Art National Curriculum

Nursery – Expressive Arts and Design	Reception – Expressive Arts and Design
Create closed shapes with continuous lines, and begin to use these shapes to represent their ideas Draw with increasing complexity and detail, such as representing a face with a circle and including details Explore colour and colour mixing Show different emotions in their drawings and paintings, like happiness, sadness, fear etc	Return to and build on their previous learning, refining ideas and techniques, developing their ability to represent them Develops and represents their own ideas through experimentation with diverse materials e.g. light, projected images, loose parts, water colours, powder paint, To express, communicate their discoveries and understanding
Key Stage 1	**Key Stage 2**
• To produce creative work, exploring their ideas and recording their experiences by using a range of materials creatively to design and make products. • To become proficient in drawing, painting, sculpture and use these, 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 • Evaluate and analyse creative works using the language of art, craft and design, with knowledge about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • To describe the differences and similarities between different practices and disciplines, and making links to their own work.	• To produce creative work by developing 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 explore their ideas and record their experiences and to create sketch books to record their observations and use them to review and revisit ideas. • To become proficient in drawing, painting, sculpture and other art, craft and design techniques; improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • To evaluate and analyse creative works using the language of art, craft and design. • To know about great artists, craft makers, architects and designers, and understand the historical and cultural development of their art forms.

The Five Westgarth

1. Generating Ideas

The skills of designing and developing ideas through an artistic process.

2. Making

The skills of making art, craft and design.

3. Knowledge & understanding

Knowledge and communication of the technical processes and techniques of great artists, designers and craft makers throughout history.

Core Art Skills & Principles

4. Techniques and Processes

To develop and master a wide range of techniques in using colour, pattern, texture, line, shape, form and space through each process: drawing, painting, sculpture, collage, textiles, printing, digital media.

5. Evaluation

To reflect on, analyse, and critically evaluate their own work and that of others.

Skills progression 2021 -22 Subject Area: Art Subject Leader: Jane Dixon							
Skill	**FS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
1. Generating Ideas : The skills of designing and developing of ideas through an artistic process.	See above Expressive Arts & Design	Recognise that ideas can be expressed in art work Experiment with an open mind and use materials that are presented to them.	Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences.	Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)	Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.	Independently develop a range of ideas which show curiosity, imagination and originality. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used).

Skills progression 2021-22
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Subject Leader: Jane Dixon

Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2. Making: The skills of making art, craft and design.	See above Expressive Arts & Design	Try out a range of materials and processes and recognise that they have different qualities Use materials purposefully to achieve particular characteristics or qualities	Deliberately choose to use particular techniques for a given purpose Develop and exercise some care and control over the range of materials they use. *(for instance, they do not accept the first but seek to refine and improve)*	Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work.	Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work.	Confidently investigate and exploit the potential of new and unfamiliar materials *(for instance, try out several different ways of using tools and materials that are new to them)* Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.	Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work

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3. Knowledge and Understanding: Knowledge and communication of the technical processes and techniques of great artists, designers and craft makers throughout history.	See above Expressive Arts & Design	To recognise and describe some simple characteristics of different kinds of art, craft and design. *To know the* names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. To talk about the materials, techniques and processes they have used, using an appropriate vocabulary *(for instance, they know the names of the tools and colours they use)*	To know about and describe the work of some artists, craftspeople, architects and designers To be able to explain how to use some of the tools and techniques they have chosen to work with.	To know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. To be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. To describe the processes they are using and how they hope to achieve high quality outcomes	To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. To use technical vocabulary and techniques for modifying the qualities of different materials and processes.

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Skills	**FS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
4. Techniques and Processes To develop and master a wide range of techniques: **1.drawing** 2.painting 3.sculpture 4.collage 5.textiles 6.printing 7.digitalmedia	**1.Drawing**						
	See above Expressive Arts & Design	To draw lines of varying thickness. To use dots and lines to demonstrate pattern and texture. To experiment drawing different surfaces. To explore different techniques such as shading, thick and thin lines, patterns and shapes. Use different materials to draw; pastels, chalk, felt tips, charcoal, pencils and pastels.		To develop their knowledge of drawing by continuing to use a variety of drawing tools. To experiment with showing line, tone and texture with different hardness of pencils. To use shading to show light and shadow effects. To use different materials to draw; pastels, chalk, felt tips To show an awareness of space when drawing. .		To improve their mastery of art and design techniques, with a a range of materials. To use a variety of techniques to add effects; shadows, reflection, hatching and cross-hatching. To depict movement and perspective in drawings. To use a variety of tools and select the most appropriate.	

