



Dringhouses

Primary School | York

Dringhouses Discovery Curriculum - Art Curriculum Progression Plan

Intent - Art and Design is a vital part of the curriculum providing a means of expressing oneself. It is a practical subject which stimulates creativity, personal expression, a sense of well-being and imagination through the use of a wide range of materials and techniques. The children develop their own visual literacy in the wider historical and current contexts of artists, designers and craft makers. Art and Design at Dringhouses plays an important part in each child's development. The curriculum develops the key skills of creative thinking and problem solving, communication, working with others and improving their own learning and performance. The subject is effective as a cross-curricular link, adding to children's depth of understanding, appreciation of and experiences in other areas of their learning including spiritual and cultural awareness.

Implementation - EYFS

- Pupils are introduced to a range of art and design processes including drawing, painting, printing, textiles, collage and working in 3D
- Pupils are encouraged to design, create and explore in the different areas of provision both inside and out, this is not exclusive to the art areas and includes music
- Different provision areas are enhanced with drawing, creating/building and mark making equipment so pupils have free choice to explore and make links in their learning
- Children have one or two directed art lessons per week. This includes a longer directed session, where the basic skills, knowledge and processes are introduced and explored (either discrete or linked to a learning project)

KS1 and KS2

- Pupils have an art lesson each week or in a block to allow time to complete an activity/process
- Art and design is often linked to the half termly (termly project in KS2) learning project and through cross curriculum links, but discrete lessons are taught where appropriate
- Planning is put into the Staff Shared Drive along with any resources (teaching slides, suggested websites etc) within the KS1 planning folder. In KS2 planning is split into Lower and Upper KS to ensure progression
- Planning is shared within the key stage and delivered by all KS1/KS2 teachers.
- Pupils develop a range of knowledge, skills and processes over the year including use of digital media, across the different areas of art, building on the work done in EYFS for KS1, and on the work done in KS1 for lower KS2, and in LKS2 for UKS2

Impact - Our aims for impact in art and design teaching are that all children build upon their natural enjoyment in visual communication to:

- appreciate creative art and design and see themselves as artists and designers
- find a sense of purpose, achievement and fulfilment in artistic expression and promote personal well-being and spiritual vision
- develop skills to use a range of materials and techniques competently
- learn how to use tools and materials safely and responsibly
- express their ideas and feelings through imaginative creation in both two and three dimensions and in different scales
- learn to study and record the visual world analytically
- develop an appropriate technical vocabulary to help them understand and discuss their own work and that of others

- appreciate and evaluate the work of a range of artists, craft makers, designers and architects from their own and other cultures
- be given opportunities to attend educational visits to galleries, museums and historical sites to explore, appreciate and evaluate the work
- work independently and with others
- evaluate and improve their own work and solve problems in the subject and, across other subjects by helping to look at problems in new ways
- communicate what they intend to do and how they are to do it
- use art and design in other subjects across the curriculum, such as maths, computing, design and technology, and science.

Formal Elements Key - L - line, S - shape, F - form T - tone, C - colour, Tx - texture, P - pattern

