

Subject: Art

Progression and Coverage Document

Key Stage 1

National Curriculum:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Pupils should be taught to:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Year 1

<u>NC Objective</u>	<u>Lark Hall Targets</u>	<u>Term and topic</u>	<u>Activity and notes</u>
To use <u>drawing</u> , <u>painting</u> and <u>sculpture</u> to develop and share their ideas, experiences and imagination	5,6,12,13,14, 15,16	Autumn 1- All About Me Spring 1- Is anybody out there? Spring 2- Just Julia Summer 1- Time machine	<ul style="list-style-type: none">• Digital art : self-portraits for whole school display (link to computing)• Painting to complete planet display• Drawing - looking at illustrations of JD books (The Gruffalo) (Axel Scheffler and Lydia Monks) and comparing them to other illustrators e.g. Quentin Blake.• Sculpture- chn to create a model of london (Card and paper for burning) Then design new improved version from clay
To develop a wide range of art and design techniques in using <u>colour</u> , pattern, texture, <u>line</u> , shape, form and space	1,3,4,5,6, 9, 10,11,12, 13,14,15,16	Autumn 2- Happily ever after Spring 1- Is anybody out there? Spring 2- Just Julia Summer 1- Time machine	<ul style="list-style-type: none">• When drawing chn practise copying techniques of lines and dots• Mixing colours in painting• Textiles - make a story quilt• Redesigning a new improved model of London and using sculpture techniques
To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	1,3,4,19,20,21	Autumn 1- All About Me	<ul style="list-style-type: none">• David Hockney (digital artist)

		Spring 1- Is anybody out there?	<ul style="list-style-type: none"> • Mondrian (painting and linked to 2D shapes)
		Spring 2- Just Julia	<ul style="list-style-type: none"> • Axel Scheffler and Lydia Monks (illustration)
		Summer 1- Time machine	<ul style="list-style-type: none"> • Joan Miro (sculpture)
		Summer 2- Get set, grow!	<ul style="list-style-type: none"> • Andy Goldsworthy (collage and outdoor art)

Year 2

<u>NC Objective</u>	<u>Lark Hall Targets</u>	<u>Term and topic</u>	<u>Activity and notes</u>
To use <u>drawing, painting and sculpture</u> to develop and share their ideas, experiences and imagination	7, 8, 14, 15, 16, 17, 18	Autumn 1- Super me Spring 1- Wet, wet wet Explorers Summer 1- Amazing Africa Summer 2- The Royals	<ul style="list-style-type: none"> • Drawing self portraits and painting self portraits with pointillism for whole school display • Collage (linked to materials in science) • Printing- animal prints inspired by animal skin patterns and foam stencils. (link to RE by comparing to Islamic patterns) -can be inspired from Monkey story in Tales told in tents • During trip to royal sites sketching a guard in London
To develop a wide range of art and design techniques in using <u>colour, pattern, texture, line, shape, form and space</u>	14,15,16, 17,18,19	Autumn 1- Super me Summer 1- Amazing Africa	<ul style="list-style-type: none"> • Drawing skills built up from Year 1 eg pencil sketching by changing pressure of pencil to create different shades • Printing - monoprinting (styrofoam)
To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	1,2,3,4,20,21	Autumn 1- Super me Spring 1- Wet, wet, wet Explorers Summer 1- Amazing Africa	<ul style="list-style-type: none"> • Lichtenstein and Seurat (self portraits) • Matisse (collage and linked to shapes) • Mary Cassat (printing)