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4. Techniques and Processes To develop and master a wide range of techniques: 1.drawing **2.painting** 3.sculpture 4.collage 5.textiles 6.printing 7.digitalmedia	See above Expressive Arts & Design	To recognise and name primary and secondary colours. Experiment with primary colours and create the secondary colours. Start to mix a range of secondary colours, moving towards predicting resulting colours. Experiment with a variety of different brush sizes and with other painting tools, such as sponge brushes, objects and control the types of marks made.	Confidently mixes primary colours to make secondary colours. Investigate mixing a wider variety colours, to create different tones (adding white and black to a colour). Begin to control the types of marks made with a range of painting techniques, e.g. layering, mixng media and adding texture. Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.	Experiment with monochromatic paint scales using the terms tint (adding white), shade (adding black) and tone (adding black and white). Demonstrate increasing control of the types of marks made and experiment with; blocking in colour, washes, thickened paint creating textual effects. Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.	Mixes paint with an understanding of primary, secondary and monochromatic colours. Confidently control the types of marks made; blocking in colour, washes and thickening paint to create textual effects. Use light and dark within painting and show an understanding of complementary colours Use a brush with control to produce marks; small brush for detail. Alternate brush size depending on background and foreground.	Create a colour wheel to show complementary colours Confidently control the types of marks made; blocking in colour, washes and thickening paint to create textual effects. Mix and match colours to create atmosphere and light effects, e.g. using monochromatic colours. Mix colour, shades and tones with confidence. Show movement through paint, e.g. rivers to show movement.	Introduce the idea of tertiary colours (primary + secondary) and harmonious colours. Look a different tints (colours with white added) and shades of a pure hue (a colour). Work in a sustained and independent way to develop own style of painting. Purposely control the types of marks made ; blocking in colour, washes and thickening paint to create visually interesting pieces. Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well in their work and why. Take a real scene and interpret in an abstract style.

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4. Techniques and Processes To develop and master a wide range of techniques: 1.drawing 2.painting **3.sculpture** 4.collage 5.textiles 6.printing 7.digital media	See above Expressive Arts & Design	To use a variety of materials for sculpting and experiment with joining and constructing. To use natural, recycled and manufactured materials; e.g. straw and card. To use malleable media; clay, papier mache, salt dough and Modroc. Manipulate materials using the techniques of rolling, cutting, pinching and kneading. Use a variety of shapes, including line and texture. Impress and apply simple decoration techniques: impressed, painted, applied and carved.		To use a variety of materials and experiment with joining and construction. Pose questions such as: How can it go higher? To use natural, recycled and manufactured materials; e.g. straw Modroc, card. To cut, make and combine shapes to create recognisable forms. Use clay and other malleable materials and practise joining techniques – slip , pinch, score To understand more about decorating sculptures and adding expression through texture , and adding materials to the sculpture to create detail.		To use a variety of materials and experiment with joining and construction – applying Modroc to a framework, use clay, recycled, natural and manmade materials- to create a 3D sculpture. To plan and design a sculpture. To use tools and materials to carve, add shape, add texture and pattern. To recognise sculptural forms in the environment, furniture, buildings. To develop cutting and joining skills; using wire, coils, slabs and slips.	

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4. Techniques and Processes To develop and master a wide range of techniques: 1.drawing 2.painting 3.sculpture **4.collage** 5.textiles 6.printing 7.digital media	See above Expressive Arts & Design	To explore creating a variety of images on different backgrounds using a variety of media. To use a combination of materials that have been cut, torn and glued. To sort and arrange materials. To add texture by mixing materials.		To explore creating collage with a variety of media. Experiment with purpose to create effect. To select colours and materials to create effect, giving reasons for their choices. Refine work as they go to ensure precision. Learn and practise a variety of techniques e.g. overlapping, tessellation, mosaic and montage.		To experiment with mixing textures and with sorting and arranging materials with purpose. Add collage to a painted or printed background. Create and arrange accurate patterns. Use a range of mixed media. Develop the variety of techniques e.g. overlapping, tessellation, mosaic and montage through their own ideas.	

