want pupils to know /be able to do**

**Year 1**

**Explore and refine their application of practical skills and record through the use of a range of media.**

- Explore a range of media such as charcoal, chalks, pencils, paint, wax resist
- Independently explore and select tools and colours for a specific purpose in their own creative work.
- Begin to work in a sketchbook
- Explore 3D and 2D form and its related vocabulary

Drawing - Sketches of 17 th century houses -  
Sketches of London before and after The  
Great Fire of London

Sculpture - Make a house from the Great Fire  
of London - Great fire of London pop up card  
- 3D Model pack, history of London - 'Fire' sculptures



### Homes

- Possible Artists:
- Potential Skills taught:  
Painting - Their own houses / front door. - Front doors from around the world  
Drawing - Sketch homes / buildings / local area.  
Sculpture - Models of houses Digital Photographs of the local area

### Around the world

- Possible Artists: Range of flags from different countries. Exploring how different cultures are portrayed around the world. What are the colours used? Exploring, comparing and contrasting a range of artwork.
- Potential Skills taught  
Painting - Flags from around the world  
Sculpture - People around the world cones – collages using natural materials  
Digital - Photographs of different cultures Photo pack

### Cycle 2

### Self Portrait

**Demonstrate growing confidence in explaining and discussing their ideas and recording their experiences.**

- Be able to describe what they can see and represent this in their work
- Identify areas for development within their own work and explain why something has or has not worked
- Explain their reasons for selecting specific tools

**Understand Art: Share personal opinions and ideas.**

- Comment on similarities and differences in their own work and that of others
- Comment on ways that work has been improved

### Year 2

**Explore and refine their application of practical skills and record through the use of a range of media.**

- Use a sketchbook to build a portfolio of sketches and artwork, showing progression of skills using media such as watercolour, sculpture, collage or montage
- Begin to independently mix primary colours to make secondary and use the associated vocabulary (with some success)
- Record from direct observation. (From life or photographs).

**Demonstrate growing confidence in explaining and discussing their ideas and recording their experiences.**

- Be able to make annotations on their work (notes or labelling)

Complete at the start of each year.

**Myself and my place** Resources in the resources room

- Possible Artists: Andy Warhol, Picasso - Explore a variety of ways to create self portraits. Link to other people / characters across the curriculum
- Potential Skills taught:  
Painting - Pop art portraits - Self portraits - Portraits of other people - Colour by number (Elmer)  
Drawing - Self portraits  
Sculpture - 3D models (houses (Elephant model, link in with Elmer?)  
Digital - 'selfies' - photo pack



**Island Explorer Katie and the British Artists** –Resources room

- Possible Artists: Eric John Hosking Constable - The Hay Wain
- Potential Skills taught:  
Painting - Fruit printing - - Landscape painting (Constable - Hay Wain) Drawing - Design an Island  
Sculpture - Mud rock island  
Digital Photo montage (Eric John Hosking)



**Habitats**

Book **Katie's picture show** –Resources room

- Possible Artists: Henri Rousseau
- Potential Skills taught:  
Painting - Observational painting  
Drawing - Observational drawing using pastels / charcoal



**Understand Art: Share personal opinions and ideas.**

- Compare their own work to that of famous artists.
- Discuss ways in which an artist has influenced their work.

**By the end of Key Stage 1 all pupils should have been taught:**

- 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.



Sculpture - 3D models (arctic animals? - Poppies - Nature sculptures  
 Digital - Design a picture from topic on a drawing program - photo pack

## Tulips

### Topics/Themes/Texts:

#### Cycle 1

#### Self Portrait

*Complete at the start of each year.*

#### Iron and Stone Age

**Book – Katie and the dinosaurs**–Resources room

- Possible Artists: Explore cave art
- Potential Skills taught:  
 Painting Bronze / metallic paintings of artefacts and cave art  
 Drawing Sketch artefacts Coins and cave art  
 Sculpture Design jewellery clay / wires / Mache / rope and glue.  
 Digital Using digital software to manipulate photographs of Stone Henge.  
 Change colours etc

#### Ancient Egypt

- Possible Artists: Alaa Awad
- Potential Skills taught:  
 Painting - Hieroglyphics / paintings for inside a tomb. (Could add sand to the paint for texture)  
 Drawing - Hieroglyphics  
 Sculpture - Clay sculptures of 'Death Masks'  
 Digital - Photo pack



### The key things we want pupils to know /be able to do

#### Year 3

The pupils will be able to:

**Explore and refine their application of practical skills and record through the use of a range of media.**

- Predict with accuracy the new colours they will mix using primary colours. Explore a range of media (watercolour paint, powder paint, poster paint).
- Use media with increasing accuracy and control to create outcomes (chalk, charcoal, pencil, coloured pencil, pastel).
- Explore the versatility of media through mark making (pressure of pencil/ brush, use of tools to apply media, quality of line)
- Explore 3D forms responding to a theme. (This could be cardboard modelling, clay, nets, modroc, papier mache.)

**Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.**

- Generate ideas to inform a piece of art (this could be as a class, small group or independently)
- Use sketchbooks to develop and annotate their ideas.
- Record from direct observation. (From life or photographs).

**Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.**

- Study a minimum of one artist, including the identification of the artist's style, period in art history, media, technique.

## Living things and Habitats

**Katie and the British Artists** –Resources room

Possible Artists: George Stubbs

- Potential Skills taught:  
Painting -Water colour / oil painting /  
blending of chosen habitat. Drawing-  
Sketches of a range of habitats using  
different textures. Sculpture- Creating a chosen habitat using a variety of  
materials.  
Digital Photo's of different habitats. Compare / contrast. Photo montage.



## Cycle 2

### Self Portrait

*Complete at the start of each year*

### Roman Empire

- Possible Artists: The term 'classical art' [https://prezi.com/nqdt5xa50x\\_n/roman-art-and-cultural-influences/](https://prezi.com/nqdt5xa50x_n/roman-art-and-cultural-influences/)
- Potential Skills taught:  
Painting - Roman scene - Painting Roman pots.  
Drawing - Sketching the coliseum / roman scene. - Roman mosaics /  
paper mosaics  
Sculpture - Roman pots  
Digital Photographs of Roman mosaics / ruins (school trip?)

### Victorians

- Possible Artists: William Morris

- Comment on the content and mood of the artist's work.
- Form and share a reasoned opinion on the artist's work.  
(all of the above should involve opportunities for both verbal and  
written responses-possibly with the support of sentence starters  
and key words)

### Year 4

The pupils will be able to:

**Explore and refine their application of practical skills and record through the use of a range of media.**

- Revisit the secondary colours and be able to mix all three using  
primary colours. Explore a range of media (watercolour paint,  
powder paint, poster paint).
- Use media with increasing accuracy and control to create  
outcomes (chalk, charcoal, pencil, coloured pencil, pastel).
- Explore the versatility of media through mark making (pressure of  
pencil/ brush, use of tools to apply media, quality of line)
- Explore 3D forms responding to a theme. (This could be cardboard  
modelling, clay, nets, modroc, papier mache.)

**Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.**

- Generate ideas to inform a piece of art (this could be as a class,  
small group or independently)
- Use sketchbooks to develop and annotate their ideas.
- Record from direct observation. (From life or photographs)
- Demonstrate perseverance when creating a piece towards a brief.

**Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.**

- Study a minimum of one artist, including the identification of the  
artist's style, period in art history, media, technique.

<ul style="list-style-type: none"> <li>● Potential Skills taught: Printing- observe the work of William Morris, discuss. Create their own design and print using different objects e.g rope printing, lino printing etc. Portraits – Silhouettes</li> </ul> <p><b>Contrasting Localities</b></p> <ul style="list-style-type: none"> <li>● Possible Artists: Stephen Wiltshire</li> <li>● Potential Skills taught: Painting, Cityscapes /countryside from around the world.</li> </ul> <p>Drawing Sketches of a range of buildings. Digital-Photographs of a range of locations.</p>	<ul style="list-style-type: none"> <li>● Comment on the content and mood of the artist’s work.</li> <li>● Form and share a reasoned opinion on the artist’s work. (all of the above should involve opportunities for both verbal and written responses-possibly with the support of sentence starters and key words)</li> </ul>
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## Lilies

Topics/Themes/Texts:	The key things we want pupils to know /be able to do
<p style="text-align: center;"><u>Cycle 1</u></p> <p><b>Self Portrait</b> <i>Complete at the start of each year</i></p> <p><b>Viking Settlements</b></p> <ul style="list-style-type: none"> <li>● Possible Artists: Edvard Munch – Norse Style.</li> <li>● Potential Skills taught: Look at various knots and replicate in sketch books using different grades of pencil to achieve a variation of tone. Plan alter and refine drawings to show accuracy Explore the techniques used in the picture ‘The Scream’ and discuss likes and dislikes.</li> </ul>	<p><b>Year 5</b></p> <p>The pupils will be able to:</p> <p><b>Explore and refine their application of practical skills and record through the use of a range of media.</b></p> <ul style="list-style-type: none"> <li>● Explore a range of media (such as chalk, charcoal, oil pastel, watercolour paint, powder paint, poster paint, pencil crayon).</li> <li>● Use media purposefully and skillfully to communicate detail linking to the Formal Elements of Art in drawing.</li> <li>● Explore 3D forms. (This could be cardboard modelling, clay, nets, modroc, papier mache.)</li> </ul> <p><b>Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.</b></p> <ul style="list-style-type: none"> <li>● Develop a range of ideas before deciding upon a final outcome.</li> <li>● Use sketchbooks to develop, refine and annotate their ideas.</li> </ul>



Create own scream painting with a new setting or change of emotion, using pencil/pastel.

