



## Tankersley St Peters Primary School Art Curriculum - Building progression in skills

### WHOLE SCHOOL OVERALL SKILLS PROGRESSION

	Foundation	KS1	KS2	Example of development
<b>DRAWING</b>	<ul style="list-style-type: none"> <li>- Recognising shapes</li> <li>- Seeing shapes within shapes</li> <li>- Observing surroundings</li> <li>- 2d drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding structure of shapes</li> <li>- Observational drawing developed</li> <li>- Using foreground and background</li> <li>- 3d drawing: starting to use light and shade</li> </ul>	<ul style="list-style-type: none"> <li>- Seeing what makes up an object and deconstructing it through drawing</li> <li>- 3d drawing</li> <li>- Use of mark making to portray dimension, light and texture</li> <li>- holding pencil in new ways, to get different effects</li> <li>- Expressive mark making</li> <li>- Using imagination</li> <li>- Express textures from textiles through painting and sculpture, making something look spikey or smooth from how we draw it.</li> </ul>	<ol style="list-style-type: none"> <li>1. Drawing a window and seeing the rectangles within it</li> <li>2. Drawing a box and seeing it is made up of several boxes in different light</li> <li>3. Drawing a bottle and seeing is made up of ovals, rectangles and some less tangible shapes in light and shadow.</li> </ol>

<b>PAINTING</b>	<ul style="list-style-type: none"> <li>- Exploring colour making</li> <li>- Looking at themes and colour in seasons and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>- Colour mixing</li> <li>- Understanding emotions and colour, feeling attached to colour</li> <li>- Observing colour</li> </ul>	<ul style="list-style-type: none"> <li>- Using drawing skills to create forms through paint</li> <li>- Using colour to create shape, light and depth</li> <li>- Using variety of expressive paint marks</li> <li>- Understanding depth and how to convey this.</li> <li>- Express textures from textiles through painting and sculpture, making something look spikey or smooth from how we draw it.</li> </ul>	<ol style="list-style-type: none"> <li>1. Painting big experimental colour pieces.</li> <li>2. Painting objects and using colour to convey purpose</li> <li>3. Painting a scene with background and foreground objects.</li> </ol>
<b>SCULPTURE</b>	<ul style="list-style-type: none"> <li>- Starting to build using simple materials</li> <li>- Looking at form, structure</li> <li>- Exploring materials</li> <li>- 2d and 3d</li> </ul>	<ul style="list-style-type: none"> <li>- Observing and creating</li> <li>- Manipulating materials</li> <li>- Altering materials (texture, joining etc.)</li> <li>- developing 3d</li> </ul>	<ul style="list-style-type: none"> <li>- Building using a variety of materials</li> <li>- Creating strong 3d shape - -</li> <li>- Understanding structures and shapes</li> <li>- Adding detail to larger piece</li> <li>- Designing and forethought on project</li> </ul>	<ol style="list-style-type: none"> <li>1. Building a house using blocks</li> <li>2. Manipulating a piece of clay to turn it into elements of a house: cubes, spheres, oblongs. Adding texture to surfaces.</li> <li>3. Designing a house and sculpting a strong structure using a variety of materials.</li> </ol>
<b>TEXTILES</b>	<ul style="list-style-type: none"> <li>- Developing vocabulary</li> <li>- Describing how things feel</li> <li>- Exploring surroundings and the surface of things</li> </ul>	<ul style="list-style-type: none"> <li>- Comparing textures</li> <li>- Understand what makes them</li> <li>- Recreate textures of found natural and manmade materials</li> </ul>	<ul style="list-style-type: none"> <li>- Manipulating materials to create something new (sewing, cutting, sticking)</li> <li>- Use composition and understanding of materials to design a piece of work</li> </ul>	<ol style="list-style-type: none"> <li>1. Go on a hunt for objects and explore their surface.</li> <li>2. Collect materials and recreate their textures using fabrics and other found materials.</li> </ol>

			- Incorporate other learnt skills: Sculpture and textiles, painting and textiles, drawing and textiles, collage and textiles etc.	3. Design a Scene that uses the quality of different materials to convey meaning (E.G. a river made of ribbon and grass made of cut yarn)
<b>COLLAGE</b>	<ul style="list-style-type: none"> <li>- Creating something new from existing things</li> <li>- Building layers</li> <li>- Using and exploring variety of materials</li> <li>- transforming previous paintings and drawings into something new</li> <li>- Freedom to explore</li> <li>- Tearing and cutting</li> </ul>	<ul style="list-style-type: none"> <li>- Creating with intention</li> <li>- Assembling</li> <li>- Cutting, tearing, scrunching etc. / Manipulating materials intentionally in design</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Extend collage skills to other art skills</li> <li>- Combine collage with painting</li> <li>- Learning what effect collage can have: can abstract a photo, create depth or flatten a design etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Tear variety of materials into different sizes to create a new image.</li> <li>2. Carefully cut existing photograph/ painting into pieces and reassemble with other materials to create a new design.</li> <li>3. Combine collage and painting to create a detailed piece of work with texture and depth.</li> </ol>
<b>DIGITAL MEDIA</b>	<ul style="list-style-type: none"> <li>- Applying art skills (drawing, painting etc.)</li> <li>- Creating simple shapes</li> <li>- Exploring programme</li> <li>- Identify shapes as objects</li> </ul>	<ul style="list-style-type: none"> <li>- Creating shapes in different scales to show depth in 2d.</li> <li>- Use colour and texture to transform 2d shapes to 3d</li> <li>- Use brush tool</li> </ul>	<ul style="list-style-type: none"> <li>- Gather footage and images with intent</li> <li>- Manipulating an imported image using filters and effects</li> <li>- Add layers to imported image</li> <li>- Layer more images, shapes, textures, lines, text etc to create piece with many components</li> </ul>	<ol style="list-style-type: none"> <li>1. Creating simple shapes</li> <li>2. Making shapes 3d using drawing and painting skills</li> <li>3. Making interesting and more complex shapes, within a scene that has a background amongst other layered objects and images.</li> </ol>

## EYFS FS1 – PROGRESSION IN SKILLS

Year Group and Term	Topics	Skills Required	Project/Skill Proposals	Building Progression
<b>FS1 Autumn 1</b>	Autumn Who am I  Settling in Myself, interests, friends, families (BRITISH VALUES) Family time line Autumn	Drawing - Use a line to enclose a space and then begin to use these shapes to represent objects	1. Drawing - Observing surroundings and finding the shapes within the object - Seeing more than one shape in an object Eg. The window is a square but also has a cross. - Drawing components of the face separately, lips, ears, mouth – how can they show how they feel in the way they draw eg. Happy mouth, crying eyes etc. - Practice drawing different emotions by what the shape looks like but also if they add more pressure with the pencil (dark eyes become angry eyes etc.) - Putting the features of the face together to make a face and other faces they know.	1. Drawing. - Starting observational learning - Learning what an object is made of, how forms are created - Starting to create compositions by adding shapes together - Bringing together emotion, feelings and ideas to shapes and lines.
<b>FS1 Autumn 2</b>	How Do we Celebrate <ul style="list-style-type: none"> <li>• Remembrance Day Wedding/Christening ( BRITISH VALUES)</li> <li>• Visit to Chatsworth</li> <li>• Christmas Nativity/Sing along</li> <li>• Christmas Fair</li> </ul> Bonfire Night/Fireworks	Painting Explore colour and how colours can be changed	2. Painting - Developing how to capture a feeling in art, how do we capture the feeling of winter and Christmas in art? E.G using symbols and colours - Practice painting a variety of different colours onto big sheets of paper, allowing freedom of big brush strokes and lots of different colours to be shown - What colours do we see in a bonfire scene or a Christmas scene?	2. Painting - Developing feelings and art - Starting to understand how we can use colour - Mixing colours to change them, an exploration of colour - Observing colours in surroundings and using them from paint palette - Expressing full body movements through brush strokes, not limited to small paper.

