

Art progression map

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: <ul style="list-style-type: none"> ○ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; ○ Share their creations, explaining the process they have used; ELG: Fine Motor Skills Children at the expected level of development will: <ul style="list-style-type: none"> ○ Use a range of small tools, including scissors, paint brushes and cutlery; ○ Begin to show accuracy and care when drawing. 	NATIONAL CURRICULUM Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		NATIONAL CURRICULUM Create sketchbooks to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials. for example, pencil, charcoal, paint, clay).		NATIONAL CURRICULUM Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	
Creating ideas (expression/experimentation/inspiration)	<ul style="list-style-type: none"> • Begin to make observations of objects and draw them in detail, with a focus on size (expression) • Draw from imagination and own experiences. (inspiration, expression) • Experience working with different materials, including collage materials (experimentation) • Study Van Gogh, Georgia O'Keefe and Monet, using their styles as an inspiration for painting and drawing (inspiration) 	<ul style="list-style-type: none"> • Draw from close observation using known objects and draw them in detail, with a focus on form and line (expression) • Use imagination to form simple images from given starting points, including toys (inspiration, experimentation, expression) • Work with different materials to produce art in the form of a seascape (experimentation) • Study Picasso, Van Gogh, Mondrian, Kandinsky, Roy Lichtenstein (Pop Art) using their work as an inspiration for their own art (inspiration) • Begin to compare the work of others, identifying the elements of art: colour, shape, form, line, value, texture and space (inspiration, expression) 	<ul style="list-style-type: none"> • Draw and sketch from close observation and known objects, including the environment and animals, with a focus on shape and colour (expression) • Use imagination to form simple images from given starting points or a description from a text. (inspiration, experimentation, expression) • Work with different materials and consider what materials best suit the task. (experimentation) • Study and compare the sculptures of Henry Moore, Andy Goldsworthy and Richard Sweeney, identifying the elements of Art including form, value and space using their work as an inspiration for their own art (inspiration) • Begin to use knowledge of the key artists in their work, reflecting on the skills they have learned and developed. 	<ul style="list-style-type: none"> • Draw and sketch from close observation, including botanical plants, with a focus on shape and colour (expression) • Use imagination and knowledge of line and shape to draw and paint plants, cave paintings and textile design. (inspiration, experimentation, expression) • Study and compare the work of Andy Warhol (Pop Artist), Will Ryman (Sculptor) and Margaret Mee (Botanical Artist) identifying the 7 elements of art and beginning to be aware of the principles of balance, contrast, emphasis, movement, rhythm and unity using their work as an inspiration for their own art (inspiration) • Use artists work as an inspiration for their own art. (inspiration, experimentation, expression) • Decide what materials best suit a set task by beginning to experiment in sketch books. 	<ul style="list-style-type: none"> • Draw and sketch from close observation, including landscapes, with a focus on balance, contrast, emphasis and movement (expression) • Use imagination and knowledge of line, shape to form images. (inspiration, experimentation, expression) • Study and compare the work of Alexander Calder (Sculptor) and Henri Rousseau (Painter) identifying the 7 elements of art and the principles of balance, contrast, emphasis, movement, rhythm and unity using their work as an inspiration for their own art (inspiration) • Use artists work as an inspiration for their own. (inspiration, experimentation, expression) • Decide what materials best suit the task by exploring known techniques. (experimentation) • Collect ideas in sketch books 	<ul style="list-style-type: none"> • Draw from observation a range of objects of different sizes and shapes (expression) • Use imagination and knowledge of the key elements when creating art work. (inspiration, experimentation, expression) • Study and compare the work of artists Nils-Udo, Richard Shilling, Andy Goldsworthy, Agnes Denes, Chris Jordan and Benjamin Von Wong (environmental artists and African Artist- Gakonga identifying a range of Elements and Principles of Art and Design using their work as an inspiration for their own art (inspiration) • Decide what materials best suit a task through experimenting and reasoning. (experimentation) • Collect ideas including colour swatches, 	<ul style="list-style-type: none"> • Draw from observation a range of objects focusing on size, shape and proportion. (expression) • Use imagination and knowledge of key elements and principles when creating art work. (inspiration, experimentation, expression) • Study and compare the work of artists Hamish Mackie, William Morris and photographer Yann Arthus-Berthand identifying The Elements and Principles of Art and Design using their work as an inspiration for their own art (inspiration) • Decide what materials best suit a task by experimenting in their sketch books. To explain findings in more detail, reason and explain. (experimentation) • Collect ideas in sketch books and annotate,

