



Crawley Down Village C of E School

Art curriculum progression document

Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.

Learning together, flourishing together: "With God, all things are possible." Matthew 19:26



Intent

At Crawley Down Village C of E School, we believe that our art curriculum should engage, inspire and challenge our learners. The art curriculum is designed to provide the children with the opportunity to develop and extend their skills as artists by giving them time to explore techniques. Children are taught the skills of drawing, painting, sculpture, photography and printmaking alongside others. We aim for the children to gain automaticity when creating art through practise and freedom to create. Children will be introduced to a range of artists to enable them to evaluate and think critically about techniques

Year Group	Autumn	Spring	Summer
YFYS	<u>Once Upon a Time</u> <u>Wonderful Me & Families and Traditional Tales</u> Focus artists/designers: Kandinsky Collage, paint, acetate sheets and shapes, junk modelling, chalk	<u>Look Up</u> <u>Space & Aliens</u> Focus artists/designers: Van Gogh- Starry Night Paint, marbling, junk modelling, chalk	<u>Mammoth to Mini</u> <u>Dinosaurs / Minibeasts and Planting</u> Focus artists/designers: Matisse-The Snail Marbling, clay (butterflies), tissue paper, junk modelling, chalk water paints, paints
Year 1	<u>Bears</u> Focus artists/designers: Fred Banbury, Bob Alley, Peggy Fortnum- <u>Paddington Bear</u> illustrations Drawing bears using pencil/ink Collage bears using paper Painting and mixing colours	<u>Crowns and Castles</u> Focus artists/designers: Paul Klee – Castle and The Sun Junk modelling – castles Painting using water colours – castles and dragons Oil pastels – castles (Paul Klee inspired) Printing – rubbings	<u>A Gardeners' World</u> Focus artist/designers: Giuseppe Arcimboldo, Van Gogh Printing using vegetables Oil pastels to draw sunflowers Art pencils - sunflowers Clay – plant pots
Year 2	<u>London's Burning</u> Focus artists/designers: Stephen Wiltshire Sketching- tone and shading, fine lining – cityscapes Pastels – flames Black ink- Tudor houses	<u>Africa</u> Focus artists/designers: Claude Monet, Martin Bulinya Watercolours (links to Watercolour RE) African sunsets and silhouettes	<u>What a Wonderful World</u> Focus artists/designers: Mike Brennan Sea- collage Sculpture- shells
Year 3	<u>Home is Where the Heart is</u> Focus artists/designers: William Morris Sketching - Leaves Printing - Leaves	<u>Mission Impossible</u> Focus artists/designers: William Grill – Shackleton's <u>Journey book</u> Collage – Ice landscapes Sketching - Ice landscapes Water colours – Ice landscapes	<u>Invasion</u> Focus artists/designers: Ancient Romans, Sosus Pergamon Mosaic collage Clay pots-coiling, Butser farm link
Year 4	<u>Inside Out</u> Focus artist/designers: Picasso, Alberto Giacometti watercolour pencils. water colour washes Sketching pencils	<u>A Glimpse of Gold</u> Focus artist/designers: Sarah Munyai Pencil sketching – pots Clay modelling – pots Patterns	<u>Water, Water Everywhere</u> Focus artist/designers: JMW Turner Sketching (familiar objects) Paint (stormy sea) Watercolour
Year 5	<u>Mission to Mars</u> Focus artists/designers: Peter Thorpe Collage, marbling, oil pastels, poster Paint	<u>Groovy Greeks</u> Focus artists/designers: Andy Warhol and Roy Lichtenstein Papier-mâché Poster paint	<u>Sea-Faring Invaders</u> Focus artists/designers: Takashi Murakami Sketch pencils, relief printing
Year 6	<u>Portals, Peoples and Places</u> Focus artists/designers: John Thompson, Mike Godwin (2D) Cathy Miles / Kendra Haste (3D) Sketching pencil and watercolour – for initial ideas Relief printing- over print to create layers. Wire sculpture	<u>Off with Their Heads</u> Focus artist/designers: Hans Holbein Photography Drawing	<u>Survival of the Fittest</u> Focus artist/designers: Pablo Picasso Collage Pastels Paint