	<p>Christenings and Weddings (BRITISH VALUES)</p> <p>Christmas/Nativity</p>		<p>- Using the paintbrush to create backgrounds of big colours, but also practicing painting shapes E.G Triangles that become trees.</p> <p>- Using different materials to paint with E.G paintbrush, sponge, twig, leaves</p>	<p>- Seeing colours and picking out colours in a picture, identifying colours</p> <p>- Transferring drawing skills, and drawing simplified shapes to represent a tree or a present etc.</p>
<b>FS1 Spring 1</b>	<p>What makes it winter</p> <ul style="list-style-type: none"> <li>Pancake Day (British Values) <ul style="list-style-type: none"> <li>Learning about Chinese New Year from the Reception class (Global Learning)</li> </ul> </li> </ul> <p>Mother's Day</p> <p>Winter, seasons and changes</p> <p>Winter nature and seasons/birds</p>	<p>3D and Sculpture</p> <p>Manipulate materials to achieve a planned effect</p>	<p>3. Sculpture</p> <p>- Start by building with existing shapes E.G wooden blocks to build different shapes, can be really abstract so make a person and make a building using blocks to look at shape and not detail.</p> <p>- Building with new materials using additive sculpture techniques (building as oppose to carving) E.G using small balls of clay to build one big ball of clay, using balls of cotton wool to build cloud.</p> <p>- Experiment making different simple shapes in same technique (good hand eye coordination skills)</p> <p>- Using something real for inspiration, a cloud, the sun etc.</p>	<p>3. Sculpture</p> <p>- Developing composition – building</p> <p>- Seeing how art is connected to real world, but not always exactly the same</p> <p>- Starting to build in 3d, learning how a shape is made</p> <p>- Developing observation skills</p>
<b>FS1 Spring 2</b>	<p>What do living things need?</p> <ul style="list-style-type: none"> <li>Fair Trade Café (Global Learning)</li> <li>Mother's day</li> <li>Easter ( British Values)</li> </ul>	<p>Textiles</p> <p>Begin to be interested in and describe the texture of different materials</p>	<p>4. Textiles</p> <p>- Gather natural found materials and assess how they feel E.G smooth, spikey, furry</p> <p>- Talk about other natural things and how they looks and feel.</p> <p>- Explore man-made and natural fabrics and describe how they feel (close your eyes and feel it to enhance the feeling)</p>	<p>4. Textiles</p> <p>- Exploring detail of the surface of a form</p> <p>- Developing vocab and starting to speak about objects and their appearance</p> <p>- Develop building technique by adding things together, creating new compositions and new shapes</p>

	<ul style="list-style-type: none"> <li>Artist Focus: Wassily Kandinsky</li> </ul> <p>Spring Farm animals and pets Enterprise-Planting vegetables Butterfly lifecycle</p>			
<b>FS1 Summer 1</b>	<p>Where do different animals live?</p> <ul style="list-style-type: none"> <li>Father's Day ( British Values)</li> </ul> <p>Father's Day Pet club Zoolab</p>	<p>Collage Understand that different media can be combined to create new effects</p>	<p>5. Collage</p> <ul style="list-style-type: none"> <li>- Gather things they have made through the year, and take photocopies of their chosen best work.</li> <li>- Cut up into different shapes to create a new piece of work.</li> <li>- Add fabric and other textured materials</li> <li>- Create new shapes, draw over the top, assemble cut shapes of all sizes, find matching coloured paper etc.</li> <li>- Layering, building new forms</li> <li>- Create anything, from imagination or just stick things down in any way you want</li> <li>- Create something that is inspired by a theme set by the teacher</li> </ul>	<p>5. Collage</p> <ul style="list-style-type: none"> <li>- Reflecting on what they have made, picking out things they like (E.G a painting or drawing)</li> <li>- Developing vocab, say what it is and why they like it (simply, I like this red painting because red is my favourite colour)</li> <li>- Exploring creating with no boundaries and also creating with an intention.</li> <li>- Developing building skills through collage</li> <li>- Developing imagination and also ability to observe and create something that resembles something else.</li> </ul>
<b>FS1 Summer 2</b>	<p>How and why do people travel?</p> <ul style="list-style-type: none"> <li>Transition to F2</li> <li>Visit to Sundown</li> <li>Leaver's sing -along</li> </ul>	<p>Digital Media Know how to use age appropriate technology to create images</p>	<p>6. Digital Media</p> <ul style="list-style-type: none"> <li>- Draw shapes using lines or pen tool</li> <li>- Put together phrases and create something that resembles it E.G create a red triangle or a green square.</li> </ul>	<p>6. Digital Media</p> <ul style="list-style-type: none"> <li>- Developing vocab</li> <li>- Transferring drawing and painting techniques</li> <li>- Applying composition skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Sports Day/ Teddy Bear's Picnic</li> </ul> <p>Police, fire fighter visits and vehicles (British values) Space travel and exploration</p>		<ul style="list-style-type: none"> <li>- Create a simple scene, using simple shapes E.G trees and sun, circles as planets etc.</li> <li>- Learn how to create and rub out shapes</li> <li>- Create background and add things over the top</li> </ul>	<ul style="list-style-type: none"> <li>- Using background and foreground to create scene</li> </ul>
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## EYFS FS2 – PROGRESSION IN SKILLS

Year Group and Term	Topics	Skills Required	Project/ Skill Proposals	Building Progression
<b>FS2 Autumn 1</b>	<p>Why is it good to be me?</p> <ul style="list-style-type: none"> <li>• Starting School</li> <li>• Harvest festival (BRITISH VALUES)</li> </ul> <p>Settling in</p> <p>Myself, interests, friends, families</p>	<p>Drawing - Use a line to enclose a space and then begin to use these shapes to represent objects</p>	<p>1. Drawing</p> <ul style="list-style-type: none"> <li>- Broadening on the subject of who they are and looking to things outside of what they look like.</li> <li>- Start to draw new shapes and making a composition that has more than one element; buildings, a scene outside etc.</li> <li>- Looking for shapes within shapes.</li> <li>- Carefully observing surroundings, pointing out objects but also their shape and maybe even other qualities they can recognise.</li> </ul>	<p>1. Drawing</p> <ul style="list-style-type: none"> <li>- Developing from F1, individuals will continue to work with themes in their work and begin to make links between themes and art – E.G. choice of colour and materials to fit theme.</li> <li>- Starting to form simple compositions in drawing</li> <li>- continuing to draw shapes through observation and imagination.</li> </ul>

	(home, school, Church/God's), my body. (BRITISH VALUES)  Family time lines Harvest Festival			
<b>FS2 Autumn 2</b>	How do others celebrate?  <ul style="list-style-type: none"> <li>• Bonfire Night</li> <li>• Remembrance day</li> <li>• Diwali</li> <li>• Christmas Play</li> <li>• Christmas Service</li> </ul> Chatsworth visit  Remembrance/Poppies (British Values and Global Learning)  Christmas/Nativity	Painting Explore colour and how colours can be changed	2. Painting - Continuing to develop capturing a feeling in art - Exploring objects and materials to use instead of a paint brush - Why might be use a sponge to create a wall instead of a twig? Beginning to identify the qualities of the utensil; spikey, makes lines, soft etc. - Making colour choices: - Matching the colour of something we have seen to the colour of paint - Matching a feeling or something from the imagination to a colour of paint	2. Painting - Continuing exploration and expressions of colour win correlation to themes and concepts - Continuing to colour mix, developing memory of what happens when we add white or brown to a colour. - Expressing full body movements on big scale paintings - Starting to paint smaller details using variety of found and E.G man made brushes and utensils to create dots, lines, simple shapes.
<b>FS2 Spring 1</b>	How does winter affect us?  <ul style="list-style-type: none"> <li>• New Year</li> <li>• Chinese New Year</li> <li>• Valentine's day</li> </ul>	3D and Sculpture Manipulate materials to achieve a planned effect	3. Sculpture - Additive sculpture: building with a variety of materials to create something that resembles an observed object E.G heart, sun, hat etc. - Add colour to the object, observe the object and add detail to it.	3. Sculpture - Explore building on different scales: building a large shape and adding smaller detail to it. - Create from the imagination as well as from observation and their understanding of real objects.