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			(inspiration, experimentation, expression)	(experimentation)	and annotate using key, relevant art vocabulary. (experimentation, expression)	preliminary sketches and artists work in sketch books and annotate. (experimentation, expression)	building up preparatory work prior to a final piece (experimentation, expression)
Vocabulary	Imagination, materials, observation, materials, famous artists, experience, explore, portraits.	Consolidate previous years plus: Elements of Art, colour, shape, form, line, value, texture, space, starting points,	Consolidate previous years plus: key vocabulary, discussion, materials or media that suit the task, describe, discussion.	Consolidate previous years plus: Elements and Principles of Art and Design, balance, contrast, emphasis, movement, rhythm, unity, inspiration, sketch books, ideas, experiment, annotate	Consolidate previous years plus: exploring techniques, art vocabulary	Consolidate previous years plus: creating art work, elements, colour swatches, preliminary sketches.	Consolidate previous years plus: size, proportion, testing out ideas, findings in more detail, build up preparatory work, final piece or outcome
Drawing (experimentation, expression)	<ul style="list-style-type: none"> Explore mark making on a large and small scale (experimentation) Use a range of drawing media such as chalk, pencils or crayons on different surfaces. (experimentation) Create lines for different purposes, including: zig zag, curved and straight in small and large scale work. (experimentation) Re-create Monet, Van Gogh's and Georgia O'Keefe's work using simple drawing techniques (inspiration, experimentation, expression) Draw for pleasure using learned skills and a range of media (expression) 	<ul style="list-style-type: none"> Control lines to create simple drawings from observations, including self portraits (expression) Know that hatching is an artistic technique used to create tonal or shading effects by drawing closely spaced parallel lines. (experimentation, expression) Know that cross hatching is a method of line drawing that describes light and shadow. (experimentation, expression) Know that shading is applying media more densely, with a darker shade for darker areas, or with a lighter shade for lighter areas (experimentation, expression) Use thick felt tip pens/chalks/charcoal/wax crayon/pastel in small and large scale drawings. (experimentation, expression) Colour within the line with increasing accuracy. (expression) 	<ul style="list-style-type: none"> Demonstrate control when drawing considering the types of line used and it's thickness. (experimentation, expression) Use thick felt tip pens/chalks/charcoal/wax crayon/pastel to create more accurate marks in smaller and larger scale drawings. (experimentation, expression) Know that stippling is the creation of a pattern simulating varying degrees of solidity or shading by using small dots. (experimentation, expression) Add detail to line drawings using stippling, shading, hatching and cross – hatching (experimentation, expression) Create simple sketches considering line, form, shape and colour (experimentation, expression) 	<ul style="list-style-type: none"> Know that harder the pencil (H) the lighter the shade. The softer the pencil (indicated by B and the number) the darker the shade. (experimentation) Know that texture is the perceived surface quality of a work of art produced by using the side of the drawing tool to make side-to-side strokes across the paper (experimentation) Draw in small scale adding more detail with lines and pre- taught sketching techniques (experimentation, expression) Use a sketchbook to experiment with close observational drawings, framing parts of an image by adding texture (inspiration, experimentation, expression) Sketch before painting understanding that sketching is quick mark marking to outline shapes (not details). (inspiration, experimentation, expression) 	<ul style="list-style-type: none"> Record observations in a sketchbook, reviewing and revisiting ideas. (experimentation, expression) Produce accurate face drawings/portraits before sculpting using previous