EYFS							
	Autumn 1 Once Upon a Time – Wonderful Me & Families	Autumn 2 Once Upon a Time – Traditional Tales	Spring 1 Look up - Space	Spring 2 Look Up - Aliens	Summer 1 Mammoth to Mini - Dinosaurs	Summer 2 Mammoth to Mini – Minibeasts and planting	Early Learning Goals
	By the end of Autumn term, it is expected that children will be able: - To begin to explore art using a range of materials. - To begin to show accuracy and care when drawing.		By the end of Spring term, children will be able: - To explore using ready mix paint. - To explain their creations and processes.		By the end of Summer term, children will be able: - To explore sculpture through a range of materials. - To begin to explore mixing primary colours to make secondary colours.		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Drawing/Painting/printing/ Textiles/clay/3D/ICT	Artist and designers: Kandinsky		Artist and designers: Van Gogh - Starry Night		Artist and designers: Matisse - The Snail		Share their creations, explaining the process they have used.
	Media: - Collage - Acetate sheets and shapes - Junk modelling - Chalk		Media: - Paint - Marbling - Junk modelling - Chalk		Media: - Marbling - Clay (butterflies) - Tissue paper - Junk modelling - Chalk - Water paints		Make use of props and materials when role playing characters in narratives and stories.
	Additional Information: Self portraits Painting Colouring pencils Using different brushes Felt tip pens colouring Christmas craft Poppy craft		Additional Information: Chinese New Year craft Shapes Patterns Daffodils		Additional Information: Making fossils using salt dough Mixing colours Dinosaur drawing Collage		

Year 1		
National Curriculum: - 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.		
Autumn - Paddington	Spring – Crowns and Castles	Summer – A Gardeners’ World
By the end of Autumn term, it is expected that children will be able: - To understand collage is the art of using elements of paper to make images. - To mix primary colours to make secondary colours. - To understand that a sketchbook is used for exploring and experimenting. - To explain what materials they have used. - To begin to explore the use of line, shape and tone (<i>graded pencils</i>).	By the end of Spring term, it is expected that children will be able: - To explore an environment and take rubbings of textures. - To understand watercolour is a media which uses water and pigment. - To investigate using a range of materials and experiment with how they can be connected to make a structure. (<i>junk modelling</i>) - To explore using shapes to create an abstract image.	By the end of Summer term, it is expected that children will be able: - To understand prints are made by transferring an image from one surface to another. - To use a variety of dry media. - To understand that sculpture is the name sometimes given for artwork which exists in three dimensions. - To begin to form their own 3D pieces. - To investigate clay (<i>pinching, rolling and adding details and textures using tools</i>).
Artists and designers Year 1 could explore: Fred Banbury /Bob Alley /Peggy Fortnum- Paddington bear illustrations	Artists and designers Year 1 could explore: Paul Klee – Castle and The Sun	Artists and designers Year 1 could explore: Van Gough – Sunflowers Guiseppe Arcimboldo – Vegetable Faces
Media: Collage – bear picture Paint – bear pictures Pencil – drawing bear (<i>HB, 2B, H, 4B</i>) Ink- drawing bears	Media: Patterns – brickwork Junk modelling – castles Painting using water colours – castles and dragons Oil pastels – castles (Paul Klee inspired) Printing – rubbings	Media: Printing – vegetables Oil pastels – sunflowers Art pencils - sunflowers Clay – plant pots
Additional information: Animal drawing Christmas craft/card making Making models using junk materials.	Additional information: Lines and brickwork Rubbings of different textures Stain glass windows Making models using junk materials.	Additional information: Sketching flowers Making a flower using different materials e.g. string for roots, tissue paper for petals. Making models using junk materials. Draw the sunflowers they have planted and record how they change and grow.
Sketchbooks should show: - Practising using different mediums and techniques. - Plan and develop their ideas - Creating their own pieces inspired by artists - Evaluating their own work		