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4. Techniques and Processes To develop and master a wide range of techniques: 1.drawing 2.painting 3.sculpture 4.collage **5.textiles** 6.printing 7.digital media	See above Expressive Arts & Design	Have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. Explore which textiles are best to use and produce the best result-matching and sorting fabric and threads for colour, texture, length, size and shape. To show pattern by weaving; both 3D and flat (grass through twigs, carrier bags on a bike wheel). Use a dyeing technique to alter a textile's colour and pattern. To explore decorating and embellishing textiles with glue or stitching, adding colour and detail.		To use a variety of techniques e.g. printing, dyeing inc batix, weaving and stitching to create different textural effects. To develop their weaving and colouring fabric skills further. Select appropriate materials, giving reasons. Develop skills in stitching, cutting and joining – use basic stitch and back stitch.		To further develop their weaving, overlapping and layering techniques. To experiment with a range of fabrics including non-traditional fabrics. To experiment with a range of media by overlapping and layering in order to create texture, effect and colour. Add decoration to create effect	

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4.Techniques and Processes To develop and master a wide range of techniques: 1.drawing 2.painting 3.sculpture 4.collage 5.textiles **6.printing** 7.digital media	See above Expressive Arts & Design	To experiment with shape and pattern, looking at repeated patterns and different materials to make texture e.g. sponges, cork, fruit, blocks. To copy an original print – e.g. mono printing. Demonstrate a range of techniques e.g. rolling, pressing, stamping and rubbing		To make printing blocks e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. Use more than one colour to layer in a print. Replicate patterns from observations. Make repeated patterns with precision.		To design and create printing blocks and tiles. To develop techniques in mono, block and relief printing. Reflect on choice of colour when creating and arranging accurate pattern prints.	

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4.Techniques and Processes To develop and master a wide range of techniques: 1.drawing 2.painting 3.sculpture 4.collage 5.textiles 6.printing 7.digital media	See above Expressive Arts & Design	Explore ideas using digital sources e.g. Internet, Apps Use a wide range of tools to create different textures, lines, tones , colours and shapes.		Create images, video and sound recordings and explain why they were created. . Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate images for a particular purpose. Create original pieces that are influenced by studies of others.		Enhance digital media by editing including sound, video, animation, still images and installations. Create original pieces that are influenced by the study of society and to others.	

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Skill	**FS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
5. Evaluation: To reflect on, analyse, and critically evaluate their own work and that of others.	See above Expressive Arts & Design	To show interest in and describe what they think about the work of others. To build up resilience to getting things wrong and trying again.	When looking at creative work express clear preferences and give some reasons for these *(for instance, be able to say "I like that because…")* To build up resilience to getting things wrong and trying again.	To take the time to reflect upon what they like and dislike about their work in order to improve it *(for instance they think carefully before explaining to their teacher what they like and what they will do next)* To continue to build up resilience to making mistakes.	To regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. To continue to build up resilience to making mistakes.	To regularly analyse and reflect on their progress taking account of what they hoped to achieve.	To provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.

Art Vocabulary

Formal Elements	Materials		Techniques	
colour	paint	watercolour	painting	photography
composition	clay	pencil crayon	drawing	embroidery
form	charcoal	oil pastel	sculpture	textiles
line	ink	wax	batix	printing
pattern	dye	pen	collage	digital media
shape	acrylic	pencil		
texture	mod rock	glue		
tone	scissors	paper		
	wire	papier-mâché		

Descriptive Words		Themes	
abstract	atmospheric	still life	landscapes
figurative	modern	portrait	cityscape
vibrant	illusion	figure	designers
subtle	narrative	manmade	architects
contrasting	dark	multicultural	
bold	gloomy	artists	
bright	vivid		
gloomy	textured		

Explore and Develop		Drawing		Painting	
art	record	line	hard	watercolour	cool colours
idea	detail	shape	soft	wash	abstract
starting point	refine	form	light	sweep	emotion
observe	question	shape	outline	dab	blend
focus	develop	tone	pattern	bold	mix
design	sketch	smudge	mural	brushstroke	tone
improve	explore	blend	portrait	shades	impressionism
	structure	mark	graffiti	warm colours	absorb
Sculpture		**Collage**		**Textiles**	
3D	materials	squares	form	fabric	stuffing
land art	abstract	gaps	mosaic	weaving	colour
sculptor	geometric	cut	fix	woven	thread
carving	shape	place	natural	over	needle
installation	form	arrange	objects	under	colour
shapes	trimmings	pattern		decorate	
	edge			ink	
				resist	