techniques to add texture (expression) Know that 2-dimensional art includes only the length and width of a flat object such as a drawing, print, or painting. (expression) Know that 3-dimensional art includes the length, width, and depth of an object such as a structure, building, or sculpture. (expression) Draw shadows and understand tones are created by the way in which light falls on a 3D object. (experimentation, expression) Know that where light is strongest, highlights are created, where light is weakest, shadows form. (experimentation, expression) Use scale and proportion in drawings ensuring that the object drawn or illustrated has been reduced or enlarged from its original size, but is still proportional to the real object (experimentation, expression) 	<ul style="list-style-type: none"> Create different tones, textures and shapes in drawing using shading (side of a pencil), blending, smudging, varying the amounts of pressure, varying the thickness of the line, cross hatching (expression, experimentation) Know that composition is the way the objects and subjects that you are going to draw are arranged, organized, and combined. (experimentation, expression) Know that perspective is a technique to create the linear illusion of depth and use this technique when creating landscape drawings (experimentation, expression) Know that if you divide any composition into thirds, vertically and horizontally, and then place the key elements of your image along these lines or at the junctions of them, the arrangement achieved will be more interesting, pleasing and dynamic. (experimentation, expression) Record observations in a sketchbook, reviewing and revisiting ideas. (inspiration, experimentation, expression) Be confident using scale and 	<ul style="list-style-type: none"> Consolidate skills and produce detailed drawings, reflecting, editing and reviewing techniques learned. (inspiration, experimentation, expression) Know that a focal point is an area of emphasis that demands the most attention and to which the viewer's eye is drawn, pulling it into the painting (experimentation, expression) To use single focal point to create perspective. (experimentation, expression) To know that the vanishing point is the point at which receding parallel lines viewed in perspective appear to converge. (experimentation, expression) To demonstrate scale and proportion when drawing in sketch books (expression) To observe how highlights and shadows change on an object, when observed from different angles. (experimentation, expression)

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						proportion in close observational drawings i.e feathers. (inspiration, experimentation, expression)	
Vocabulary	line, curved, straight, zig zag observe, brushes, paint, draw, sketch, shape, mark making 2 Dimensional, landscape, portrait.	Consolidate previous years plus: detail, observation, blend, media/medium, outline, shading, cross hatching, hatching, light, shadow, tone	Consolidate previous years plus: Stippling, tone, thickness (of line), form, scale, control	Consolidate previous years plus: frame, scale, grade (of pencil), texture, sketch	Consolidate previous years plus: proportion, scale, shadows, light, angle, accurate, sculpting, 2D, 3D, length, width, depth, highlights	Consolidate previous years plus: Perspective, off centre composition, pressure (pencil), rule of thirds, illusion, depth, pressure, landscape, technique, dynamics	Consolidate previous years plus: Detailed preparatory sketches, vanishing point, highlights, focal point, parallel line, emphasis
Painting (experimentation, expression)	<ul style="list-style-type: none"> Paint in large or small scale holding a large paint brush correctly. (experimentation, expression) Paint from their own experience and imagination (inspiration, experimentation, expression) Experiment with mixing hot-coloured paints (reds, yellows, oranges) and cold-coloured paints (blues, greens) with black and white using both powder paint and poster paint (experimentation, expression) Use the senses to explore and describe the colours, properties and processes involved in painting. (experimentation, expression) Observe and discuss changes in the properties of the paint as it becomes wet, dry, flaky or solid. (experimentation, expression) Describe textures and techniques - for example, 'thick', 'thin', 'wet', 'dry' and 'dribble', 'splatter' and 'drip' (experimentation, expression) Talk about their choices of colour, techniques, paper (experimentation, expression) Talk about changes in paint, and cause and effect (experimentation, expression) 	<ul style="list-style-type: none"> Draw images before painting, ensuring the shape, form and size is accurate. (experimentation, expression) Use differing paintbrush sizes to paint with care and increasing accuracy focusing on brush strokes and texture (experimentation, expression) Use