	<p>Mother's Day  Winter weather  Winter clothes  Chinese New Year  (Global Learning)  Winter trees and birds  Hibernation/migration  Ice experiments</p>		<p>- Explore different materials until they find one that works best for them, explore working with playdough, clay, blocks, cotton wool etc.  - Use tools to add details: poke holes in the clay, pinch bits back off: exploring how a shape can be added to and taken from.</p>	<p>- Making 3d sculptures as well as 2d work.  - Starting to introduce exploration of adding smaller details: will test their observation and hand eye coordination.</p>
<p><b>F2 Spring  2</b></p>	<p>What do living things need to grow?</p> <ul style="list-style-type: none"> <li>• Lent</li> <li>• Easter</li> <li>• Easter Service</li> <li>• Artist Focus: Paul Klee</li> </ul> <p>Spring  Mini-beasts and butterfly lifecycle observations</p> <p>Enterprise-planting vegetables  Our bodies</p>	<p>Textiles  Begin to be interested in and describe the texture of different materials</p>	<p>4. Textiles  - Continue to look for and find materials which have different surface qualities.  - Choosing different materials to fit within a theme  - Exploring building/ layering with the materials  E.G building a nest, create a 2d butterfly.</p>	<p>4. Textiles  - Continuing to look at art in relation to a theme  - Developing use of colour choices E.G choosing yellow and white ribbon for a Easter basket.  - Begin to make simple compositions using fabrics and other materials in combination with painting/drawing/sculpting/collage.</p>

<p><b>FS2</b> <b>Summer 1</b></p>	<p>How are places different?</p> <ul style="list-style-type: none"> <li>• Zoolab creature visitors</li> <li>• Chicks?</li> <li>• St George's Day</li> </ul> <p>Father's Day Rainforest-similarities and differences to our locality (Global Values) Zoolab George and the Dragon Training to be a knight' activities (British Values) Story sequencing and Fairytales</p>	<p>Collage Understand that different media can be combined to create new effects</p> <ul style="list-style-type: none"> <li>- Creating something new from existing things</li> <li>- Building layers</li> <li>- Using and exploring variety of materials</li> <li>- transforming previous paintings and drawings into something new</li> <li>- Freedom to explore</li> <li>- Tearing and cutting</li> </ul>	<p>5. Collage</p> <ul style="list-style-type: none"> <li>- Creating a forest using a wide range of collaged materials: found materials, fabrics, photocopies of paintings.</li> <li>- Cutting and tearing images to create various size shapes.</li> <li>- Create a variety of shapes, large and small and different forms</li> </ul>	<p>5. Collage</p> <ul style="list-style-type: none"> <li>- Looking back at past work and choosing some because they fit the current theme (E.G a green paintings from F1)</li> <li>- Creating new composition using a variety of different materials to fit a theme</li> <li>- Convey theme through chosen materials</li> </ul>
<p><b>F2</b> <b>Summer 2</b></p>	<p>Who helps to keep us safe?</p> <ul style="list-style-type: none"> <li>• Visit to butterfly house / Butterflies</li> <li>• Nursery visits/YR 1 transition</li> <li>• Parent interviews /New starters visits</li> </ul>	<p>Digital Media Know how to use age appropriate technology to create images</p> <p>Applying art skills (drawing, painting etc.)</p> <ul style="list-style-type: none"> <li>- Creating simple shapes</li> <li>- Exploring programme</li> <li>- Identify shapes as objects</li> </ul>	<p>6. Digital Media</p> <ul style="list-style-type: none"> <li>- Creating a variety of shapes</li> <li>- Exploring drawing on the software as if it was a pencil or paintbrush</li> <li>- Create simple space scene, using colour to express night sky and shapes as planets.</li> <li>- Introduce a theme and create shapes and scenes around themes to explore the software.</li> </ul>	<p>6. Digital Media</p> <ul style="list-style-type: none"> <li>- Continue to transfer drawing and painting techniques to digital media programme</li> <li>- Creating simple compositions</li> <li>- Applying a theme and ideas to a composition</li> <li>- Developing background and foreground using scale of objects</li> </ul>

	Sports Day    Father's Day  Family, Teachers, Police, fire fighters, doctors/hospitals  Space travel and exploration  Traditional tales and sequencing			
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### KS1 – YEAR 1 PROGRESSION IN SKILLS

<b>Year Group and Term</b>	<b>Topics</b>	<b>Skills Required</b>	<b>Project/ Skill Proposals</b>	<b>Building Progression</b>
<b>Year 1 Autumn</b>	One Giant Leap Science – Seasonal change  Geography –weather patterns.  Computing –Exploring Purple Mash – Unit 1.1	Painting Print with a range of hard and soft materials e.g. Corks, pen barrels, sponges. Make simple marks on rollers and printing palettes Take simple prints e.g. <i>mono-printing</i> <i>Roll printing ink over found objects to</i>	1. Painting How might we try and capture the seasons to show someone what they feel like? Colour creates warmth, coolness, light and shade. E.G Painting trees in different seasons.  - Mixing and blending colours - Observing Nature, looking at trees outside - Creating light and shade	1. Painting - Observing surroundings and taking inspiration from it. - Using imagination and knowledge - Exploring colour - Creating on a basic level  2. Sculpture