Key Stage 2

National Curriculum:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Year 3

NC Objective	Lark Hall Targets	Term and topic	Activity and notes
To create sketch books to record their observations and use them to review and revisit ideas	1,2,3,4,5	Autumn 1- Who am I? Spring 1- Discovering Dinosaurs Summer 1- Excavating Ancient Egypt	<ul style="list-style-type: none"> • Through pencil self portraits: develop ideas, collect resources, adapt and refine ideas, comment on artworks, and annotate sketches. • Watercolour for a dinosaur scene • Hieroglyphics using charcoal
To improve their mastery of art and design techniques, including <u>drawing, painting and sculpture</u> with a range of materials [for example, <u>pencil</u> , charcoal, <u>paint</u> , clay]	6,7,8,13,14,15,16,17,18,19,20,21,22,23,28	Autumn 1- Who am I? Spring 1- Discovering Dinosaurs Summer 1- Excavating Ancient Egypt Summer 2- Excavating Ancient Egypt	<ul style="list-style-type: none"> • Develop sketching skills for self portrait • Develop painting skills, use of colour/shade/strokes etc • Use charcoal for hieroglyphics • Make a sculpture of a pyramid with card and a sphinx out of plasticine
To know about great artists, architects and designers in history	29,30	Autumn 1- Who am I? Spring 2- Ridiculous Road Summer 1 and 2-Excavating Ancient Egypt	<ul style="list-style-type: none"> • Faith Ringgold (self portraits) • Quentin Blake (illustrations) • Romero Britto (sculpture)

Year 4

NC Objective	Lark Hall Targets	Term and topic	Activity and notes
To create sketch books to record their observations and use them to review and revisit ideas	1,2,3,4,5	Autumn 1- Yo, me, moi Spring 1- Roaming Romans Spring 2- Fabulous Fables	<ul style="list-style-type: none"> • Self portrait practise based on Picasso • Study of Catholic glass windows for collages • Tessellation drawings linked to African fables

To improve their mastery of art and design techniques, including <u>drawing, painting and sculpture</u> with a range of materials [for example, <u>pencil</u> , charcoal, paint, <u>clay</u>]	6,7,9,10, 11,12,18,19,20,22,23, 24,25,26, 27	Autumn 1- Yo, me, moi Spring 1- Roaming Romans Spring 2- Fabulous Fables Summer 1- Walter Tull Summer 2- Mouse, bird, snake, wolf	<ul style="list-style-type: none"> • Self portrait: half photo and collage other side (include coiling, montage and overlapping) • Collages (inspired by catholic glass windows, mosaic technique) • Roman pottery • Sketching techniques practice for tessellation drawings • Printing: Mood boards to create images that can be printed linked to Walter Tull. Children make their own printing blocks by using string to attach to a block. • Painting: Different brush techniques and using colours to create animals linked to MBSW.
To know about great artists, architects and designers in history	29,30	Autumn 1- Yo, me, moi Spring 1- Roaming Romans Summer 1- Walter Tull	<ul style="list-style-type: none"> • Picasso (self portraits) • Monet (collage) • Warhol (printing)

Year 5

<u>NC Objective</u>	<u>Lark Hall Targets</u>	<u>Term and topic</u>	<u>Activity and notes</u>
To create sketch books to record their observations and use them to review and revisit ideas	1, 2, 3, 4, 20	Autumn 1- Same but different Spring 1- Radiant rainforest Summer 2- Spectacular space	<ul style="list-style-type: none"> • During self portrait painting chn to make personal links with local artists • Look at techniques Marcus Sedgwick has used, creating wood engravings in the same style as the ones in the novel. Look at work of wood engraver John Lawrence • Use clay to create the same sculpture. How were techniques used different, how did they have to adapt to clay? • Drawing and paintings based on Space
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19	Autumn 1- Same but different Spring 1- Radiant rainforests Spring 2- Mainly Marcus	<ul style="list-style-type: none"> • Using resources to revisit painting techniques when creating self portraits • Digital art: create advert for book and edit (inc Music composition and animation/still images) • Use clay to create the same sculpture. Questioning how were techniques used different, how did they have to adapt to clay? • Practise wood engraving techniques based on artist • Mastering drawing and painting techniques for art based on their