both poster paint and powder paint, painting in large or small scale depending on the task. (experimentation, expression) Know that the primary colours are red, yellow and blue (experimentation) Know that the secondary colours are orange, green and purple. (experimentation) Know how to mix the primary colour combinations to make secondary colours (experimentation, expression) 	<ul style="list-style-type: none"> Choose whether to use medium or small brushes when crosshatching, hatching, dry brushing, brush ruling a straight line, scumbling a layer of broken, speckled, or scratchy colour or stippling (experimentation, expression) Know that a colour wash is a visual arts technique resulting in a semi-transparent layer of colour. (experimentation, expression) Paint with a variety of tools for a specific effect including producing a colour wash and adding texture (experimentation, expression) Use different types of paint, powder, poster and watercolours appropriate to the task. (experimentation, expression) 	<ul style="list-style-type: none"> Use large, small or medium brushes with more accuracy. (experimentation, expression) Explore mark making tools for a purpose using specific effects i.e cave painting images. (inspiration, experimentation, expression) Know that scratching is when the painter carves a drawing on a solid surface by scratching with sharp objects and then painting the image (experimentation, expression) Know that splashing is a painting technique in which paint is flung, with the flick of a brush, onto the painting surface. (experimentation, expression) Know that smearing is an effect where colours can be merged and spread across the paper using different media. (experimentation, expression) Use colour washes to layer and blend colours to create depth to backgrounds (experimentation, expression) Paint using dotting and explore different techniques for effect (i.e pointillism). (inspiration, experimentation, expression) 	<ul style="list-style-type: none"> Choose and use a range of brushes with accuracy, painting in small scale with more accuracy and detail. (experimentation, expression) Use knowledge of colour washes to begin to explore layering of colour to create images/backgrounds i.e Henri Rousseau (inspiration, experimentation, expression) Choose the appropriate type of paint for the piece of artwork i.e watercolour, poster paint or powder paint, or acrylic. (inspiration, experimentation, expression) Know that different paints have different thicknesses (e.g. acrylic, poster, watercolour) and can create different textures on the page. (experimentation, expression) 	<ul style="list-style-type: none"> Explore different media to paint with such as acrylics, inks and watercolours. (experimentation, expression) Use a variety of brush strokes and add texture of paintings to create effects and add impact to work (experimentation, expression) Know that positive space refers to the subject or areas of interest in an artwork, such as a person's face or figure in a portrait, the objects in a still life painting, or the trees in a landscape painting. (inspiration, experimentation, expression) Know that negative space is the background or the area that surrounds the subject of the work. (experimentation, expression) 	<ul style="list-style-type: none"> Choose the appropriate brushes for a task and adapt to create more dynamic and detailed work. (experimentation, expression) Use techniques and tools with confidence to get textural effects (experimentation, expression) Use painters and artists styles to develop techniques. (inspiration, experimentation, expression) Choose the type of paint appropriate to the artwork (inspiration, experimentation, expression) To understand and use positive and negative space. (experimentation, expression) Use techniques to create texture (collage, dry brush, layering, splattering and stippling). (experimentation, expression)

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	Brushes, palette, paint, brush stroke, explore, effect, small large scale, hot colours, cold colours, properties, changes, thick, thin, wet, dry, flaky, solid, dribble, splatter, drip, textures	Consolidate previous years plus: image, explore, brush stroke, palette, texture, primary colours, secondary colours	Consolidate previous years plus: watercolour, washes, backgrounds, effect, semi transparent, powder, poster paint, tools, paint consistency, scumbling, dry brushing	Consolidate previous years plus: layer, scratching, splashing, smearing, depth, effects, accuracy, dotting, pointillism	Consolidate previous years plus: Acrylic, layering	Consolidate previous years plus: Negative, positive space	Consolidate previous years plus:
Working with colour (experimentation)	<ul style="list-style-type: none"> Know the primary colours are red, yellow and blue and explore mixing them. (experimentation, expression) Mix primary colours using poster paint to create secondary colours. (experimentation, expression) Explore colour mixing through rainbow spectrum. (experimentation, expression) 	<ul style="list-style-type: none"> Recognise and name primary and secondary colours. (expression) Mix primary colours to make secondary colours. (experimentation) Share colour charts to compare variations of the same colour. (experimentation) Know that a shade is where an artist adds black to a colour to darken it down. (expression) Create and experiment with shades of colour and name some of these. (experimentation, expression) Know that warm colours are a group of colours in the color wheel associated with the sun, warmth and fire, including red, orange and yellow. (expression) Know that cold colours are a group of colours linked to quietness, sweetness, rest, contemplation and sadness, including green, blue, indigo and violet. (expression) 	<ul style="list-style-type: none"> Know that we can add white or black to lighten/darken chosen hues. (expression) Change secondary colours by mixing different proportions of primary colours. (experimentation, expression) Know that a cool colour such as blue can be made warmer by getting mixed with a warm colour such as red. While a warm colour such as yellow can be made cooler by being mixed with a cool green. (experimentation, expression) Understand how to create warm and cold colours by mixing or blending media (i.e paint/oil pastels/chalks) (experimentation, expression) Create colour washes by colour mixing to form backgrounds. (experimentation, expression) 	<ul style="list-style-type: none"> Use different surfaces when working with colour eg black paper and papyrus. (experimentation, expression) Use natural colours (juices, dyes) to paint and create different shades (cave painting) (experimentation, expression) Know that a tint is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. (experimentation, expression) Know that a tone is where an artist adds grey to a colour. (experimentation, expression) Know that complementary colours are pairs of colours which, when combined or mixed, cancel each other out (lose hue) by producing a grayscale colour like white or black. (experimentation, expression) Begin to explore complementary colours using the colour wheel. (experimentation, expression) 	<ul style="list-style-type: none"> Use watercolours to explore different intensity for shades. (experimentation, expression) Notice how shading and colours have been used to create definition and perspective. (expression) Combine the use of paint with another art media (e.g. collage). (inspiration, experimentation, expression) Know that tertiary colours are made by mixing equal amounts of a primary colour and a secondary colour together. To begin to explore mixing tertiary colours (experimentation) Revisit the use of complementary colours and apply to their painting for effect. (experimentation, expression) Identify and create foreground and background in pictures e.g. block painting colours using washes (experimentation, expression) 	<ul style="list-style-type: none"> Identify the focal point of a landscape picture and how the colours change. (expression) Mix colours, tints and shades in a range of the colour spectrum. (experimentation, expression) Vary the tone, tint and hue of colours to enhance the mood of a picture (experimentation, expression) Use light and dark for effect within a painting. (experimentation, expression) Use a limited palette to create new colours. (experimentation) Record observations of real objects / landscapes (matching colour to real life) (inspiration, experimentation, expression) 	<ul style="list-style-type: none"> Understand artists develop styles through life and apply techniques to their own work. (inspiration, experimentation, expression) Record observations in a sketchbook (use them to review and revisit ideas) (inspiration, experimentation, expression) Create texture with paint and layer colours to create depth, linking their understanding to more complex colour spectrum. (experimentation, expression)
Vocabulary	Primary colours secondary colours, mix, red, yellow, blue, green, purple, orange. texture, effect	Consolidate previous years plus: Primary, secondary, colour, mix, blend, background, warm, cold colours, washes, shade	Consolidate previous years plus: colour wheel, cold and warm palette, blending, merge colours, hue	Consolidate previous years plus: Tint, shade, dyes, tones, techniques, dotting, scratching, light, dark shade, texture, complementary colours, colour wheel	Consolidate previous years plus: Tertiary colours, mixed media, shade, tone, definition, perspective, foreground, complementary colours	Consolidate previous years plus: limited palette, mood, spectrum of colour, focal point	Consolidate previous years plus: layering of colour, texture, definition, styles and techniques.