### Mayan Civilisation

- Possible Artists: Leonora Carrington Henri Rousseau's Tiger in a tropical storm



? Book **Katie's picture show** –Resources room

- Potential Skills taught:
- Painting: Develop colour charts - to show an understanding of tints and shades. Split Tiger in a tropical storm into boxes (enlarge) recreate a section using pastels. Repeat the process again this time using paint Design in small groups their own jungle scene (gather lots of jungle/rainforest pictures to inspire)
- Sculpture- Mayan gods



### Pop Art

Possible Artists: the pop art work produced by **Andy Warhol**

Potential Skills taught:

- Chose an image e.g moonwalk image
- Plan and draw the basic space scene picture (draw onto a paint programme)
- Look carefully on the build up of colours and textures
- Plan how the image is going to change as layers are built upon it (replicate this on a computer to get an impression of what the image will look like)



- Have opportunities to choose the media appropriate for their personal outcome (this should be informed by their annotation)
- Record from direct observation with increasing accuracy and detail. (From life or photographs).

### Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.

- Study a minimum of one artist, including the identification of the artist's style, period in art history, media, technique.
- Comment on the content and mood of the artist's work.
- Form and share a reasoned opinion on the artist's work. (all of the above should involve opportunities for both verbal and written responses)

### Year 6

The pupils will be able to:

### Explore and refine their application of practical skills and record through the use of a range of media.

- Be able to mix all three secondary colours and begin to explore tertiary colours and the concept of contrasting and harmonious colours.
- Be able to apply different pencil pressures to create a range of tonal values. (Light, Medium and Dark)

### Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.

- Develop a range of ideas before deciding upon a final outcome.
- Use sketchbooks to develop, refine and annotate their ideas.
- Record from direct observation with increasing accuracy and detail. (From life or photographs).

Mark the 1st design onto a tile (Choose ink and print) add a further detail to the tile (choose ink and print) add a further detail to the tile (choose ink and print)

### Cycle two

#### **Self Portrait**

*Complete at the start of each year*

#### **Ancient Greece**

- Possible Artists: The term 'Classical art'
- Potential Skills taught:  
Painting Recreating ancient Greek wall designs/ key patterns / telling stories / myths.  
Drawing Sketches of greek gods / goddesses / buildings.  
Sculpture Greek pots. Temple Digital Compare and contrast photographs of ruins today to digital images of what they would have looked like.  
Recreate the image of the original building over the top of the ruins in pencil / using the paint programme

#### **20th Century Developments**

- Possible Artists: Eric Treacy
- Potential Skills taught:  
Painting Fabric painting / printing.  
Drawing Charcoal sketches (Could use Eric Treacy black and white photos as inspiration)  
Sculpture Create a bridge Mod rock? Cardboard / paper Mache  
Digital Photography. Recreating own version



#### **Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.**

- Study a minimum of one artist, including the identification of the artist's style, period in art history, media, technique.
- Comment on the content and mood of the artist's work with increasing depth using subject specific vocabulary.
- Form and share a reasoned opinion on the artist's work.  
(all of the above should involve opportunities for both verbal and written responses)

#### **By the end of Key Stage 2 all pupils should have been taught:**

- 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

## WW2

- Possible Artists: Lowry particularly the VE day image and others
- Potential Skills taught:  
Look at WW2 pictures and talk about what makes them effective (shading and tone)  
Look at cross hatching, blending and shading techniques using charcoal/pencil  
Replicate images - experiment with own ideas.
- Create a WW2 image in the style of Lowry - concentration camp, marching, evacuees
- represent buildings using pastels, then add figures
- Choose a medium to create the colour/effect



## GLOSSARY

The Formal Elements: Shape, Colour, Line, Tone, Texture, Pattern, Form, Space

Drawing: The making of marks using any media (does not necessarily mean drawing with a pencil).

Observational Drawing: drawing from observation - this can be from life or a sourced image.