	<p>Logging on and logging off/printing and saving</p> <p>History –Significant people - Neil Armstrong</p> <p>RE- God -What do Christians believe God is like? (core learning)</p>	<p><i>create</i> patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Create simple printing blocks with press print</p> <p>Design repetitive patterns</p> <p>Use of Colour - Experiment with overprinting motifs and colour</p> <p>Sculpture</p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose e.g. a pot or tile</p> <p>Understand the safety and basic care of materials and tools</p> <p>Form</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2D shapes to create a 3D form</p> <p>Change the surface of a malleable material e.g. build a textured tile</p>	<ul style="list-style-type: none"> <li>- Explore texture and patterns</li> <li>- Printing to create textures</li> </ul> <p>2. Sculpture</p> <p>Creating a scaled down version of the earth, clouds, sun, moon etc. Through sculpture.</p> <p>E.G creating 3D clouds from cotton wool, newspaper</p> <p>Creating 3D Sun, Moon and Earth using different sculpting techniques (not worrying too much about the detail of the earth – decorate using sponges and paint)</p> <ul style="list-style-type: none"> <li>-Scale</li> <li>- Observation of nature</li> <li>- Tactile Learning</li> <li>- Building, sculpting</li> <li>- Adding imagination</li> <li>- Additive sculpture and subtractive sculpture</li> </ul> <p>Focusing on observation and translating what we see into a 3d shape and through colour.</p> <p>History</p> <p>Using the visual aids created in geography to aid them in this topic.</p>	<ul style="list-style-type: none"> <li>- Observing surroundings in more detail</li> <li>- Trusting our eye as the knowledge base of our work.</li> <li>- Exploring form</li> <li>- Creating more complex shapes, introducing 3 dimension, bringing it to life.</li> <li>- Understanding how things are made.</li> <li>- Modifying scale</li> </ul> <p>Artist – Anish Kapoor (His use of scale and the interesting forms his work takes – inspiration for cloud forms and understanding scale)</p>
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<p><b>Year 2 Spring</b></p>	<p>Set Sail Geography – World’s oceans, maps &amp; comparisons of UK with Caribbean countries.</p> <p>Computing – Technology outside school and online safety</p> <p>Science – Everyday materials</p> <p>RE – Creation Who made the World? (core learning)</p>	<p>Drawing Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Lines and marks - Control the types of marks made with the range of media. Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media. Shape - observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Tone - Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes etc. Texture - Investigate textures by describing, naming, rubbing, copying,</p> <p>Textiles Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics by knotting, fraying, pulling threads, twisting, plaiting. Cut and shape fabric using scissors, snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration</p>	<p>3. Drawing Drawing the 3d Earth sculptures that they made, how to transform a 3d object into a 3d drawing onto a 2d piece of paper. (not trying to draw the detail of earth, but the shape itself – lighting the shape will help do this)</p> <p>Drawing 2d maps, observing in a different way – drawing blind (by not looking at their page) to challenge their observational skills)</p> <ul style="list-style-type: none"> <li>- Observational drawing</li> <li>- Drawing light and shade</li> <li>- transferring painting skills to drawing</li> <li>- Lines and marks</li> <li>-Different media to draw with</li> <li>- Drawing shapes</li> </ul> <p>4. Textiles Trying to recreate different everyday materials, using different fabrics.</p> <p>Looking really closely at how the fabrics are made E.G Lots of little bumps, long threads all joining together.</p> <p>Making comparisons between things, this carpet texture looks like that wall texture etc.</p>	<p>3. Drawing</p> <ul style="list-style-type: none"> <li>- Observing their own work</li> <li>- Developing observation skills from 3d to 2d.</li> <li>- Observing shapes as a whole and not just detail (light shade etc.)</li> <li>- Understanding further how forms are made (negative and positive space)</li> <li>- Bringing something to life through mark making</li> </ul> <p>4. Textiles</p> <ul style="list-style-type: none"> <li>- Observing, feeling and recreating though sight and touch</li> <li>- Altering scale, scale up or down</li> <li>- Exploring detail</li> <li>- Understanding how something is made, naturally or man made</li> </ul>
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		<p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Texture -Create fabrics by weaving materials i.e. <i>grass through twigs, wool around wire etc.</i></p>		
<b>Year 1 Summer</b>	<p>Captivating Castles History – Historical places in my locality / explain how structures have changed over time</p> <p>Computing – Unit 1.4 Lego Builders (2 DIY)</p> <p>Unit 1.5 Maze Explorers (2 Go)</p> <p>RE – Gospel What is the Good News that Jesus brings? (core learning)</p> <p><u>Linked trip/visit -</u> Conisbrough Castle</p>	<p>Collage</p> <p>Create images from a variety of media e.g. <i>photocopied material. Fabric, crepe paper, magazines etc.</i></p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. <i>Colour, texture</i></p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p><u>Colour</u> -Collect, sort, name, match colours appropriate for an image</p> <p>Texture - Create, select and use textured paper for an image</p> <p>Digital Media</p> <p>Explore ideas using digital sources e.g. <i>internet, graphics tools</i></p> <p>Record visual information using digital cameras, video recorders,</p>	<p>5. Collage</p> <p>Building something (a castle/ types of buildings etc.) from a variety of shapes and images E.g. Photocopies of their own work.</p> <p>Observing and talking about other people’s work using as many words as possible E.G- a green and brown background of trees, with a grey castle that looks like stone, using big and small pieces of paper to make up the castle walls.</p> <p>- Developing their ideas: building, thinking creatively, transforming past work.</p> <p>- Tactile play, discovering textures</p> <p>- Imitating textures</p> <p>- descriptive language</p> <p>6. Digital Media</p> <p>Using as many different skills within a digital media piece</p> <p>E.g. creating a world and you have to try and include: something 3d and 2d, texture, line, colour, size etc. (having past work out on the table might help spark their imagination)</p>	<p>5. Collage</p> <p>- Transforming their paintings, prints, drawings and textiles into something new</p> <p>- Using their imagination more than observing</p> <p>- Using sculpture skills to build</p> <p>- Assembling</p> <p>- Developing vocabulary, discussing their work and what they see</p> <p>6. Digital Media</p> <p>- Experiment in a new method</p> <p>- Exploring line, shape, texture again</p> <p>- Comparing drawing to using digital media</p> <p>- Applying learnt skills into something new</p>

		<p>Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas</p> <p>Shapes</p> <p>Using eraser, shape and fill tools</p> <p>Colours and texture -Using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools.</p>	<p>An exploration of the software, the end product doesn't matter so much as their freedom to explore using it.</p> <p>Use painted trees to create a background for their collage castle</p>	
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## KS1 – YEAR 2 PROGRESSION IN SKILLS

<b>Year Group and Term</b>	<b>Topics</b>	<b>Skills Required</b>	<b>Project Proposals</b>	<b>Building Progression</b>
<b>Year 2 Autumn</b>	Jungle/animal habitats	<p>Drawing</p> <ul style="list-style-type: none"> <li>- Understanding structure of shapes</li> <li>- Observational drawing developed</li> <li>- Using foreground and background</li> <li>- 3d drawing: starting to use light and shade</li> </ul> <p>Collage</p>	<p>1. Drawing</p> <ul style="list-style-type: none"> <li>- Observing surroundings and seeing how foreground and background operate – what qualities do things in the foreground have (larger, detail, more light) and what do the things in the background have (darker, less detail, smaller)</li> <li>- Draw objects with these different qualities</li> </ul>	<p>1. Drawing</p> <ul style="list-style-type: none"> <li>- Developing composition skills in combination with understanding of foreground and background.</li> <li>- Creating 2d representations of a 3d scene</li> </ul>

		<p>Creating something new from existing things</p> <ul style="list-style-type: none"> <li>- Building layers</li> <li>- Using and exploring variety of materials</li> <li>- transforming previous paintings and drawings into something new</li> <li>- Freedom to explore</li> <li>- Tearing and cutting</li> </ul>	<p>2. Collage</p> <ul style="list-style-type: none"> <li>- Make a collage from these different drawings, with background, middle ground and foreground: creating a 2d image that has different inhabitants, E.G. jungles in the background and a nest in a tree up close</li> <li>- Introduce colour and paint to create an interesting scene</li> <li>- Decide what other elements you might include to maximise the theme/topic E.G choice of coloured fabric, found natural materials etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Using Pencil to express something that they can see or have imagined E.G. darkness and details.</li> <li>- Drawing forms that represent something they have seen, understanding positive and negative space an exploring their form as a whole as well as details.</li> </ul> <p>2. Collage</p> <ul style="list-style-type: none"> <li>- Using creative judgment to choose colours and certain materials</li> <li>- Begin to explain why they chose certain colours or shapes – bringing to light any connections they have made between colour, shape and form and the subject.</li> <li>- Building a piece through layering, cutting and judgment. Choosing from past work, found fabrics, materials and paper to build something new.</li> </ul>
<b>Year 2 Spring</b>	Fire of London	<p>Painting</p> <ul style="list-style-type: none"> <li>- Colour mixing</li> <li>- Understanding emotions and colour, feeling attached to colour</li> <li>- Observing colour</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>- Observing and creating</li> <li>- Manipulating materials</li> </ul>	<p>3. Painting</p> <ul style="list-style-type: none"> <li>- Creating a similar scene to the animal inhabitants, paint foreground, middle ground and background.</li> <li>- How can we portray depth through colour? Silhouetted buildings in the background, buildings up close, colourful flames.</li> </ul> <p>4. Sculpture</p>	<p>3. Painting</p> <ul style="list-style-type: none"> <li>- Developing on creating depth and dimension in both 2d and 3d.</li> <li>- Observing images and conveying themes in their work</li> <li>- Exploring and choosing colours to fit themes</li> <li>- Starting to add a little bit of detail in their work, even if only using smaller tools used to create dots.</li> </ul>

