Curriculum Progression for Art and Design

> "Art has the role in education of helping children become more like themselves instead of more like everyone else."
>
> - Sydney Gurewitz Clemens
>
> At Burhill Primary School, we value Art as an important part of the children's entitlement to a broad and balanced curriculum. We provide opportunities for all children at our school to take part in memorable art experiences. Art is one of the foundation subjects in the National Curriculum and is an important part of developing children's individual creativity. Aside from creativity, the Arts play a role in developing other key skills, such as problem solving, recognising different perspectives and resilience. Our aim is to foster a love of Art through ensuring that children can confidently approach their learning in this subject and feel a strong sense of achievement.

Guidance for using this document

The document below shows how we will cover all the relevant Art knowledge and skills across our school. The EYFS skills progression follows the EYFS framework for expressive Arts and Design. For KS1 and KS2, Art should always be taught by embedding the 'Generating Ideas' → 'Creation' → 'Evaluating' model throughout each Big idea, with knowledge being taught alongside. The progression is based on the Cornerstones scheme but the context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to the year group's termly topic. Anything not covered by cornerstones is highlighted in grey. Relevant artists are included on the final page.

Recording

In Year N and Year R, children's artwork is completed as individual pieces; this may be kept as a paper record or as a photo. From Year 1 to Year 6 children use sketchbooks to record their learning journey. Each child is unique and so each sketchbook should be unique, enabling children to develop their independence and creativity.

Assessment

Assessment in Art should never be a judgement passed from teacher to pupil; it should be guidance for improvement through clear next steps. Teachers assess children's knowledge, understanding and skills in Art by making observations of the children working during lessons. Feedback given to children by their peers or teachers is in the form of post-it notes over the learning so that their art is not marked in the process.

When assessing Art teachers should look for the following:

1. Quantity and quality of participation → Have the children participated enthusiastically to reach their potential in what you have taught them?
2. Progression → Are the children working at their age expectations based on this progression document?
3. Self-evaluation → Are the children able to verbalise their process of learning in Art?

Expressive Arts and Design
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

30-50 months	Expressive Arts and Design	Exploring and Using Media and Materials	- To explore colour and how colours can be changed. - To understand that they can use lines to enclose space and then begin to use these shapes to represent objects. - To begin to be interested in and describe the texture of things.
		Being imaginative	- To develop a preference for forms of expression. - To notice what adults do, imitating what is observed then doing it spontaneously when the adult is not there. - To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
40-60 months	Expressive Arts and Design	Exploring and Using Media and Materials	- To explore what happens when they mix colours. - To experiment to create different textures. - To understand that different media can be combined to create new effects. - To manipulate materials to achieve a planned effect. - To construct with a purpose in mind, using a variety of resources. - To use simple tools and techniques competently and appropriately. - To select the appropriate resources and adapt work where necessary. - To select tools and techniques needed to shape, assemble and join materials they are using.
		Being imaginative	- To create simple representations of events, people and objects. - To choose particular colours to use for a purpose.

ELG	Expressive Arts and Design	Exploring and Using Media and Materials	- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
		Being Imaginative	- To use what they have learnt about media and materials in original ways, thinking about uses and purposes. - They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Year 1

Big idea		Learning intention	Knowledge and understanding
Creativity	Generation of ideas	- Communicate their ideas simply before creating artwork. - Recognise that ideas can be expressed in art work.	- Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.
	Creation	- Design and make art to express ideas. - Work spontaneously and enjoy the act of making/creating. - Sustain concentration and control when experimenting with tools and materials. - Try out a range of materials and processes and recognise that they have different qualities. - Use materials purposefully to achieve particular characteristics or qualities.	- Ideas can be created through observation, imagination and memory. - Know how to explain what they are doing. - Know how to recognise some simple characteristics of different kinds of art and artists. - Know the names of the tools, techniques and the formal elements (colours, shapes, tones, etc.) that they use.
	Evaluation	- Say what they like about their own or others' work using simple artistic vocabulary. - Recognise and describe key features of their own and others' work. - Show interest and describe what they think about the work of others. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.
Materials	Malleable Materials	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening poking, squashing and smoothing.	Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.
	Paper and fabric	Use textural materials, including paper and fabric to create a simple collage.	Collage is an art technique where different materials are layered and stuck down to create artwork.
	Paint	Identify and use paints in the primary colours.	The primary colours are red, yellow and blue.

	Pencil, ink, charcoal and pen	Use soft and hard pencils to create different types of line.	Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.
	Printing	Make simple prints and patterns using a range of liquids including ink and paint.	A print is a shape or image that has been made by transferring paint, fabric, paint, ink or other media from one surface to another.
Nature	Natural art	Make transient art and pattern work using a range of natural materials.	Transient art is moveable, non-permanent and usually made of a variety of objects and materials.
Humankind	Human form	Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.	A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.
Place	Landscapes	Draw or paint a place from memory, imagination or observation.	Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).
Comparison	Compare and Contrast	Identify similarities and differences between two or more pieces of art.	Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.
Significance	Significant people, artwork and movements	Describe and explore the work of a significant artist.	Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.