Year 2		
National Curriculum: - 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 - know 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.		
Autumn – London’s Burning	Spring - Africa	Summer – What a Wonderful World
By the end of Autumn term, it is expected that children will be able: - To experiment with visual elements- line and shape. - To record from first hand observation and experience (<i>London trip</i>) - To understand that primary colours can be mixed together to make secondary colours of different hues. - To experiment with a range of tools (<i>pens, pencils, ink</i>) - To look at the work of artists and reflect on their work (<i>“I liked...”</i>). - To continue to build their understanding that sketchbooks are places for personal experimentation.	By the end of Spring term, it is expected that children will be able: - To understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting (<i>Monet</i>). - To explore a range of materials and begin to think which materials best suit the task. - To begin to understand that the properties of paint and how it is used affect mark making (<i>watercolours</i>). - To explore the colour wheel.	By the end of Summer term, it is expected that children will be able: - To understand that we can combine collage with other disciplines (<i>drawing, printing and painting</i>) - To work collaboratively to create an outcome (<i>weave using a range of textures and materials</i>) - To draw grouped or single objects for a sustained period of time. - To manipulate clay and explore adding definition.
Artist and designers Year 2 could explore: Cityscapes – Stephen Wiltshire	Artist and designers Year 2 could explore: Monet and Martin Bulinya	Artist and designers Year 2 could explore: Mike Brennan
Media: Sketching – cityscapes Mark making, tone and shading, fine lining – cityscapes Pastels – flames Tudor houses – black ink	Media: Watercolours (links to Watercolour RE) African sunsets and silhouettes	Media: Collage – sea creatures Clay- shells
Additional Information: We begin this unit by exploring landmarks in London, identifying the shapes, lines and shades that help to create the picture. Children will explore patterns, texture, lines, shape, form and space during this unit. The children will then finish this unit with half of a picture of a landscape, with the expectation for the children to use what they’ve learnt to complete the picture. During the second half of term, children will use a range of media and explore colours to mix. They will work to create their own flame using oil pastels and paints, then work towards using their favourite choice of media to create the Great Fire of London.	Additional Information: Children will build on their prior work of mixing and blending colours, in order to create their own sunset, they will then work to use a range of materials creatively to design and make a silhouette.	Additional Information: Children will begin this unit of work by exploring the use of a button to develop and share their ideas, experiences and imagination. Children will then work to explore patterns, texture, lines, shape, form and space whilst sketching pictures of shells. They will work towards creating their own collage of a sea creature using collage. Children will also create a whole class weave using different patterns of blue, to create a sea background.
Sketchbooks should show: - Practising using different mediums and techniques. - Respond to artists and comparing pieces of artwork - Plan and develop their ideas - Creating their own pieces inspired by artists - Reflect and evaluate successes and challenges		

Year 3

National Curriculum:

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of Art and Design techniques (drawing with a range of materials)

Pupils should be 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.

Autumn – Home Is Where the Heart Is	Spring – Mission Impossible	Summer - Invasion
By the end of Autumn term, it is expected that children will be able: - To use a range of materials creatively to design and make products. - To continue to build understanding that sketchbooks are places for personal experimentation. - To explore relief printing. - To continue to experiment with different tones (<i>using graded pencils</i>)	By the end of Spring term, it is expected that children will be able: - To use drawing and painting to develop and share their ideas, experiences and imagination. - To experiment with different materials to create a range of effects. - To use taught technical skills to adapt and improve their work. - To understand the concept of landscape art.	By the end of Summer term, it is expected that children will be able: - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To develop confidence when working with clay and develop new techniques (<i>coiling</i>) - To begin to make choices about which techniques are appropriate for their final piece. - To use a range of materials to create different effects.
Artist and designers Year 3 could explore: William Morris - sketch based on leaves	Artist and designers Year 3 could explore: William Grill – Shackleton’s journey book	Artist and designers Year 3 could explore: Based on Ancient Romans and trip to Butser Farm (Soss of Pergamon)
Media: Sketching - Leaves Printing - Leaves	Media: Collage – Ice landscapes Sketching - Ice landscapes Water colours – Ice landscapes	Media: Mosaic – using dry beans and pulses Clay – Coil Pots (on Butser farm trip)
Additional Information: Sketching to create sketch books to record their observations. William Morris + printing (<i>Wrapping paper</i>) 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.	Additional Information: Layered collage using a tone and colour to create a layered image linked to the topic they are studying. I can use these techniques in the completed piece of work.	Additional Information: Roman Mosaics.
Sketchbooks should show: - Record exploration of mediums and techniques - Plan and collect sources of materials for future work - Respond to artists and comparing pieces of artwork - Discuss their own and others’ work expressing their thoughts and feelings. - Plan and develop their ideas - Creating their own pieces inspired by artists - Annotating ideas for improving their work		