		<ul style="list-style-type: none"> <li>- Altering materials (texture, joining etc.)</li> <li>- developing 3d</li> </ul>	<p>Using their painting as a backdrop for a scene in a box</p> <ul style="list-style-type: none"> <li>- Building a scene inside a shoebox</li> <li>- Including 2d and 3d shapes</li> <li>- Carry across skills of layering learn in collage, to have different sculptures and images at different intervals to create depth.</li> <li>- Model buildings or other things from the scene using clay</li> <li>- Paint models to fit in with the painted backdrop, paint inside the shoebox too.</li> </ul>	<p>4. Sculpture</p> <ul style="list-style-type: none"> <li>- Recreating depth by creating in 2d and 3d</li> <li>- Combining imagination with learnt skills</li> <li>- Creating shapes which represent something in real life E.G. building a clay house</li> <li>- Altering and manipulating the surfaces of materials</li> <li>- Creating shapes in a variety of sizes</li> <li>- Creating shapes with a variety of forms – round, square, flat with texture etc.</li> </ul>
<b>Year 2 Summer</b>	Fire of London	<p>Textiles</p> <ul style="list-style-type: none"> <li>- Comparing textures</li> <li>- Understand what makes them</li> <li>- Recreate textures of found natural and manmade materials</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>- Creating shapes in different scales to show depth in 2d.</li> <li>- Use colour and texture to transform 2d shapes to 3d</li> <li>- Use brush tool</li> </ul>	<p>5. Textiles</p> <ul style="list-style-type: none"> <li>- Take pencil and charcoal rubbings of different natural and man-made materials</li> <li>- Choose different surface qualities to represent something in a drawing/collage E.G. the rubbing of the floor looks would be a good ground in a Fire of London Scene, yet the rubbing of the grass would make an interesting wall of a house</li> <li>- Explore materials through a magnifying glass to see how they are made</li> </ul> <p>6. Digital Media</p> <ul style="list-style-type: none"> <li>- Testing skills of scale, background and foreground by creating a simple scene</li> </ul>	<p>5. Textiles</p> <ul style="list-style-type: none"> <li>- Understand the surface textures of different materials, through touch, taking rubbings and describing the textures.</li> <li>- Explore detail of surfaces and begin to use them in other creations.</li> <li>- Look at fabrics with a magnifying glass to see how they are made up.</li> <li>- Understand how different materials are made.</li> </ul> <p>6. Digital Media</p> <ul style="list-style-type: none"> <li>- Transfer skills from the term into digital media skills.</li> </ul>

			<ul style="list-style-type: none"> <li>- Using different shapes to make up one whole shape E.G a black square and black triangle to make up a silhouetted house.</li> <li>- Use different brush strokes to make some objects far and some close up – explore variety of brush strokes and textures.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to have a good grasps at using the different tools to mimic other methods of art.</li> <li>- Begin to bring different shapes, textures and colours together to make a scene that has some depth (even if only buildings in background, flames in front)</li> </ul>
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### KS2 – YEAR 3 PROGRESSION IN SKILLS

Year Group and Term	Topics	Skills Required	Project Proposals	Building Progression
<b>Year 3 Autumn</b>	Anglo Saxons	<p>Drawing</p> <ul style="list-style-type: none"> <li>- Seeing what makes up an object and deconstructing it through drawing</li> <li>- 3d drawing</li> <li>- Use of mark making to portray dimension, light and texture</li> <li>- holding pencil in new ways, to get different effects</li> <li>- Expressive mark making</li> <li>- Using imagination</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>- Building using a variety of materials</li> <li>- Creating strong 3d shape - -</li> <li>- Understanding structures and shapes</li> <li>- Adding detail to larger piece</li> </ul>	<p>1. Drawing</p> <ul style="list-style-type: none"> <li>- Observational drawing</li> <li>- deconstructing shapes (shapes or objects that fit theme)</li> <li>- What makes up an object? A series of shapes, light, shade, texture</li> <li>- Drawing basic shapes that include some of these elements</li> <li>- Adding shadow and light to shape but also to the ground – drawing objects on white paper helps to see the shadows</li> </ul> <p>2. Sculpture</p> <ul style="list-style-type: none"> <li>- Developing on objects that have been drawn by designing and creating own objects</li> </ul>	<p>1. Drawing</p> <ul style="list-style-type: none"> <li>- Creating compositions that have foreground and background, with qualities that show this through light, darkness, scale, texture</li> <li>- Creating 3 dimension through shading</li> <li>- Using pencil markings to add texture, to suggest something about the surface</li> <li>- Understanding different shapes that make up an object – using this to aid how we draw an object E.G a cup made from two ovals and straight lines</li> </ul>

		<ul style="list-style-type: none"> <li>- Designing and forethought on project</li> </ul>	<ul style="list-style-type: none"> <li>- Where before detail was drawn using a pencil, plan how to mould different materials to be the base and the detailed additions</li> <li>- Using different materials to create a 3d object</li> <li>- Creating something that is to scale E.G piece of jewellery, cup, headwear etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Using the negative space around an object to guide us when we are drawing an object</li> </ul> <p>2. Sculpture</p> <ul style="list-style-type: none"> <li>- Designing work before-hand, being creative and planning out different skills</li> <li>- Creating 3 dimensional objects that are to scale</li> <li>- Creating a solid structure – planning how to make an object more secure and strong</li> <li>- Using drawing and textiles techniques to add different surface qualities to design</li> <li>- Creating a shape made from multiple shapes, using drawing skills to assess how to make a more complex shape might be made up</li> </ul>
<b>Year 3 Spring</b>	Stone Age	<p>Painting</p> <ul style="list-style-type: none"> <li>- Using drawing skills to create forms through paint</li> <li>- Using colour to create shape, light and depth</li> <li>- Using variety of expressive paint marks</li> <li>- Understanding depth and how to convey this.</li> <li>- Express textures from textiles through painting and sculpture,</li> </ul>	<p>3. Painting</p> <ul style="list-style-type: none"> <li>- Transferring sculpture and drawing skills to create different surface qualities using paint</li> <li>- Using different tools to create different surface qualities</li> <li>- Mixing paint to create realistic colours</li> <li>- Painting a representation natural surfaces E.G a sponge and earthy colours to create stone</li> <li>- Using colour and texture to create depth and highlight</li> </ul>	<p>3. Painting</p> <ul style="list-style-type: none"> <li>- Creating 3 dimensional effects through choice of colour and painting tool</li> <li>- Observing surroundings and images and mixing colours to match</li> <li>- Creating detail and textures by applying paint using a smaller brush – transferring drawing skills to create textures and detail</li> </ul>

		<p>making something look spikey or smooth from how we draw it.</p> <p>4. Collage</p> <ul style="list-style-type: none"> <li>- Extend collage skills to other art skills</li> <li>- Combine collage with painting</li> <li>- Learning what effect collage can have: can abstract a photo, create depth or flatten a design etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Research how paints re made of pigments – could make natural paints using materials such as turmeric and mud</li> </ul> <p>4. Collage</p> <ul style="list-style-type: none"> <li>- Mimicking natural objects and their surfaces by layering a variety of materials on top of each other</li> <li>- Creating stone like surfaces by tearing up different natural shades, applying drawing and painting skills of light and shade to create depth using collage</li> <li>- Collage a shape to make it look 3d</li> </ul>	<p>4. Collage</p> <ul style="list-style-type: none"> <li>- Using drawing and painting skills within their collage practice</li> <li>- Observing objects and mimicking surface qualities and 3 dimension through collage</li> <li>- Using colours to express qualities E.G blue shadow or yellow light</li> <li>- Layering materials intentionally to create a desired effect</li> </ul>
<b>Year 3 Summer</b>	Ancient Greeks	<p>Textiles</p> <ul style="list-style-type: none"> <li>- Manipulating materials to create something new (sewing, cutting, sticking)</li> <li>- Use composition and understanding of materials to design a piece of work</li> <li>- Incorporate other learnt skills: Sculpture and textiles, painting and textiles, drawing and textiles, collage and textiles etc.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>- Gather footage and images with intent</li> <li>- Manipulating an imported image using filters and effects</li> <li>- Add layers to imported image</li> </ul>	<p>5. Textiles</p> <ul style="list-style-type: none"> <li>- Carrying on from collage, experiment creating a new 2d design by layering different fabrics</li> <li>- Learn simple threading techniques to join fabrics together</li> <li>- Create a composition using a variety of fastenings, tying, sewing, gluing and layering.</li> </ul> <p>6. Digital Media</p> <ul style="list-style-type: none"> <li>- Creating a small model and filming it to make it look full scale</li> <li>- Taking photos of model, using different techniques to amplify scale and depth (taking photos from below, adding lighting)</li> <li>- Creating a storyboard for the video, using imagination to plan out the idea</li> </ul>	<p>5. Textiles</p> <ul style="list-style-type: none"> <li>- Develop how to merge different fabrics together in a composition</li> <li>- Use the surface qualities of the fabrics to connect with the theme and observed/imagined creation</li> <li>- Begin to fasten different fabrics to each other using a variety of simple methods</li> <li>- begin making something that is not attached to a piece of paper for support – a piece that has two sides to it</li> </ul> <p>6. Digital Media</p> <ul style="list-style-type: none"> <li>- Exploring scale</li> <li>- Begin to use moving images and create a short video</li> </ul>