Year 2

Big idea		Learning intention	Knowledge
Creativity	Generation of ideas	- Make simple sketches to explore and develop ideas. - Try out different activities and make sensible choices about what to do next. - Use drawing to record ideas and experiences.	A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas.
	Creation	- Select the best materials and techniques to develop an idea. - Develop and exercise some care and control over the range of materials they use. For example, they do not accept the first mark but seek to refine and improve.	Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.
	Evaluation	Analyse and evaluate their own and others' work using artistic vocabulary.	Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.
Materials	Malleable Materials	Press objects into a malleable material to make textures, patterns and imprints.	Malleable materials such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.
	Paper and fabric	Create a range of textures using the properties of different types of paper.	Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastes, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.
	Paint	Identify and mix secondary colours.	The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.
	Pencil, ink, charcoal and pen	Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.	Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thickness and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thickness and tones, and can be rubbed onto paper and smudged.

	Printing	Use the properties of various materials, such as clay or polystyrene, to develop a block print.	A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.
Nature	Natural art	Draw, paint and sculpt natural forms from observation, imagination and memory.	Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.
Humankind	Human form	Represent the human form, including face and features, from observation, imagination or memory.	A drawing, painting or sculpture of a human face is called a portrait.
Place	Landscapes	Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.	A landscape is a piece of artwork that shows a scenic view.
Comparison	Compare and Contrast	Describe similarities and differences between artwork on a common theme.	Common themes in art include landscapes, portraiture, animals, streets and buildings, garden, the sea, myths, legends, stories and historical events.
Significance	Significant people, artwork and movements	Explain why a painting, piece of artwork, body of work or artists is important.	Works of art are important for many reasons: they were created by famous or highly skilled artists they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created large body of work over a long period of times.

Year 3

Big idea		Learning intention	Knowledge
Creativity	Generation of ideas	- Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. Gather and review information, references and resources related to their ideas and intentions.	Visual elements include colour, line, shape, form, pattern and tone.
	Creation	- Use and combine a range of visual elements in artwork. - Develop practical skills by experimenting with, and testing the qualities of a range of different materials (pencil, charcoal, paint, clay) and techniques. - Select, and use appropriately, a variety of materials and techniques in order to create their own work.	Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.
	Evaluation	- Analyse and evaluate their own and others' work using artistic vocabulary. - Take time to reflect (in their sketchbooks) upon what they like and dislike about their work in order to improve it.	Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
Materials	Malleable Materials	Create a 3-D form using malleable or rigid materials, or a combination of materials.	Malleable materials, such as clay, papier-mache and Modroc, are easy to change into a new shape. Rigid materials such as carboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.
	Paper and fabric	Weave natural or man-made materials on carboard looms, making woven pictures or patterns.	Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.
	Paint	Identify, mix and use contrasting coloured paints.	Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.
	Pencil, ink, charcoal and pen	Add tone to a drawing by using linear and cross hatching, scumbling and stippling.	Hatching, cross-hatching and shading are techniques artists use to add texture and form.

	Printing	Make a two-colour print.	A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full pint then cutting away areas of the printing block before printing again.
Nature	Natural art	Use nature and natural forms as a starting point for artwork.	Nature and natural forms can be used as a starting point for creating artwork.
Humankind	Human form	Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.	Artists draw, paint or sculpt human forms in actives poses.
Place	Landscapes	Draw, paint or photograph an urban landscape.	An urban landscape is a piece of artwork that shows a view of a town or city.
Comparison	Compare and Contrast	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.
Significance	Significant people, artwork and movements	Work in the style of a significant artist, architect, culture or designer.	The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement which they belong and the techniques and materials they have used.

Big idea		Learning intention	Knowledge
Creativity	Generation of ideas	- Create a series of sketches over time to develop ideas on a theme or mastery of a technique. - Select and use relevant resources to develop their ideas.	Artists use sketching to develop an idea over time.
	Creation	- Develop techniques through experimentation to create different types of art. - Apply the technical skills they are learning to improve the quality of their work. For example, in painting, they select and use different brushes for different purposes.	Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.
	Evaluation	- Give constructive feedback to others about ways to improve a piece of artwork. - Regularly reflect upon their own work (in their sketchbooks) ad use comparisons with the work of others (pupils and artists) to identify how to improve.	Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.
Materials	Malleable Materials	Use clay to create a detailed 3-D form.	Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.
	Paper and fabric	Use a range of stitches to add detail and texture to fabric or mixed-media collages.	Stitches include running stitch, cross stitch and blanket stitch.
	Paint	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.