Art	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Skills	<p>Drawing/mark making Explore mark making in different ways using variety of tools, pencils, crayons, sticks, leading to holding tools effectively to draw lines (outline/contour drawing) & circles, squares, triangles LS</p> <p>Painting/mixed media Choose colours for a specific purpose, talk about light & dark colours in my painting & experiment with mixing colours. Learn how to hold a paint brush. CT</p> <p>3D Sculpture, Printmaking, Digital Manipulate & join a range of materials clay, wire, cardboard paper & natural materials & use tools safely (rolling pin, scissors, etc) to create 3D. When printing, make simple blocks. Take photos with digital cameras, learn to focus & position what they see then apply filters to the results. FTxP</p> <p>Textiles/craft Experiment with joining & combining fabrics, decorations, card, found objects select, cut colours, shapes, textures & images from a range of sources to suit ideas and purposes. TxPS</p> <p>Creativity, Reflection Learn how ideas change, grow & develop as work is produced. Create art from personal experiences & imagination. Investigate works of art explain how it makes them feel & what they like. Orally describe their work, say what is the same & different in their and other artists' work</p>	<p>Drawing/mark making Explore techniques & use a range of materials (felt tips, inks, charcoal etc) to create different types & thicknesses of line & marks. Control pressure to achieve lighter /darker areas. Shade areas neatly without gaps. Draw on different surfaces. Begin to use lines to represent, expression, pattern, tone, texture & form (sketching, shading) LSPTFTx</p> <p>Painting/mixed media Start mixing to create secondary colours, apply colour mixing on paper & palette, apply tone to describe form. Paint on different materials (paper, fabric, textures) paint to edges without leaving gaps. Create texture in paint e.g. adding sand, combine techniques using mixed media CTTx</p> <p>3D Sculpture, Printmaking, Digital Cut, form, tear, join, carve & shape range of materials (modelling clay, card, wire, found & natural) to create a simple plan then make forms they've designed e.g clay tile Learn methods of printing: mono, block, relief or by etching into soft materials. Print using simple materials: card & string, potato etc. Take photos with digital cameras, capture the detail they want. Use simple paint software to make a picture</p> <p>Textiles/craft Know that materials & techniques can be combined to create new effects eg. printing/painting on top of collage/fabric, stitching & gluing, sewing & applique (beads, threads) to produce work they have designed Investigate, describe different textures - rough, smooth, soft, shiny, layers</p> <p>Sketchbooks</p>	<p>Drawing/mark making. Explore/recreate techniques similar to those of other artists -using famous works as inspiration. (cave drawing & greek art) Experiment with different grades of pencil & other media -scratch art. Further develop line, expression, pattern, tone, texture & form. Apply symmetry to draw accurate shapes (blending, hatching, dots) LSPTFTx</p> <p>Painting/mixed media Mix colours effectively, produce washes for backgrounds then add images. Paint with some skill and control appropriate to surface, applying tonal techniques. Use different brush techniques using thick & thin brushes & other implements to produce shapes, textures, patterns, detail & lines. LSCTPTx</p> <p>3D Sculpture, Printmaking, Digital Create & combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Join malleable materials with appropriate techniques add or subtract materials to sculpture to create detail or pattern that conveys feelings, expression or movement. Use impressed method & mono printing. Create animation from series of still images, consider framing & lighting. Use video editing software to make simple edits to captured/stored video</p> <p>Textiles/craft Understand & use batik process to create an image on fabric use a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; to make art</p> <p>Sketchbooks</p>	<p>Drawing/mark making Draw with precision & detail showing a range of drawing skills using different grades of pencil & different techniques.(build on LK2 plus analytical, perspective drawing) Record using annotations, develop & imaginatively extend ideas from starting points LSPTFTx</p> <p>Painting/mixed media Consider & experiment with techniques, materials & colours. Mix & apply colours using best technique/implement for the project (including watercolour) controlling amount of paint on the brush. LSCTPTx</p> <p>3D Sculpture, Printmaking, Digital Sketch then paint a set design. Create a 3D model from a 2D design using skills developed from earlier work. Manipulate & join clay to make different forms & create facial features. Use variety of print techniques. Select & use different software to produce artwork, photo art, movies, soundtracks</p> <p>Textiles/craft Research, design make & embellish an outfit</p> <p>Sketchbooks Collect information, sketches & resources & present ideas imaginatively. Use sketchbooks for different purposes (research, explore, design etc) Experiment with techniques & label these.</p> <p>Creativity, Reflection Study significant works of art using the following method: Content – Describe the art. What social, historical factors affect the</p>