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Printing (experimentation)	<ul style="list-style-type: none"> Use different printing techniques to form patterns, including finger prints, sponge prints and block print (experimentation, expression) Print with natural forms and objects to create images or patterns. (experimentation, expression) Explore printing on different types of surfaces using different media, (i.e printing ink, poster paint). (experimentation) Use different tools e.g. sponges, fingers, corrugated card, string to create prints with different textures. (experimentation, expression) 	<ul style="list-style-type: none"> Further explore printing techniques using finger prints, sponge prints and block prints to form patterns. (experimentation, expression) Experiment with amounts of paint applied and develop control linking to the work of others. (inspiration, experimentation, expression) Know that colour can be added to fabric in a variety of ways including fabric crayons, tie dying and printing. (expression) 	<ul style="list-style-type: none"> Experiment with marbling, investigating how ink floats and changes with movement. (experimentation, expression) Know that shapes can be cut /indents made in an object (e.g. potato). Know that an indented shape will not hold paint and appear as the same colour as the background materials that is being printed upon. (expression) Develop controlled printing against outline /within a cut out shape. (experimentation, expression) 	Use roller and printing ink with a printing block to create a repeated pattern or image (i.e Andy Warhol designs). (inspiration, experimentation, expression) <ul style="list-style-type: none"> Know that a print block can be used to repeat the same print again and again (polystyrene/ cardboard). (expression) Choose 2 colours to create an effective print image using knowledge of complementary colours. (experimentation, expression) Know that the tessellation of shapes can be used to create repeated print patterns. (experimentation, expression) 	SCULPTURE FOCUS	TEXTILE FOCUS	<ul style="list-style-type: none"> Study the work of William Morris as a starting point for their own work (inspiration, experimentation, expression) Know that silk screen printing is when a metal or wooden frame with a fine mesh fabric stretched over the top. (expression) Use silk screen printing techniques to create a pattern or design. (experimentation, expression) Make informed choices on colour, composition and proportion used when printing. (experimentation, expression) Explore the use of positive and negative shapes within print. (experimentation)
Vocabulary	print, pattern, repeat, ink, paint, colour, texture, pattern	Consolidate previous years plus: block print, ink, marbling, outlines, shapes, effect	Consolidate previous years plus: repeating patterns, indentations,	Consolidate previous years plus: Tessellate (shapes fit together)complementary colours, repeating patterns, block print ink, rollers, indents, polystyrene, cardboard, relief	Consolidate previous years plus:	Consolidate previous years plus:	Consolidate previous years plus: screen printing, composition, silk screen, techniques, positive, negative space, proportion
Sculpture (expression) (inspiration) (experimentation)	<u>Modelling skills</u> <ul style="list-style-type: none"> Identify 2D shapes within a sculpture. (expression) Use simple tools and techniques to shape assemble and join materials. (experimentation, expression) Use different type of dough to create 3 Dimensional forms (play dough, salt dough or plasticine) (experimentation, expression) Build using bricks, cardboard and large and small construction kits. (inspiration, experimentation, expression) Understand flat and solid 	3D SCULPTURE: <ul style="list-style-type: none"> Know that sculpture is when an artist's thoughts are represented by a 3D model (inspiration, expression) Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools i.e hedgehogs (inspiration, experimentation, expression) Know that the pinching method is used to create pottery that can be ornamental or functional. (experimentation, expression) Know that a clay base can be 	3D SCULPTURE: <ul style="list-style-type: none"> Know that sculpture is when an artist's thoughts are represented by a 3D model. (inspiration, expression) Study sculptures by Henry Moore, Andy Goldsworthy and Richard Sweeney and use natural objects as starting points for own work (inspiration, experimentation, expression) Know that Henry Moore sculpted with bronze and stone. (expression) Know that Andy Goldsworthy sculpted with natural materials (expression) 	TEXTILE FOCUS	3D SCULPTURE: <ul style="list-style-type: none"> Study wire sculptures by Alexander Calder and use computer generated animation as starting points for own work (inspiration, experimentation, expression) Use pipe cleaners, to create prototype models before sculpting with wire for final product (experimentation, expression) 	3D SCULPTURE: <ul style="list-style-type: none"> Study Monica Boccia's board "Greek Masks" and use the work of as an inspiration for sculpting Greek masks (inspiration, experimentation, expression) Know that Modroc is another name for plaster impregnated bandage, and it can be used to make sculptures and models. (experimentation, expression) Know how to use Modroc to create 3D forms, building upon papier mache sculptures (experimentation, expression) 	3D SCULPTURE: <ul style="list-style-type: none"> To study the work of Hamish Mackie and use his work as a starting point for their own fossil sculptures (inspiration, experimentation, expression) Use mixed media to create textural landscapes and fossils i.e Modroc, plaster of paris, clay. (inspiration, experimentation, expression) Explore simple moulding techniques and building up layers to a final product. (experimentation, expression) To discuss in more detail the