		Summer 2- Spectacular space	Space topic
To know about great artists, architects and designers in history	20, 21, 22	Autumn 1- Same but different Spring 2- Mainly Marcus Summer 2- Spectacular space	<ul style="list-style-type: none"> • Van Gogh (self portraits) • Alexander Calder (sculpture) [and John Lawrence (engravings)] • Alan Bean (astronaut artist)

Year 6

<u>NC Objective</u>	<u>Lark Hall Targets</u>	<u>Term and topic</u>	<u>Activity and notes</u>
To create sketch books to record their observations and use them to review and revisit ideas	1,3,4	Autumn 1- This is me Spring 2- Evolution: where it all began Summer 1- A whale of a time	<ul style="list-style-type: none"> • During self portrait drawing and collage chn to make personal links with local artists • Studying Dali's work • Studying Leonardo Di Vinci work
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	8,13,14,15 16,17,18	Autumn 1- This is me Autumn 2- Shakespeare Spring 2- Evolution: where it all began	<ul style="list-style-type: none"> • Using resources to revisit drawing techniques when creating self portraits - use oil pastels • Practising relief printing techniques to produce Tudor roses or Macbeth images • Revising collage techniques based on Dali's work
To know about great artists, architects and designers in history	20,21,22	Autumn 1- This is me Spring 2- Evolution: where it all began Summer 1- A whale of a time	<ul style="list-style-type: none"> • Frida Kahlo (self portraits) • Dali (abstract art linked to collage and evolution) • Leonardo de Vinci (mechanics)

EYFS

Expressive arts and design: Exploring and using media and materials



40-60+
months

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

Early Learning Goal

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Activities

- Self portraits with mirrors and paint (Aut 1)
- Cutting animal masks (Aut 1)
- Making instruments (Aut 1)
- Dancing (Aut 1)
- Cutting and sticking presents (Aut 2)
- Designing and making cards (Aut 2)
- Leaf printing (Aut 2)
- Tinkering table (Spr 1)
- Planet making paper mache (Spr 1)
- Puppet making to retell stories (Spr 2)
- Big bad wolf trap building (Spr 2)
- Making bog baby from clay (Sum 1)
- Painting the plants and food we are growing (Sum 1)

Expressive arts and design: Being imaginative



40-60+
months

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

Early Learning Goal

Children 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.

Activities

- Roleplay (ongoing)
- Songs and rhymes (ongoing)
- Self portraits with mirrors and paint (Aut 1)
- Cutting animal masks (Aut 1)
- Making instruments (Aut 1)
- Dancing (Aut 1)
- Cutting and sticking presents (Aut 2)
- Designing and making cards (Aut 2)
- Leaf printing (Aut 2)
- Planet making paper mache (Spr 1)
- Puppet making to retell stories (Spr 2)
- Big bad wolf trap building (Spr 2)
- Making bog baby from clay (Sum 1)

Whole school technique and material progression

	Self portraits	Drawing	Painting	Sculpture	Printing	Textiles	Collage
EYFS	<i>Mirrors and paint</i>	Use lines to represent objects	Exploring mixing colour and creating texture	Construct with a purpose in mind Papier Mache	Hand Potato Foam leaf printing	Threading boards Mixed media Felt puppets	Combine materials for effect
Year 1	<i>Digital Art</i>	Lines of different sizes and thickness	Mixing colours and making tones of white and black	<i>Card, paper, clay</i> Model of London		Using weaving for pattern. Join with glue. Dye material. Mark and cut material. Running stitch. -Story quilt -Forest School	
Year 2	<i>Pointillism (paint)</i>	Pattern, texture and tone with coloured pencil, dots and lines	Using colour to create patterns and images (pointillism)		Styrofoam - animal prints cut out		Sort, arrange and mix materials, overlap and montage - collage of Chris Columbus/continents
Year 3	<i>Pencil</i>	Light and shadow, hatching for tone and texture. <i>Charcoal</i>	<i>Watercolour</i>	<i>Card -</i> Pyramids (from nets) <i>Plasticine -</i> sphinx Materials to provide extra detail		Cross stitch and back stitch. Colour fabric. Weaving, quilt and pad. Decorate materials. -felt christmas tree decorations -forest school	
Year 4	<i>Collage</i>		Creating mood Brush techniques for shapes, patterns and lines.	<i>Clay -</i> Roman pottery Texture to convey feelings	Making printing blocks using string/wire to stick to objects - WW1 images		Mix textures. Coiling, overlapping, montage, tessellation and mosaic - all about me, romans and fables