		- Layer more images, shapes, textures, lines, text etc to create piece with many components		- Transfer knowledge on scale, how to create depth and light - Using different techniques on camera or pad E.G zooming in and out to create the illusion of motion in the scene
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## KS2 – YEAR 4 PROGRESSION IN SKILLS

Year Group and Term	Topics	Skills Required	Project Proposals	Building Progression
Year 4 Autumn	Tudors	<p>Drawing</p> <ul style="list-style-type: none"> <li>- Seeing what makes up an object and deconstructing it through drawing</li> <li>- 3d drawing</li> <li>- Use of mark making to portray dimension, light and texture</li> <li>- holding pencil in new ways, to get different effects</li> <li>- Expressive mark making</li> <li>- Using imagination</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>- Building using a variety of materials</li> <li>- Creating strong 3d shape - -</li> <li>- Understanding structures and shapes</li> <li>- Adding detail to larger piece</li> </ul>	<p>1. Drawing</p> <ul style="list-style-type: none"> <li>- Developing pencil techniques to create more complex 3 dimensional shapes using shading, texture and contour lines.</li> <li>- Observing shapes carefully to deconstruct them, looking for shapes within shapes, positive and negative shapes</li> <li>- Practice drawing blind; drawing without looking at the paper, to develop observational drawing and to avoid just drawing from the imagination</li> <li>- Drawing several shapes together, to practice creating depth between objects and how they act against a surface and background.</li> </ul> <p>2. Sculpture</p> <ul style="list-style-type: none"> <li>- Developing on drawing skill of observing and deconstructing shapes</li> </ul>	<p>1. Drawing</p> <ul style="list-style-type: none"> <li>- Creating more complex compositions made up of several objects</li> <li>- Adding 3 dimensional qualities to more complex shapes and to several shapes in the same drawing (still life)</li> <li>- Drawing detailed objects on a large scale to explore their surface qualities – looking at the objects up close and exploring their surface and figuring out how best to mimic it</li> <li>- Understanding what shapes makes up an object and using this to guide our drawing E.G a cup made from two ovals, straight lines and a rectangular negative space between the glass and the stack of books.</li> </ul>

		<ul style="list-style-type: none"> <li>- Designing and forethought on project</li> </ul>	<ul style="list-style-type: none"> <li>- Looking at home a shapes is made and designing how to recreate it</li> <li>- Explore building using a variety of materials that have different qualities E.G paper and card verses clay</li> <li>- Design from imagination, create new and interesting shapes built on knowledge of how to build observed shapes</li> <li>- Creating more complex shapes that need to hold their form and be well structured</li> </ul>	<p>2. Sculpture</p> <ul style="list-style-type: none"> <li>- Creating designs using drawing knowledge of how shapes are formed</li> <li>- Exploring use of different materials to create lifelike shapes</li> <li>- Creating more complex 3d shapes, that have multiple shapes together E.G a stack of books made from card, a vase with flowers inside made form clay.</li> <li>- Learning how to join several elements together E.G using slip for clay work, creating folded paper joints etc.</li> </ul>
Class 4	Ancient Egypt	<p>Painting</p> <ul style="list-style-type: none"> <li>- Using drawing skills to create forms through paint</li> <li>- Using colour to create shape, light and depth</li> <li>- Using variety of expressive paint marks</li> <li>- Understanding depth and how to convey this.</li> <li>- Express textures from textiles through painting and sculpture, making something look spikey or smooth from how we draw it.</li> </ul> <p>4. Collage</p> <ul style="list-style-type: none"> <li>- Extend collage skills to other art skills</li> <li>- Combine collage with painting</li> </ul>	<p>3. Painting</p> <ul style="list-style-type: none"> <li>- Painting 3d sculptures, to emphasise shading and depth to an already 3d shape</li> <li>- Mixing colours well to create realistic surfaces</li> <li>- Create a painting of sculptures and of observed objects to further develop creating depth and form with a variety of paint shades</li> <li>- Practice mixing as many different shades of the same colour</li> <li>- Practice painting with this monochromatic palette to study more complex shapes and how light moves across them</li> </ul> <p>4. Collage</p> <ul style="list-style-type: none"> <li>- Using a monochromatic 'palette' to create a 3d object from layered materials</li> <li>- Experimenting using collage to convey something realistic and observed but also to</li> </ul>	<p>3. Painting</p> <ul style="list-style-type: none"> <li>- Experimenting by painting onto sculptures and by painting still life objects or made objects</li> <li>- Learn how to paint 3 dimensional shapes using a monochromatic palette to simplify the process</li> <li>- Observing objects and matching tone</li> <li>- Understanding how light and dark can be recreated through paint</li> <li>- Using the application of the paint to create desired 3d look</li> </ul> <p>4. Collage</p> <ul style="list-style-type: none"> <li>- Using collage to create 3d effects on flat surfaces and onto 3d surfaces – much like the painting skill above.</li> </ul>

		<ul style="list-style-type: none"> <li>- Learning what effect collage can have: can abstract a photo, create depth or flatten a design etc.</li> </ul>	<p>create something imagined – useful tool for creating an imagined historic scrap book, photobook or a memento from the past</p> <ul style="list-style-type: none"> <li>- How could you use different materials to convey the theme – E.G stained paper to look old, layered with fabric and pictures of historic buildings</li> </ul>	<ul style="list-style-type: none"> <li>- Using collage to create interesting and imaginative 2d studies on a theme</li> <li>- Manipulate materials to create desired look E.G stain with coffee to look old, rub with a leaf to stain green, tear at the edges etc.</li> </ul>
Class 4	Vikings	<p>Textiles</p> <ul style="list-style-type: none"> <li>- Manipulating materials to create something new (sewing, cutting, sticking)</li> <li>- Use composition and understanding of materials to design a piece of work</li> <li>- Incorporate other learnt skills: Sculpture and textiles, painting and textiles, drawing and textiles, collage and textiles etc.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>- Gather footage and images with intent</li> <li>- Manipulating an imported image using filters and effects</li> <li>- Add layers to imported image</li> <li>- Layer more images, shapes, textures, lines, text etc to create piece with many components</li> </ul>	<p>5. Textiles</p> <ul style="list-style-type: none"> <li>- Continuing to learn how to create simple joins using needle and thread</li> <li>- Continuing from collage, how can the sewn creation be altered to make it look a certain way – to make it old, to have certain detail etc.</li> <li>- Exploring different materials and their qualities, using second hand materials and transforming them into something new.</li> </ul> <p>6. Digital Media</p> <ul style="list-style-type: none"> <li>- Using imagination to create a video or stage a photograph to make it look like it is from a different period of time</li> <li>- How can they manipulate the colour after to change the photograph? Adding sepia colour effect, black and white etc.</li> <li>- Changing environment to make it fit the project – learning how to manipulate objects to affect how the finished digital piece will look</li> <li>-</li> </ul>	<p>5. Textiles</p> <ul style="list-style-type: none"> <li>- Develop sewing skills and be able to join several pieces of fabric together</li> <li>- Understand how to transform two pieces of fabric into a simple bag – could have handles or draw string fastening.</li> </ul> <p>6. Digital Media</p> <ul style="list-style-type: none"> <li>- Learn how to edit the appearance of a photograph with different colour effects</li> <li>- Edit a variety of photos to get different outcomes, what happens when you make the colour bluer or more orange? What happens when you make it grainier?</li> <li>- Learning simple photo editing techniques to fit with desired topic and theme</li> <li>- Creating still life scenes, using knowledge from other skill practices</li> </ul>

				to create a scenes with depth, yet that also tells a story
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## KS2 – YEAR 5 PROGRESSION IN SKILLS