		<p>Develop & share their ideas, experiences & imagination through drawing</p> <p>Creativity, Reflection discriminate between choices & express their ideas & thoughts about the type of art they want to make. Study & use elements of other artists & cultures to influence own work. Study significant works of art craft & design, (see appendix) learning how & when they were made. Describe the content, feelings & emotions conveyed by the work to more competent level. Talk about how they could improve own work, give constructive comments & praise to others' work</p>	<p>Record observations, imagination, collect, research, investigate information, sketches & resources. Review & revisit and share ideas</p> <p>Creativity, Reflection Study significant works copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Create original pieces that are influenced by studies of others. Develop initial ideas into final work adapting work as it progresses. to improve that all artists do this. Talk about how they could improve their work & what they need to do & that all artists do this. Learn it's normal to feel anxious about the outcomes. Offer advice, confidence & praise to others.</p>	<p>work? Process – When & how was the work made? What materials & techniques are used? Formal elements – line, tone, colour, shape, form, composition, pattern, texture. Mood – what emotions does the work convey? Understand the making process is very difficult. fairly appraise own & others work, understand how to improve it, accepting criticism of other pupils & that it is a vital part of the art process.</p>
Powerful Knowledge	<p>Drawing/mark making Know that different tools make different marks</p> <p>Painting/mixed media Recognise & name, red, blue, yellow, green, orange, purple, brown, black and white. Identify a dark and light colour</p> <p>Textiles/craft Know that art can be created from paper, fabrics, found materials, can be sewn, cut, glued, joined, decorated in different ways to make a collage. Know how to carry scissors - holding the closed blade, pointing down, in their fist. Know how to use scissors correctly - thumb in the top hole, middle finger in the bottom hole and index finger as a hook to close scissors</p> <p>Formal Knowledge Learn the meaning of the words: colour - how an object reflects light, line - mark made using a drawing tool or brush, tone - how light or dark something is, shape - a two-dimensional design created by a closed-line, texture - how something feels when it is touched and pattern - repeated designs which may be man-made or appear in nature</p>	<p>Drawing/mark making Name & use appropriate language to describe lines and shapes (thick, thin, wavy, zigzag) Know the meaning of sketching - a quick or rough drawing showing the main features of something and shading - to darken a drawing to suggest it has form, shadows or light and dark</p> <p>Painting/mixed media Know the primary colours (red, yellow, blue), that they can be mixed & know the secondary colours (orange, green, purple). Know there are different types of paint & their properties (powder paint - dry pigment mixed with water poster paint - liquid paint, block colour - solid blocks of colour unreleased by using a wet brush)</p> <p>Textiles/craft Know that materials can be combined to create new effects. Name different textures (rough, smooth, hard, soft, cool, warm. Know what weave means - to make cloth by lacing yarn together, loom - a frame used to turn yarn into fabric ie. to weave, warp - the length-ways threads on a loom & weft - the threads that cross over and under the warp</p> <p>Formal Knowledge Recognise line, tone, colour, texture, pattern, shape & form & describe in their & others works (see EYFS for definitions)</p>	<p>Drawing/mark making. Know that pencils come in different grades & know that H.pencils gives a harder line and B pencils give a softer line. Know what blending is - merge two or more colours or shades to create gentle change, hatching - create tone or shade by drawing parallel lines close to each other, mean</p> <p>Painting/mixed media Know: when to use different types of paint, (poster paint - quick drying, acrylic paint - for thickness & layers on any surface watercolour - is immediate & responds to the paper & is fluid giving personal emotional response. Know that a wash is made using a large brush to spread the paint over the surface of the paper, allowing it to flow and mix in a controlled manner. Know colour has light and dark values tone - how light or dark something is, tint - add a colour to white to create a lighter version of the colour, shade - add a colour to black to create a darker version of the colour Know that animation is created from a series of still images displayed quickly in sequences to create the illusion of movement</p> <p>Formal Knowledge (see Curriculum map for artists) Study significant works know: Who made it & where they came from and the date How it was produced & from what materials</p>	<p>Drawing/mark making Know when to change the grade of pencil to suit purpose - Hard (H) pencils - used for technical drawing and for preliminary sketches before painting over - creates a lighter line Soft B pencils for smudging, blending and shading - creates a darker line Know what analytical drawing - a closely-observed drawing looking at shapes, form, texture, detail perspective drawing- the representation of three-dimensional objects or spaces in using lines (2D). Know what single-point perspective is - a drawing method that shows how things appear to get smaller as they get further away, converging towards a single "vanishing point" (where they disappear) on the horizon line (the point where earth meets sky - it is always at eye level)</p> <p>Painting/mixed media Know different types of paint media (from KS1 & LKS2) & when to use e.g. painting models that need even coverage & texture (Poster & acrylic & texture) and landscape (watercolour, acrylic). Know the terms complementary (opposite on the colour wheel - high contrast and high impact) & harmonious (colours next to each other on colour wheel - create an image pleasing to the eye) in colour relationships Know that diptych is an artwork consisting of two pieces or panels that together create a</p>

				<p>single art piece.</p> <p>Formal Knowledge</p> <p>Study significant works know: Who made it & where they came from and the date How it was produced & from what materials Why it was made .</p>
Key Vocabulary	Draw, colour, line, tone, shape, texture and pattern.	Primary colours, secondary colours Weaving, recycled materials, loom, warp, weft	Wash, tone, shade. Printing, imprint, impression, mould, monoprint, background, surface, stencil, negative image, positive image. Maquette. Batik, wax, textile, Photo montage.	Perspective, single point perspective, vanishing point, horizon. Complementary, harmonious, Mosaics, grout, base. Ceramics, pinch, slab, score, slip, kiln, structural armature, Diptych
Enrichment/ Personal Dev	Links - eg Christmas, Diwali etc	History - Fire of London - houses Messy art workshop in school	Fashion show Local York project	Y6 leavers play