LIPHOOK
FEDERATION

Art

Knowledge and Skills Progression

EYFS to Year 6

Art Curriculum Progression: Year R to Year 6

Our high-quality art and design curriculum is planned as a 7-year journey across the Federation and engages, inspires and challenges our pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. By the time they leave the Federation, they are able to think critically and develop a more rigorous understanding of art and design. They also know how art and design both reflect and shape our history, and contribute to the culture, z

By the end of Liphook Infant School

Our pupils will have been introduced to the core artistic tools, techniques and materials which will enable them to access the curriculum and progress with their learning in Key Stage 2.

Pupils are 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

By the end of Liphook CofE Junior School

Our pupils will have been taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are 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 and their impact
- To evaluate their own work and understand how to use that knowledge to improve work on future pieces

'Greater Depth' is achieved through a focus on **ACE –** tasks enable pupils to **A**pply, **C**onnect and **E**xplore (or **E**xplain) & **E**valuate

Apply	Pupils apply skills, knowledge and understanding from their current, and previous, learning independently and in new contexts.
Connect	Pupils are able to connect taught skills, knowledge and ideas and use these links in their own work, in new contexts.
Explore & Evaluate	Pupils are able to explore and express themselves creatively, using their own ideas and imagination whilst showing…

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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art appreciation	• Explore the roles and purposes of other artists, craftspeople and designers working in different times and cultures						
	• Focus artists: Elizabeth Blackadder/ • Liz Chadderton (watercolour)				• Different representations of the rainforest • Celtic broaches • WW1 photos	• Representations of water by a variety of artists using different styles • Carolyn Saxby	• Art from Ancient Greece • Art from across the ages of Greek gods & goddesses • Architecture • Art history • Cubist art
Exploring & developing ideas	• Explore different materials freely, developing own ideas. • Explore colour mixing to create secondary colours	• Record and explore ideas from firsthand observations	• Ask and answer questions about the starting points for their work • Develop their ideas, try things out – change their minds	• Select and record from firsthand observation, experience and imagination, and explore ideas for different purposes	• Question and make thoughtful observations about starting points and select ideas to use in their work	• Continue to build on and develop further, skills from Yr 3 & 4. • Task design allows for greater opportunities to use own ideas and apply previously taught skills.	• Continue to build on and develop further skills from Yr 3 & 4. • Task design allows for greater opportunities to use own ideas and apply previously taught skills.
Evaluating and developing work	• Use appropriate Tier 2 and Tier 3 vocabulary when explaining the process they have used.	• Review what they and others have done and say what they think about it	• Identify what they might change in their current work or develop in future work	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them	• Adapt their work according to their views and describe how they might develop it further • Annotate work in their sketch books	• Continue to build on skills from Yr 3 & 4 using appropriate technical language	• Continue to build on sculpting skills from Yr 3 & 4 using appropriate technical language

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Drawing *General Requirements*	• Draws with increasing complexity and detail. • Draw a self portrait, looking carefully at the shape of features.	• Experiment with a variety of media; pencil, pastels, chalk, charcoal. • Control the types of marks made with the range of media		• Experiment with ways in which surface detail can be added to drawings • Use sketchbooks to collect and record visual information from different sources • Draw for a sustained period of time at an appropriate level • Develop close observation skills by use of a view finder		• Work from a variety of sources including observation, photographs and digital images • Work in a sustained and independent way to achieve a detailed drawing • Use a sketchbook to develop ideas • Identify artists who have worked in a similar way to their own work	
Lines and Marks	• Create closed shapes with continuous lines. • Draw a range of lines and marks to represent observations	• Name, match and draw lines/marks from observations • Invent new lines	• Draw on different surfaces with a range of media	• Make marks and lines with a wide range of drawing implements e.g. charcoal, chalks, pencils, pastels and pens, beginning to smudge and blend	• Experiment with different grades of pencil and other implements to create lines and marks	• Use dry media to make different marks, lines, patterns and shapes within a drawing	• Experiment with media to make different lines and marks
Shape	• Use shapes to represent features (self portrait) • Draw shapes to represent objects	• Observe and draw shapes from observations	• Draw shapes in between objects and invent new shapes	• Begin to show awareness of objects having a third dimension, e.g. still life	• Experiment with different grades of pencil and other implements to draw different forms and shapes	• Develop awareness of shapes having a third dimension and depth • Appreciate how to achieve 3D effects on spheres with shading and cross hatching, following experimenting in sketch books	• Experiment in sketch books following inspiration from well-known artists in order to hone skills and define shape in drawing. Select best approach and choose appropriate tools.