Year 4

National Curriculum: - Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be 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.		
Autumn – Inside Out	Spring – A Glimpse of Gold	Summer – Water, water everywhere
By the end of Autumn term, it is expected that children will be able: - To manipulate materials to create sculptures of human forms. - To understand that artists can represent objects, in a particular context with a particular intention, to change the meaning of that object. - To use close observation and try to capture 3D form in 2 dimensions. - To demonstrate secure knowledge of primary, secondary, warm and cold colours. - To understand that making sculptures can be challenging and it is ok if things go wrong.	By the end of Spring term, it is expected that children will be able: - To work with clay adding greater detail and texture. - To draw from observation and think about how they can use line, colour, shape, texture and form. - To look at the work of artists and sculptors and understand the processes and intentions of different outcomes. - To make decisions about which methods are appropriate for their final piece.	By the end of Spring term, it is expected that children will be able: - To collect ideas using a range of resources (<i>online, books, art work, photographs</i>) - To alter and refine drawings and describe changes using art vocabulary. - To create different effects using a variety of tools and techniques (<i>bleeds, washes, scratching and splashes</i>) - To draw familiar objects with the correct proportions.
Artists and designers Year 4 could explore: Artist - Alberto Giacometti or Picasso.	Artists and designers Year 4 could explore: Sarah Munyai - Story of Mukondeni Pottery	Artists and designers Year 4 could explore: JMW Turner
Media: Exploring mark-making and shading. Using basic shapes to help sketch objects. Different techniques using watercolour pencils. Sketching body parts with water colour washes	Media: Pencil sketching – pots Clay modelling – pots Patterns	Media: Sketching (familiar objects) Paint (stormy sea) Watercolour
Additional Information: Christmas craft	Additional Information: Egyptians Design and make a Canopic jar out of clay or paint.	Additional Information: Design own island
Sketchbooks should show: - Record exploration of mediums and techniques - Collect and record information and images to inspire their work - Respond to artists and comparing pieces of artwork from different cultures - Discuss their own and others’ work expressing their thoughts and feelings. - Plan and develop their ideas - Creating their own pieces inspired by artists - Annotating ideas for improving their work		

National Curriculum:

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

Autumn – Mission to Mars**Spring – Groovy Greeks****Summer – Sea-Faring Invaders****By the end of Autumn term, it is expected that children will be able:**

- To experiment with tools and techniques, *including layering, mixing media and scraping.*
- To develop ideas using different or mixed media.
- To build up layers and colours/textures.
- To create 3D effects using a variety of tools.

By the end of Spring term, it is expected that children will be able:

- To demonstrate secure knowledge about primary and secondary, warm and cold and complementary colours.
- To use papier-mâché over a base to sculpt a mask.
- To develop sketching techniques.
- To design and create a mask.

By the end of Summer term, it is expected that children will be able:

- To develop their skills using relief printing (*repetition, symmetry or random*).
- To create repeating patterns through the use of relief printing.
- To confidently suggest improvements to their own work.
- To apply decorations to add texture (*sewing*).

Artists and designers Year 5 could explore:

Peter Thorpe

Artists and designers Year 5 could explore:

Andy Warhol and Roy Lichtenstein.

