

Cumwhinton School - CUMWHINTON CURRICULUM

Art - Termly Progression

Below the Art Curriculum has been broken into 4 essential strands which are covered across the school, across the years.

Technical Proficiency

Understanding & Applying Knowledge

Creativity

Personal Development

Year group	AUTUMN Humanity Local	SPRING Innovation National	SUMMER The World Worldwide
EYFS	<p><u>ELG 16 Creating with materials</u> will run throughout the year where children have experiences in continuous provision of each skill below but each term will have a teaching focus as stated below</p>		
	<p><u>Drawing</u></p> <p>Pupils develop their control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. Pupils learn to tonally shade areas and shapes as neatly and carefully as they can.</p>	<p><u>Painting</u></p> <p>Learn how to hold and control a paintbrush. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment.</p> <p>Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them.</p>	<p><u>Sculpture</u></p> <p>Pupils learn to create Form by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example.</p>
Year 1	<p><u>Drawing</u></p> <p>Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. They explore the concept of light & dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly & accurately. Pupils learn how to control the pressure of their drawing materials.</p> <p>Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.</p> <p>Compare their art to appropriate works of art recognising what is the same and what is different.</p>	<p><u>Painting</u></p> <p>They know different types of paint and the properties of each such as poster paint, powdered paint, and block paint. Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully.</p> <p>Study famous works of a c & d, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.</p> <p>Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes.</p> <p>Compare their art to appropriate works of art recognising what is the same and what is different.</p>	<p><u>Sculpture</u></p> <p>Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented, or seen.</p> <p>Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish</p> <p>Study famous works of a c & d, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.</p> <p>Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes.</p> <p>This may be coming up with an idea linked to a theme or topic they are studying.</p>

			Compare their art to appropriate works of art recognising what is the same and what is different.
Year 2	<p><u>Drawing</u> Greater skill & control is evident when using the formal elements to draw, e.g., using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern.</p> <p>Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.</p> <p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p>	<p><u>Painting</u> Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control.</p> <p>Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.</p> <p>Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make.</p> <p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p>	<p><u>Sculpture</u> Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.</p> <p>Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make.</p> <p>Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.</p> <p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p>
Year 3	<p><u>Drawing</u> Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms.</p>	<p><u>Painting</u> Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes.</p> <p>They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have.</p> <p>Pupils study how other artists' paint, applying elements of this to their work.</p> <p>Study significant works of art. How has the artist produced this work? What was the background to the</p>	<p><u>Sculpture</u> They should design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>Study significant works of art, craft, design or architecture and give personal oral opinions about it. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p>

	<p>Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p> <p>Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.</p> <p>They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.</p> <p>Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others.</p>	<p>art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p> <p>Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.</p> <p>Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others.</p>	<p>Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know.</p> <p>Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others.</p>
Year 4	<p><u>Drawing</u></p> <p>Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)</p> <p>Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p> <p>Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and</p>	<p><u>Painting</u></p> <p>Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Know when to use these paints & name some of their properties.</p> <p>Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p> <p>Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around</p>	<p><u>Sculpture</u></p> <p>Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging.</p> <p>Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose,</p>

	<p>discoveries.so their sketchbook becomes a very personal space. They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. Orally describe their work and the work of others, describing the formal elements of colour, line,</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.</p>	<p>them, their ideas, thoughts, feelings and discoveries.so their sketchbook becomes a very personal space. Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses. Orally describe their work and the work of others, describing the formal elements of colour, line,</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.</p>	<p>talk about why they like it, developing their use of the language of art (formal elements). Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.so their sketchbook becomes a very personal space. Orally describe their work and the work of others, describing the formal elements of colour, line,</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.</p>
Year 5	<p><u>Drawing</u> Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention. Study significant works of art using the following method:</p> <ul style="list-style-type: none"> Formal elements - line, tone, colour, shape, form, comp, pattern, texture. Mood - what emotions does the work convey? <p>Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes.</p>	<p><u>Painting</u> Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details. Study significant works of art using the following method:</p> <ul style="list-style-type: none"> Content - Describe the art. Social, historical factors affect the work. Process - When & how made? What materials & techniques are used? Formal elements - line, tone, colour, shape, form, comp, pattern, texture. Mood - what emotions does the work convey? <p>Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work. Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record</p>	<p><u>Sculpture</u> Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard. Study significant works of art using the following method:</p> <ul style="list-style-type: none"> Content - Describe the art. Social, historical factors affect the work. Process - When & how made? What materials & techniques are used? Formal elements - line, tone, colour, shape, form, comp, pattern, texture. Mood - what emotions does the work convey? <p>Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work. Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for</p>

	<p>Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.</p> <p>Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.</p>	<p>keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.</p> <p>Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.</p>	<p>pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. Take risks when trying out materials, investigate and explore the properties of materials. Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.</p> <p>Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this. Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.</p> <p>Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.</p>
Year 6	<p><u>Drawing</u> Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective. Study significant works of art using the following method:</p> <ul style="list-style-type: none"> • <i>Content</i> - Describe the art. What social, historical factors affect the work? • <i>Process</i> - When & how was the work made? What materials & techniques are used? • <i>Formal elements</i> - line, tone, colour, shape, form, composition, pattern, texture. 	<p><u>Painting</u> Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them. Study significant works of art using the following method:</p> <ul style="list-style-type: none"> • <i>Content</i> - Describe the art. What social, historical factors affect the work? • <i>Process</i> - When & how was the work made? What materials & techniques are used? 	<p><u>Sculpture</u> Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. Study significant works of art using the following method:</p> <ul style="list-style-type: none"> • <i>Content</i> - Describe the art. What social, historical factors affect the work? • <i>Process</i> - When & how was the work made? What materials & techniques are used? • <i>Formal elements</i> - line, tone, colour, shape, form, composition, pattern, texture. • <i>Mood</i> - what emotions does the work convey? <p>Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they</p>

	<ul style="list-style-type: none"> • <i>Mood</i> - what emotions does the work convey? <p>Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.</p> <p>Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space.</p> <p>Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media</p> <p>Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.</p> <p>They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.</p> <p>Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.</p>	<ul style="list-style-type: none"> • <i>Formal elements</i> - line, tone, colour, shape, form, composition, pattern, texture. • <i>Mood</i> - what emotions does the work convey? <p>Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.</p> <p>Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space.</p> <p>Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media</p> <p>Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.</p> <p>They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.</p> <p>Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.</p>	<p>have learned from their artist's studies to produce original work.</p> <p>Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space.</p> <p>Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media</p> <p>Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.</p> <p>They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.</p> <p>Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.</p>
--	---	---	--