	Pencil, ink, charcoal and pen	Use the properties of pen, ink and charcoal to create a range of effects in drawing.	Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.
	Printing	Combine a variety of printmaking techniques and materials to create a print on a theme.	Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography.
Nature	Natural art	Represent the detailed patterns found in natural phenomena, such as water and weather.	Natural patterns from weather and water are often used as a subject matter.
Humankind	Human form	Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points.	Art can be developed that depicts the human form to create a narrative.
Place	Landscapes	Choose an interesting or unusual perspective or viewpoint for a landscape.	Art can display interesting or unusual perspectives and viewpoints.
Comparison	Compare and Contrast	Compare and contrast artwork from different times and cultures.	Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.
Significance	Significant people, artwork and movements	Explain the significance of art, architecture or design from history and create work inspired by it.	Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.

Year 5

Big idea		Learning intention	Knowledge
Creativity	Generation of ideas	- Review and revisit ideas and sketches to improve and develop ideas. - Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.	Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.
	Creation	- Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. - Confidently investigate and exploit the potential of new and unfamiliar materials. - Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.	Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.
	Evaluation	Compare and comment on the ideas, methods and approaches in their own and others' work.	Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.
Materials	Malleable Materials	Create a relief form using a range of tools, techniques and materials.	Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface are visibly attached to the background.
	Paper and fabric	Make paper using traditional craft techniques.	A traditional technique for making paper is soaking paper and blending it to make pulp, straining the pulp through a wire mesh, tapping the paper onto absorbent cloth to remove moisture and pressing the paper between weighted wooden boards for at least two days.
	Paint	Mix and use tints and shades of colours using a range of different materials, including paint.	A thin colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.
	Pencil, ink, charcoal and pen	Use pen and ink (ink wash) to add perspective, light and shade to a composition.	Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.

	Printing	Add text or photographic samples to a print.	Some artists use text or photographic images to add interest or meaning to a print.
Nature	Natural art	Record natural forms, animals and landscapes with clarity, using digital photography.	Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of objects.
Humankind	Human form	Explore and create expression in portraiture.	A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.
Place	Landscapes	Use a range of materials to create imaginative and fantasy landscapes.	Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.
Comparison	Compare and Contrast	Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Visual elements include line, light, shape, colour, pattern, tone, space and form.
Significance	Significant people, artwork and movements	Investigate and develop artwork using the characteristics of an artistic movement.	Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.

Big idea		Learning intention	Knowledge
Creativity	Generation of ideas	- Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. - Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. For examples, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used.	A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.
	Creation	- Create innovative art that has personal, historic or conceptual meaning. - Independently take action to refine their technical and craft skills in order to improve their mastery of materials (pencil, charcoal, clay, paint) and techniques. - Independently select and effectively use relevant processes in order to create successful and finished work.	In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece
	Evaluation	- Adapt and refine artwork in light of constructive feedback and reflection. - Provided a reasoned evaluation of both their own and professionals' work, which takes into account the starting points, intentions and context behind the work.	Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.
Materials	Malleable Materials	Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.	A 3-D form is a sculpture made by carving, modelling, casting or constructing.
	Paper and fabric	Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.	Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.
	Paint	Use colour palettes and characteristics of an artistic movement or artist in artwork.	Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours

	Pencil, ink, charcoal and pen	Use line and tone to draw perspective.	Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).
	Printing	Use the work of a significant printmaker to influence artwork.	Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.
Nature	Natural art	Create art inspired by or giving an environmental message.	Environmental art addresses social and political issues relating to natural and urban environments.
Humankind	Human form	Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.	In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life.
Place	Landscapes	Draw or paint detailed landscapes that include perspective.	Perspective is the art of representing 3-D objects on a 2-D surface.
Comparison	Compare and Contrast	Compare and contrast artists' use of perspective, abstraction, figuration and conceptual art.	Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to the art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.
Significance	Significant people, artwork and movements	Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.	Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.

Process Skill/Key Skill Heading	Relevant artists.
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Leonardo Da Vinci, Vincent Van Gough, Poonac, Sandro Botticelli, Rachel Ruysch, Salvador Dali, Lowry,
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Jackson Pollock, Monet, Chagall, Ben Moseley, Van Gough, Edgar Degas, Henry Rousseau, Guiseppe Arcimboldo, Edward Munch, Georgia O'Keeffe, Frida Kahlo, Renoir, Georges Seurat, Yves Klein
Texture (textiles, clay, sand, plaster, stone)	Linda Caverley, Molly Williams, William Morris, Gustav Klimt, Henry Rousseau, Marc Chagall, Anni Albers, Damien Hirst
Form (3D work, clay, dough, boxes, wire, paper, sculpture, mod roc)	Henry Moore, Barbara Hepworth, Andy Goldsworthy, Gilbert & George, Alberto Giacometti, Donald Judd, Alexander Calder
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Picasso, Dan Mather, Andy Warhol, Katsushika Hokusai, Henry Matisse, Roy Lichtenstein, Banksy
Pattern (paint, pencil, textiles, clay, printing)	Joan Miro, Bridget Riley, Escher, Paul Klee, Joan Miro, Henry Matisse, Paul Signac, Wassily Kandinsky, Sarah Morris, Sonia Delaunay,