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Tone	• Mix a range of tones within secondary colours for intended effects.	• Investigate tone by drawing light/dark lines	• Investigate tone by drawing light/dark patterns, light/dark shapes	• Apply tone in a drawing in a simple way	• Experiment with different grades of pencil to achieve variation in tone	• Use different techniques for different purposes ie shading and hatching within their own work	
Texture	• Refine their selection from a wider range of resources to explore texture in their artwork.	• Investigate by describing	• Investigate by naming and copying	• Create texture with a wide range of drawing implements	• Apply a simple use of pattern and texture in drawing	• Use pattern and texture in drawing to add detail • Use wet media to demonstrate pattern & texture in drawings	

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Painting *General Requirements*	**Using the indoor and outdoor learning environment:** • Explores colour and colour mixing. • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	• Use a variety of tools and techniques including different brush sizes and types		• Experiment with different textures and effects including blocking in colour, washes, thickened paint creating textural effects • Select and use appropriate colours and paint for the subject matter		• Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music • Develop paintings from drawings • Develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background • Show an awareness of how paintings are created i.e. composition	
		• Experiment with tools and techniques e.g. dabbing with cotton buds	• Work on different scales • Name different types of paint and their properties	• Work on a range of scales e.g. thin brush on small picture etc.	• Develop painting on both a small and big scale	• Use a variety of media and tools appropriate to the task	• Carry out preliminary studies, trying out different media and materials
Colour		• Identify primary colours by name • Begin to mix primary & secondary colours	• Mix primary colours to make shades and tones	• Mix colours and know which primary colours make secondary colours • Explore tertiary colours	• Mix using tints and shades • Use more specific colour language	• Be able to identify primary, secondary, complementary and contrasting colours	
Texture		• Create texture using thick paint e.g. impasto	• Experiment with tools and techniques e.g. layering and mixing media	• Explore the different effects and textures that can be created through paint	• Choose and create effect and texture with paint according to their needs for the task	• Use pattern and texture in drawing to add detail	

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Printing *General Requirements*	**Using the indoor and outdoor learning environment:** • Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function		• Print with polystyrene tiles	• Experiment with printing palettes to explore levels of accuracy and detail able to be achieved			• Create printing blocks by simplifying an initial sketch book idea
			• Build repeating patterns and recognise pattern in the environment • Design more repetitive patterns • Create simple printing blocks with press print	• Create repeating patterns, beginning to work with more attention to detail and an increased level of accuracy			• Use relief or impressed method • Increase level of detail within the printed work
Colour			• Experiment with overprinting motifs and colour	• Consider the order of appropriate colours used in printing tasks			• Use of two colours when Lino printing
Texture						• Use of thickened paint to create texture	

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Textiles *General Requirements*	**Using the indoor and outdoor learning environment:** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function			• Use a variety of techniques, e.g. printing, dyeing and stitching to create different textural effects		• Experiment with a range of media to overlap and layer creating interesting colours and textures and effects	
		• Apply decoration using glue e.g. beads, button, feathers		• Develop skills in stitching, cutting and joining			
Colour		• Choose appropriate hot or cold colours		• Choose appropriate colours to match with space theme		• Select appropriate materials (buttons, thread, materials) to complement the water theme	
Texture		• Layer fabrics and embellishments to create texture		• Attach appropriate embellishments to enhance fabric work		• Use of appliqué to enhance and add texture	

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3-D *General Requirements*	**Using the indoor and outdoor learning environment:** • Use what they have learnt about media and materials in original ways, thinking about uses and purposes • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	• Understand the safety and basic care of materials and tools					
		• Use simple 2-D shapes to create a 3-D form • Manipulate malleable materials for a purpose, e.g. a decorated fish tile	• Explore sculpture with a range of malleable media • Manipulate malleable materials using the thumb pot technique to create a suitably sized object e.g. candle holder	• Translating 2D drawings of flowers into 3D forms • Bending, twisting and shaping wire safely and accurately to form petals, stems and leaves	• Use papier mache to create a simple 3D object that holds its own shape • Use paint, carefully selecting colour to adhere to a plan to retain the integrity of 'bizarre' work to enhance the shape and reflect the work of known craftspeople	• Use and adapt techniques to shape and mould canopic jars • Build on previous knowledge of working with clay to refine he design using slip to smooth. Shape a head and create pattern to reflect understanding of hieroglyphics	• Plan a sculpture through drawing and other preparatory work • Reflect on learning in history of the images found on clay pots
Texture		• Change the surface of a malleable material • Mark shapes and lines		• Building up form and texture through repeated layers using tissue paper		• Create texture by selecting appropriate tolls to score the clay with detail to enhance	• Create texture through the use of papier mâché