Year Group and Term	Topics	Skills Required	Project Proposals	Building Progression
Year 5 Autumn	Elizabeth 1	<p>Textiles</p> <ul style="list-style-type: none"> <li>- Manipulating materials to create something new (sewing, cutting, sticking)</li> <li>- Use composition and understanding of materials to design a piece of work</li> <li>- Incorporate other learnt skills: Sculpture and textiles, painting and textiles, drawing and textiles, collage and textiles etc.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>- Extend collage skills to other art skills</li> <li>- Combine collage with painting</li> <li>- Learning what effect collage can have: can abstract a photo, create depth or flatten a design etc.</li> </ul>	<p>1. Textiles</p> <ul style="list-style-type: none"> <li>- Using sewing to explore a theme</li> <li>- Continuing to explore how different fabrics emit certain meaning E.G Status of owner, Age of garment</li> <li>- Develop comparisons between different eras of textiles</li> <li>- What else falls under textiles? Clothes, fashion accessories, bedding, carpets etc.</li> <li>- How do these items differ from today?</li> </ul> <p>2. Collage</p> <ul style="list-style-type: none"> <li>- Progress from textile skills and continue to explore the surface of things from the past</li> <li>- How can you recreate different surfaces such as buildings, clothing, nature, using collage?</li> <li>- Develop and understanding of the colour scheme of a particular era and pick and choose different materials that fit that theme</li> <li>- How else can we convey a message from the past through collage? Use old newspapers or photographs of old memorabilia E.G Jewellery</li> </ul>	<p>1. Textiles</p> <ul style="list-style-type: none"> <li>- Exploring fabrics through history, looking at differences between garments and other uses of fabric</li> <li>- Using sewing skills to recreate different experimental pieces that mimic past styles</li> <li>- Developing sewing techniques to create layered swatch</li> </ul> <p>2. Collage</p> <ul style="list-style-type: none"> <li>- Use collage to communicate a message from the past, using different materials that are carefully chosen to convey the theme</li> <li>- Create a story with meaning using collage E.G A scrapbook page of a real or fictional character</li> <li>- Create a piece that has 2d and 3d elements</li> <li>- Combine other art skills to make a finished piece (even if finished piece is</li> </ul>

			<ul style="list-style-type: none"> <li>- Create a memento from the past using these methods</li> <li>- Introduce other art skills to emphasise the work E.G a drawing of an object overlaying the collage.</li> </ul>	<p>lots of small best pieces and not one final project)</p> <ul style="list-style-type: none"> <li>- Manipulate materials to fit theme</li> </ul>
<b>Year 5 Spring</b>	Mining	<p>Drawing</p> <ul style="list-style-type: none"> <li>- Seeing what makes up an object and deconstructing it through drawing</li> <li>- 3d drawing</li> <li>- Use of mark making to portray dimension, light and texture</li> <li>- holding pencil in new ways, to get different effects</li> <li>- Expressive mark making</li> <li>- Using imagination</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>- Using drawing skills to create forms through paint</li> <li>- Using colour to create shape, light and depth</li> <li>- Using variety of expressive paint marks</li> <li>- Understanding depth and how to convey this.</li> <li>- Express textures from textiles through painting and sculpture, making something look spikey or smooth from how we draw it.</li> </ul>	<p>3. Drawing</p> <ul style="list-style-type: none"> <li>- Using charcoal to explore theme – how does the use of material help convey the topic, what other materials would convey the topic well?</li> <li>- How can their drawing convey emotion? Through the designed scene. Through drawn details.</li> <li>- Creating depth through the use of a wide variety of pencil shades and mark making</li> <li>- Combining observation with imagination E.G a self-portrait of them as a miner – or drawing a local landscape combined with researched images of mine shafts.</li> </ul> <p>4. Painting</p> <ul style="list-style-type: none"> <li>- Continue to use a monochromatic pallet (black and white) to continue drawing project</li> <li>- Use a variety of shades and textures, skills transferred from drawing.</li> <li>- Reintroduce colours but only minimally and carefully chosen to add meaning E.G a black and white portrait with blue eyes or a black and white landscape with a dark red sky</li> <li>- Painting new and more complex shapes – E.G the face. – Using skills of deconstructing shapes to help do this</li> </ul>	<p>3. Drawing</p> <ul style="list-style-type: none"> <li>- Continuing to convey a theme through chosen art skills</li> <li>- Creating emotion through their work, not just observing</li> <li>- Drawing in a variety of scales and perspectives E.G close up portrait that fills the page and a bigger perspective of a landscape</li> <li>- Drawing detailed objects in a variety of scales – suggesting detail through mark making E.G cross hatching to suggest grass in a landscape</li> <li>- Understanding how to create a good composition through observing artists work and their surroundings (E.G using a view finder)</li> </ul> <p>4. Painting</p> <ul style="list-style-type: none"> <li>- Using colour carefully to convey message and meaning</li> <li>- Using drawing skills to paint</li> <li>- Creating detailed paintings using a limited palette to put emphasis on the form of the object itself</li> <li>- Observing closely E.G using a mirror to do a self-portrait or through</li> </ul>

			<ul style="list-style-type: none"> <li>- Practice painting quickly, as if sketching with a pencil to get used to using the paintbrush in a variety of ways to create different line qualities</li> </ul>	<p>studying an object closely and from a variety of angles.</p>
<b>Year 5 Summer</b>	Mayans	<p>Sculpture</p> <ul style="list-style-type: none"> <li>- Building using a variety of materials</li> <li>- Creating strong 3d shape - -</li> </ul> <p>Understanding structures and shapes</p> <ul style="list-style-type: none"> <li>- Adding detail to larger piece</li> <li>- Designing and forethought on project</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>- Gather footage and images with intent</li> <li>- Manipulating an imported image using filters and effects</li> <li>- Add layers to imported image</li> <li>- Layer more images, shapes, textures, lines, text etc. to create piece with many components</li> </ul>	<p>5. Sculpture</p> <ul style="list-style-type: none"> <li>- Creating work with the intention to then film it – how would the piece need to look to make it look life size when filmed?</li> <li>- Creating a variety of scenes that resemble the theme E.G Mayan temples, landscapes and villages</li> <li>- Using a variety of materials to portray their intended vision E.G using clay to create temple and gathered dried grass for the landscape</li> <li>- Using previous knowledge to carefully select materials that will best capture the theme</li> <li>- Do elements of the project move?? Think about articulating moving parts E.G a mechanism to make the sun rise and fall behind a cloud, or characters moving in and out of buildings</li> <li>- Building stable sculptures with good and well planned integrity, experiment making these stable structures and research different ways to do this</li> </ul> <p>6. Digital Media</p> <ul style="list-style-type: none"> <li>- Continue to develop filming skills to video their sculpted creations to create a small film</li> <li>- Create a storyboard, planning ideas and having a vision for the work</li> </ul>	<p>5. Sculpture</p> <ul style="list-style-type: none"> <li>- Exploring scale</li> <li>- Creating work with an intended outcome E.G to be filmed and photographed</li> <li>- Design sculpture using drawing skills but also experimenting with the materials to find desired look and effect</li> <li>- Combining a variety of materials to create a scene in a certain style, using different surface qualities E.G stone, grass, fabric</li> </ul> <p>6. Digital Media</p> <ul style="list-style-type: none"> <li>- Develop storyboarding skills and research film makers storyboarding</li> <li>- Plan how to film the scene and experiment making little clips using a variety of camera movements</li> <li>- Use the camera to convey message and meaning</li> </ul>

			<ul style="list-style-type: none"> <li>- Looking at examples of stop motion animation or small scale videos and writing down ideas for their own film</li> <li>- How can they use camera skills to aid convey their chosen story – E.G a moving camera to mimic a character walking, the camera filming from high up to make the building look taller or to capture a bigger scene</li> </ul>	
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## KS2 – YEAR 6 PROGRESSION IN SKILLS