Year 5	<i>Charcoal</i>	Reflections, shadows	Combine colours, tones and tints. Create texture with brush techniques.	<i>Wood and plastic</i> Viking boat - frames for stability Tools to carve and add shape, texture and pattern		Use a range of stitching techniques and a seam allowance -Olympic flag	
Year 6	<i>Oil Pastel</i>	Movement and perspective	Cityscape using watercolour and all brush techniques		Relief printing using layers of card - Tudor Rose/Macbeth images		Combine all techniques accurately for effect - surrealist collage

Lark Hall Primary School Curriculum Artists Progression

	<u>Autumn</u> Pop art idea for self-portraits	<u>Spring</u>	<u>Summer</u>
EYFS Idea for a fine art portfolio in EYFS	Jackson Pollock More ideas	Kandinsky More ideas	Georgia O'Keefe (flowers)
Yr1	David Hockney (Digital art)	Mondrian (painting) More ideas	Andy Goldsworthy Joan Miro (Sculpture)
Yr2	Lichtenstein (pointillism - self portraits) Can also look at Seurat	Matisse (collage) More ideas	Mary Cassatt (Printing)
Yr3	Faith Ringgold (portraits/textiles)	Quentin Blake (illustrations)	Romero Britto (Sculpture)
Yr4	Picasso (self portraits) More ideas	Monet (collage)	Andy Warhol (Printing) More ideas
Yr5	Van Gogh (self portraits) More ideas	Alexander Calder (Sculpture) Also look at John Lawrence engravings	Alan Bean (Astronaut artist)
Yr6	Frida Kahlo (self portraits) More ideas	Dali (abstract art/collage linked to evolution) More ideas	Leonardo Da Vinci (link to Mechanics)

So many great ideas here: <https://artsycraftsymom.com/category/art-activities/artists/>

[Exploring The Great Artists - 30+ Art Projects for Kids](#)

Lark Hall Primary School Enterprise Week Designers

Name	Field	Notes	Links
Zaha Hadid	Architecture	First female to win Pritzker Architecture Prize	Maths- geometry Space- modern/futuristic designs
Norman Foster	Architecture	City Hall, Gherkin, Reichstag building, Hearst Tower NY	Study of local area (London)
Gaudi	Architecture	Sagrada Familia, Park Guell (Barcelona)	Spanish week - Spain Christianity/ churches
Frank Gehry	Architecture	Guggenheim museum Bilbao, Walt Disney concert hall	Maths- geometry
Milton Glaser	Graphic design	I ♥ NY	Art - colour Literacy - logos/ advertising
April Greiman	Graphic design	One of the first designers to use computer technology as a design tool.	Maths- geometry
Sir Jonathan Ive	Product design	All Apple products	Computing
James Dyson	Product design	Mainly famous for vacuum cleaners	Physics - centrifugal force Literacy - robots
Dieter Rams	Product design	Head of Braun company	Physics - sound
Miuccia Prada	Designer	Minimalist designs, clothes, shoes, handbags	
Stella McCartney	Designer	No leather or fur products: clothes, skincare	Eco friendly/ sustainable fashion Looking after our planet / animals
Vera Wang	Designer	High end evening wear, Bridal wear	
Marc Jacobs	Designer	Clothes, bags (designed the famous Louis Vuitton bags), fragrance and beauty products	