Artists and designers Year 5 could explore Artist and designers Year 5 could explore: Takashi Murakami**Media:**

Collage, marbling, oil pastels, chalk, poster paint

Media:

Face masks as moulds, papier mâché, poster paint, metallic paint

Media:

Sketch pencils, relief printing on textiles using lino and ink.

Additional Information:

Children produce a scratch art piece with an oil pastel base covered in black poster paint. The paint is scratched off to reveal bright colours in the shape of various space related images. Explore fantasy space artwork. Making picture collages. Skills- Initial sketching, use spatter paint technique, use cling film for affect, oil pastel and chalk. Developing cutting skills. Create a collage.

Additional Information:

To create an expressive Greek mask - to learn about history of masks within theatre and apply to a mask
Skills - Develop sketching technique, creating papier mâché/sculpting, creating expression by layering features, paint mixing e.g. skin tone mixing, metallic paint/paint.
Additional materials e.g. Wool for hair and paper for crowns

Additional Information:

The printing will be linked to flowers which is based around the year 5 science curriculum.

Sketchbooks should show:

- Record exploration of mediums and techniques
- Collect and record information and images to inspire their work
- Respond to artists and comparing pieces of artwork from periods in history
- Discuss their own and others' work expressing their thoughts and feelings
- Plan and develop their ideas
- Creating their own pieces inspired by artists
- Develop their own style
- Annotating ideas for improving their work and record why

Year 6

National Curriculum:

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

Pupils should be 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.

Autumn – Portals, People and Places

Spring – Off with Their Heads

Summer – Survival of the Fittest

By the end of Autumn term, children will be able:

- To explore a variety of ways to make different marks with dry and wet media.
- To apply and combine different techniques and media (*birds*)
- To evaluate the methods they have used and make decisions about their effectiveness.
- To understand that we can transform 2D drawings into 3D objects.
- To overprint to create layers using different colours.

By the end of Spring term, children will be able:

- To understand that still life is genre of painting/making a collection of objects/elements.
- To use a range of sketching techniques to improve drawing.
- To experiment using photography to create portraits.
- To develop an awareness of scale and proportion in their drawings.

By the end of Summer term, children will be able:

- To make independent decisions as to which materials are best to use.
- To develop visual/artistic vocabulary when talking about their own work and of others.
- I can use key vocabulary to demonstrate knowledge and understanding: *line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait*.
- To develop their own style.

Artists and designers Year 6 could explore:

John Thompson- Nyman's artist.
Mike Godwin – comparing 2D styles
Cathy Miles / Kendra Haste – 3D artists

Artists and designers Year 6 could explore:

Hans Holbein – Tudor self portraits

Artists and designers Year 6 could explore:

Pablo Picasso – mixed media art, cubist approach

Media:

Sketching pencil and watercolour – for initial ideas
Relief printing- over print to create layers.
Wire sculpture

Media:

Pencil – sketching techniques and work on proportion
Photography- Holbein portraits.

Media:

Collage
Wax resist
Oil pastel
Paint

Additional Information:

This unit is heavy on building up ideas, shapes, colours and forms in sketch books and creating bird forms in pencil, paint, print before the 3D version. We compare a variety of artists interpretations and styles.
Bird prints on wrapping paper/digital prints.
Printing and 3D birds.
Develop still life sketching skills. Shading and 3D.

Additional Information:

We research the life of Holbein – Tudor link as he was famous at that time. History of still life/ artists Holbein-self-portraits.
. Develop still life sketching skills. Shading and 3D.
Sketching techniques
Tudor portraits and sketching techniques

Additional Information:

Develop an animal collage using different materials.

Skills: patterns and repetitive patterns,
Oil pastels, facial perspective.
Monochrome patterns

Sketchbooks should show:

- Record exploration of mediums and techniques
- Collect and record information and images to inspire their work
- Respond to artists and comparing pieces of artwork from periods in history
- Discuss their own and others' work expressing their thoughts and feelings
- Plan and developing their ideas
- Creating their own pieces inspired by artists and architects
- Development of their own style
- Annotating ideas for improving their work and record why