<b>Year Group and Term</b>	<b>Topics</b>	<b>Skills Required</b>	<b>Project Proposal</b>	<b>Building Progression</b>
<b>Year 6 Autumn</b>	Romans	<p>Sculpture</p> <ul style="list-style-type: none"> <li>- Building using a variety of materials</li> <li>- Creating strong 3d shape - -</li> <li>- Understanding structures and shapes</li> <li>- Adding detail to larger piece</li> <li>- Designing and forethought on project</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>- Using drawing skills to create forms through paint</li> </ul>	<p>1. Sculpture</p> <ul style="list-style-type: none"> <li>- Exploring scale – creating life size examples of work as well as smaller models E.G sculpted brick make from clay and small model of Roman building</li> <li>- Sculpting larger objects that require planning in their structure E.G research how make Roman vessels</li> <li>- Make an artefact E.G a Roman vessel that is just the handle and part of the vase left</li> </ul> <p>2. Painting</p> <ul style="list-style-type: none"> <li>- Painting sculpted pieces to enhance their aged look</li> <li>- Research colour palette of time period</li> </ul>	<p>1. Sculpture</p> <ul style="list-style-type: none"> <li>- Working on large and small scale pieces of work</li> <li>- Developing understanding of how to make structurally sound sculptures E.G using a mould with clay dries like you would a balloon and papier Mache</li> <li>- Understanding qualities of materials E.G clay will crack and break if left to dry out (spray with water and cover with a bag to keep it moist)</li> <li>- Manipulating a variety of materials to develop a concept</li> </ul>

		<ul style="list-style-type: none"> <li>- Using colour to create shape, light and depth</li> <li>- Using variety of expressive paint marks</li> <li>- Understanding depth and how to convey this.</li> <li>- Express textures from textiles through painting and sculpture, making something look spikey or smooth from how we draw it.</li> </ul>	<ul style="list-style-type: none"> <li>- How have painting methods changed? What would they have used to make a colour? –</li> <li>- Research natural pigment and dyes and make your own paint</li> <li>- Paint using methods to add 3 dimension to the piece</li> <li>- Enhance details and form of 3d sculpture with painting E.G enhancing a crack by painting it black inside or using a sponge to add texture to brick work.</li> </ul>	<p>2. Painting</p> <ul style="list-style-type: none"> <li>- Creating a variety of textures and illusion of surface qualities with paint and method of application</li> <li>- Combining painting with sculpture skills</li> <li>- Developing understanding of the history of paint</li> <li>- Using a variety of materials to paint with E.G natural pigments, manufactured paint</li> <li>- Using observational skills to enhance a 3d object with paint</li> <li>- Explore how light hits and object and paint in these negative spaces to help with their drawing practice</li> </ul>
<b>Year 6 Spring</b>	Plague	<p>Drawing</p> <ul style="list-style-type: none"> <li>- Seeing what makes up an object and deconstructing it through drawing</li> <li>- 3d drawing</li> <li>- Use of mark making to portray dimension, light and texture</li> <li>- holding pencil in new ways, to get different effects</li> <li>- Expressive mark making</li> <li>- Using imagination</li> </ul> <p>Textiles</p>	<p>3. Drawing</p> <ul style="list-style-type: none"> <li>- Studying the way shapes move in space, <ol style="list-style-type: none"> <li>1. Using a straight stick or ruler</li> <li>2. Hold it vertically out in front of you, arm stretched, keep it up right, not leaning backwards or forwards</li> <li>3. Align stick with observed object by moving stick side to side (not forward and backwards in space) E.G line your stick up with the lines of a cuboid</li> <li>4. Keeping arm extended and the stick in position, transfer the line to your paper and mark it down</li> </ol> </li> </ul>	<p>3. Drawing</p> <ul style="list-style-type: none"> <li>- Understanding how shapes move in space</li> <li>- Using tools to help us build up a composition</li> <li>- Developing understanding of scale through the use of a viewfinder</li> <li>- Understand how shapes move in space as oppose to how we might expect, often they appear very different when you begin to draw them, as you will notice when a drawing doesn't quite look right</li> </ul>

		<ul style="list-style-type: none"> <li>- Manipulating materials to create something new (sewing, cutting, sticking)</li> <li>- Use composition and understanding of materials to design a piece of work</li> <li>- Incorporate other learnt skills: Sculpture and textiles, painting and textiles, drawing and textiles, collage and textiles etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Using a viewfinder to capture the piece of a still life that you want to capture (viewfinders can be made by the students)</li> <li>- Using a grid method on your paper to draw what you see in your viewfinder</li> <li>- Using a variety of pencil shades and drawing techniques such as crosshatching to portray shadows and depth</li> <li>- Using positive and negative space to develop the form of a shape</li> <li>- Understand what makes up the shape – a series of smaller shapes that make up a larger form that has obscure shapes and lines that build up the texture and depth</li> <li>- How can the chosen objects in the still life tell a story, how can they capture the theme and convey emotion?</li> </ul> <p>4. Textiles</p> <ul style="list-style-type: none"> <li>- link back to T1 and T2 and how meaning and messaging are conveyed through art, how can they tie meaning into their designs, inspired by what they've learnt</li> <li>- Using sewing to explore a theme and create a garment or accessory within that theme (E.G plague doctor hat, tutor tunic etc.)</li> <li>- Using a pattern to understand what a garment is made up of – a series of different shapes of fabric to make up one final piece</li> <li>- Carefully select fabric choices to fit with theme, research fabric of time period</li> </ul>	<ul style="list-style-type: none"> <li>- Using still life to convey the chosen theme</li> <li>- Studying still life drawings and what they captured (E.G Vanitas – capturing fleeting life)</li> </ul> <p>4. Textiles</p> <ul style="list-style-type: none"> <li>- Using textiles patterns of clothing to create a garment</li> <li>- Using a sewing machine or sew by hand to create secure items</li> <li>- Use research of a time period to design own garment or accessory</li> </ul>
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<p><b>Year 6 Summer</b></p>	<p>WW2</p>	<p>Digital Media</p> <ul style="list-style-type: none"> <li>- Gather footage and images with intent</li> <li>- Manipulating an imported image using filters and effects</li> <li>- Add layers to imported image</li> <li>- Layer more images, shapes, textures, lines, text etc. to create piece with many components</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>- Extend collage skills to other art skills</li> <li>- Combine collage with painting</li> <li>- Learning what effect collage can have: can abstract a photo, create depth or flatten</li> </ul>	<p>5. Digital Media</p> <ul style="list-style-type: none"> <li>- Creating a story that has depth and meaning</li> <li>- Creating a concept (art can be more than a visual image)</li> <li>- Creating an audio document to mimic either an old radio station or diary entry</li> <li>- Or creating a video that captures a moment in time (use props/ clothing etc.)</li> <li>- How can they use the recording equipment (camera, microphone, video camera) to manipulate a situation and create something new? E.G Recording audio from far away</li> <li>- How can they use props to add effects? E.G a sepia coloured filter over the lens, paper being crunched up to sound like a crackly radio</li> <li>- How can they manipulate the file afterward to further the concept of their piece? E.G layering audio make it sound like another radio programme being tuned in.</li> </ul> <p>6. Collage</p> <ul style="list-style-type: none"> <li>- How can collage be used to convey a narrative?</li> <li>- Collage can use a variety of materials that each have their own story to them E.G newspaper articles, old photographs, dried flowers etc.</li> <li>- How can you create meaning through collage? Using a variety of materials to carefully construct a story – is it a story of heroism, a story of sadness, a story of hope?</li> <li>- How can you choose colours, fabrics, materials, memorabilia, photographs that fit your story?</li> <li>- Research how collage has been used by artists to tell a story or to capture a moment in time</li> </ul>	<p>5. Digital Media</p> <ul style="list-style-type: none"> <li>- Creating believable concepts that have depth and researched backgrounds</li> <li>- Creating a concept story that is engaging</li> <li>- Planning and storyboarding using knowledge of existing and researched skills and creative methods</li> <li>- Researching non-fiction and fictional storytellers E.G audio artists/ radio show, filmmakers/ documentaries, photo journalists/ photographers</li> </ul> <p>6. Collage</p> <ul style="list-style-type: none"> <li>- Creating a narrative and planned story through the use of collage</li> <li>- Use a broad range of printed, photocopied and found resources to build literal and emotional depth to the piece</li> <li>- Convey a variety of emotions through their work</li> <li>- Research the use of collage in art to capture a moment in time or to tell a story</li> </ul>
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			<ul style="list-style-type: none"><li>- photocopy their own paintings and drawings that they can then cut up and reassemble</li><li>- How can they apply their knowledge of scale, depth and perspective to create 'illusions' in their collage? Layering darker materials to make it appear further back etc.</li></ul>	
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