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	shapes and constructions. (expression)	made by rolling three coils and pressing them together, and then onto the bottom of the pot. (experimentation, expression) <ul style="list-style-type: none"> Know that a slab is clay which has been made flat by rolling. (experimentation, expression) Know that clay can be moulded to create different shapes using the pinch and slat method. (experimentation, expression) Investigate different building/sculpting materials and experiment with how they can be connected together to form simple structures (experimentation, expression) 	<ul style="list-style-type: none"> Know that Richard Sweeney sculpted with paper. (expression) Explore different media and how these are used to create sculptures. (inspiration, experimentation, expression) Link ideas to those of famous sculptors using clay, paper and natural materials. (inspiration, experimentation, expression) Know that when joining pieces of clay together, the surfaces between the join should be made rougher (e.g. scratched). This makes the join more likely to hold. (experimentation, expression) Know which clay tools can be used to add marks as decoration and to create texture. (experimentation, expression) 			Use paper mache as a medium to create 3D forms i.e Greek masks (experimentation, expression) <ul style="list-style-type: none"> Explain each part of the design of a sculpture they have created. (expression) 	key parts and choices they made when creating their sculptures. (expression)
Vocabulary	Flat, solid, 3 Dimensional, plastercine, salt dough, clay, build, join, collaboratively, sculpture, assemble, construct	Consolidate previous years plus: simple structures, clay, modelling, twisting, stretching, joining, blending, pinching, texture, tools, techniques, slip	Consolidate previous years plus: sculpture, 3D, nature, line, shape, space, pattern, texture, stone, paper, natural materials, coil pot, slab, rolling, media	Consolidate previous years plus:	Consolidate previous years plus: prototype, decoration, hold, securely, wire sculptures, malleable, paint/glaze	Consolidate previous years plus: design, colour, finish, stable, mod-roc, papier mache	Consolidate previous years plus: plaster of paris, layers, mould, sculpt, textural, imprints, scratch, score
Textiles/ Collage (expression) (experimentation)	<ul style="list-style-type: none"> Develop collages, based on a simple drawing, using papers and materials (experimentation, expression) Create collages using natural materials. (experimentation, expression) Use materials to create texture in self portraits and bear paintings. (inspiration, experimentation, expression) Produce poppy art using mixed media ie. collage and paint (experimentation, expression) 	<ul style="list-style-type: none"> Develop tearing, cutting and layering papers to create different effects in a seascape (experimentation, expression) Choose from a range of collage materials to create a self-portrait image. (inspiration, experimentation, expression) 	<ul style="list-style-type: none"> Collect natural materials to create a temporary collage (an autumn tree/the school building using sticks/rocks/leaves (linked to natural sculpture Andy Goldsworthy) (inspiration, experimentation, expression) Use a range of media to create mixed media pieces of work. (experimentation, expression) 	<ul style="list-style-type: none"> Sew simple stitches using a variety of threads or wools (experimentation) Practice simple weaving using paper or on a large scale with fabric or wool (experimentation, expression) 	SCULPTURE FOCUS	<ul style="list-style-type: none"> Know that applique is a sewing technique in which fabric patches are layered on a foundation fabric. (expression) Investigate ways of changing the fabric such as cutting, sewing, applique method. (experimentation, expression) Draw an African animal, landscape or mask to create in applique form. (inspiration, experimentation, expression) Use back stitch, running stitch and invisible stitches to combine materials in an applique piece 	<ul style="list-style-type: none"> Study the work of Yann Arthus- Berthand and use this as a starting point for their own art work (inspiration, experimentation, expression) Combine collage and textile materials to produce a landscape of the Dorset coast (inspiration, experimentation, expression)

Art progression map

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						(experimentation, expression)	
Vocabulary	Texture, collage, fabric, materials	Consolidate previous years plus: tearing, cutting, layering, overlaying, effects, paper, weaving	Consolidate previous years plus: mixed media, natural objects	Consolidate previous years plus: sewing, stitches, tie dye, fabric paint/pens, background		Consolidate previous years plus: Applique, sewing, back stitch, running stitch, invisible stitch	Consolidate previous years plus: applique method, thread, layering, over laying, printing.
Studying Artist and Crafts people (inspiration)	<ul style="list-style-type: none"> Describe the work of Georgia O Keefe, Monet, Vincent Van Gogh (inspiration, expression) Study Monet and his work, expressing feelings towards it. (inspiration, expression) Recreate Monet's pond picture using powder paint (inspiration, experimentation, expression) Study the work of Georgia O'Keffe – look at some of her art work and share feelings. (inspiration, expression) Recreate Georgia O'Keefe's daffodil art using collage (inspiration, experimentation, expression) Re-create Van Goghs 'A starry night' and share opinions about his work. (inspiration, experimentation, expression) 	<ul style="list-style-type: none"> Use the work of Picasso, Van Gogh, Mondrian, Kandinsky, Roy Lichtenstein (Pop Art) to replicate ideas or inspire own work. (inspiration, experimentation, expression) Create self portraits in the style of a famous artist – Picasso/Roy Lichtenstein/Van Gogh. (inspiration, experimentation, expression) 	<ul style="list-style-type: none"> Use the work of Henry Moore, Andy Goldsworthy and Richard Sweeney (Sculptors) to replicate ideas or inspire own work (inspiration, experimentation, expression) Explore the work of the three different sculptors and create work inspired by them using similar media (paper, clay and natural environmental art) (inspiration, experimentation, expression) 	<ul style="list-style-type: none"> Use the work of Andy Warhol (Pop Artist), Will Ryman (Sculptor) and Margaret Mee (Botanical Artist) to replicate ideas or inspire own work (inspiration, experimentation, expression) Produce block printing in the style of Andy Warhol (inspiration, experimentation, expression) Make comparisons between different artists style and the use of media. (inspiration, experimentation, expression) Create a collaborative piece linked to nature and the environment (Textiles) (inspiration, experimentation, expression) 	<ul style="list-style-type: none"> Use the work of Alexander Calder (Sculptor) and Henri Rousseau (Painter) to replicate ideas or inspire own work (inspiration, experimentation, expression) Create wire sculptures inspired by Alexander Calder (inspiration, experimentation, expression) Create paintings in the style of Henri Rousseau (inspiration, experimentation, expression) 	<ul style="list-style-type: none"> Use the work of Nils-Udo, Richard Shilling, Andy Goldsworthy, Agnes Denes, Chris Jordan and Benjamin Von Wong (environmental artists) and African Artists- Gakonga, and Joseph-Francis Sumegne to replicate ideas or inspire own work (inspiration, experimentation, expression) Create environmental art using recycled materials and naturally found materials inspired by Benjamin Von Wong, Chris Jordan, Agnes Denes and Andy Goldsworthy (inspiration, experimentation, expression) Produce African art inspired by Gakonga combining 2 or more elements (inspiration, experimentation, expression) 	<ul style="list-style-type: none"> Use the work of Hamish Mackie (fossil sculptor), William Morris (printer/designer) and Yann Arthus- Berthand (aerial photographer) to replicate ideas or inspire own work (inspiration, experimentation, expression) Study and produce art in the form of textile patterns and sculpture linked to the work of Hamish Mackie and William Morris (inspiration, experimentation, expression) Study aerial photography to create mixed media art work using Yann Arthus-Berthand as an inspiration. (inspiration, experimentation, expression)
Vocabulary	Van Gogh, Georgia O Keefe, Monet, painting, mixed media, sketching, chalk, paint, observational drawing,	Kandinsky, Mondrian, Roy Lichtenstein, Van Gogh, Pop art Aboriginal art, Chinese dragons, paper folding, concertina, self portrait, symbols.	Henry Moore, Andy Goldsworthy, Richard Sweeney, sculptor, sculpture, stone, clay, paper, environmental art, inspiration.	Andy Warhol, Will Ryman, Margaret Mee, sculptor, pop artist, botanical artist. Block printing, compare, textiles, tie dye, fabric	Alexander Calder sculptor, sculpture, wire, mould, malleable, prototype, Henri Rousseau, painter, colour background.	Nils-Udo, Richard Shilling, Andy Goldsworthy Agnes Denes, Chris Jordan and Benjamin Von Wong, Gakonga, Joseph-Franci Sumegne, environmental, natural, consumerism, pollution, recycling, elements, photography	Hamish Mackie, William Morris, designer, textiles, Yann Arthus- Berthand, aerial photography, repeated patterns, botanical, natural, mixed media, fossils,