

Art: Progression in learning Long Term Plan

EYFS – Year 6

EYFS	
<p>Development Matters Links: EYFS</p>	<p><u>Communication & Language</u></p> <ul style="list-style-type: none"> • Identify new vocabulary before planning activities. • Articulate ideas and thoughts in well-formed sentences • Use new vocabulary in different contexts. • Engage in non-fiction books. <p><u>Personal, Social & Emotional Development</u></p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. • Show resilience and perseverance in the face of challenge. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Notice patterns and arrange things in patterns. • Talk about and explore 2D and 3D shapes. • Talk about and identify the patterns around them. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Continue, copy and create repeating patterns. <p><u>Understanding the world</u></p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. <p><u>Expressive Art & Design</u></p> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.

DOWN AMPNEY PRIMARY SCHOOL

Art: Progression in learning Long Term Plan

EYFS – Year 6

Art in EYFS is planned across 7 key areas. These areas may be introduced and followed at different times of the year, depending on children's interests and needs.

What can we see?	How can we explore colour?	How can we build worlds?	How can we explore materials and marks?	How can we explore 3D materials	How can we use our bodies to make art?	How can we use our imaginations?
Looking provides us with an opportunity for active exploration. Empowered by close looking, we can build confidence in our ability to make a creative response, developing dexterity skills along the way.	Exploring colour gives us a great opportunity to interact with the world through our senses. In addition to developing our early knowledge of colour and colour mixing, we can also approach colour in an intuitive way, enjoying and exploring the way colour makes us feel.	Children use their imaginations, building confidence in their instinct, intuition, sense of self and ability to give an outward form to inner ideas.	Transform the surfaces around them by using line, colour and shape and decorate them to reflect their personalities, thinking about how the way it feels to add paint or collage to a surface depends upon the qualities of that surface.	Open-ended exploration of materials using construction and modelling techniques, whilst developing dexterity and imagination skills.	Children explore how they can engage with the world and explore materials through their bodies and their senses.	Children use their imagination to help invent a world around them. Through art we can encourage children to nurture their imaginations, building confidence in their instinct, intuition, sense of self and ability to give an outward form to inner ideas.
<u>Still Life</u> Children create and photograph their own still life composition in response to Cezanne's still life paintings, choosing their own objects and composition. Draw the individual objects using a range of materials.	<u>Wax rubbings</u> Children explore a range of different textures found in nature and around the building through wax crayon rubbings during a visit to a local outdoor area. Layer different crayons to make new colours. Provide a range of surfaces to create rubbings on, along with scissors and an area to arrange and present	<u>Create a bookworld / story structure</u> Children invent stories or convey personal experiences through creating "book worlds" – sculptures made from card, paper, and found materials.	<u>Imaginary Landscapes</u> Explore landscape through tactile mark-making and collage. Children make marks directly into paint using their fingers and other mark-making tools. They then use these painted sheets to create an imagined landscape, by cutting and ripping the paper into different shapes, resulting in individual and creative collages.	<u>Marbled hole punch sketch books</u> Make their own simple and inexpensive sketchbook made up of old paper. Each sketchbook will be personalised by a front cover that they have marbled themselves. This activity promotes the development of skills such as colour recognition, dexterity and fine motor skills whilst nurturing curiosity. Each learner will end up with a personal sketchbook that they can work in over the coming weeks.	<u>Dressing up as fossils</u> Explore the textures of fossils and rocks then recreate them using drawing and painting on metre squares of fabric, finally wrapping themselves in them to make themselves into fossils.	<u>Collage</u> Use simple, printed magazine imagery to explore collage and to create artwork based upon simple starting points. Invite children to choose images which appeal to them, learning to trust their instinct. They then use play to collage with their cut elements, before sticking them down and making a drawing or painting on the page, creating artwork which is imaginative and promotes discussion.
<u>Observing and drawing shells</u> Observe shapes, textures and colours of a range of shells. Sketch shells from different angles using a range of drawing materials. Provide a range of materials for children to recreate shapes and patterns using their imagination.	<u>Painting with String</u> Children will have the opportunity to create simple prints using string and poster paint, supporting the development of dexterity, understanding of line and also building up colour recognition skills. Use string attached to 3D surfaces, using movement to create repeat prints.	<u>Insect hotels</u> Create insect hotels using natural materials sourced from their local area. Children will go on to create drawings inspired by their insect hotels, experimenting with different materials and mark-making. Provide a range of insect photos and natural materials for children to create new homes for animals.	<u>Mark making and sound</u> Capture the spirit of a piece of music through abstract mark making. Explore how the spirit of the music affects the pressure, speed and movement of our hand/mark making. Experiment with pressure, speed and movement of parts of the arm.	<u>Fruit and Veg head</u> Build faces on a fruit or vegetable. Learners will use their imaginations to create lots of different characters and facial expressions. This activity aims to promote the development of skills such as modelling, dexterity and creating narratives. It also provides children with the opportunity to learn about facial features in an interactive and tactile way.	<u>Dancing to art</u> Children dance in response to different stimuli. Ask questions such as: What movement might you use to describe a windy day? What movement would you use in response to the colour red? Blue? Green? Black? Use your whole body to make a movement that represents an atmosphere or an emotion, such as gloomy, peaceful, excited... How would you use your body to respond to a spikey / straight / curved line?	<u>Galaxy Painting</u> Use watercolour techniques to create a colourful galaxy scene. Use a range of techniques and mediums such as drops from pipettes, brushes, sponges watercolour paints, food colouring.

DOWN AMPNEY PRIMARY SCHOOL

Art: Progression in learning Long Term Plan

EYFS – Year 6

Key Stage 1			
National Curriculum Links: KS1			
<ul style="list-style-type: none"> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Learn 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.</p>			
Cycle A	Autumn	Spring	Summer
	Spirals	Flora and Fauna	Making Birds
Topic summary	Using drawing, collage and mark-making to explore spirals.	Explore how artists make art inspired by flora and fauna. Make collages of Mini-Beasts and display as a shared artwork.	Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.
Outcome	Use continuous lines to create an observational drawing of a shell.	Use cutting and collage to create a wildflower meadow with shared background.	Use twisted, folded and crumpled paper to add 3D elements to a simple structure of a bird.
Key Concepts	<ul style="list-style-type: none"> That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others. 	<ul style="list-style-type: none"> That artists can be inspired by the flora and fauna around them. That we can use careful looking to help our drawing, and use drawing to help looking. That we can use a variety of materials to make images, and that the images we make can become imaginative. That we can create individual artwork, and that we can bring that artwork together to make a shared artwork. 	<ul style="list-style-type: none"> That there is a relationship between drawing & making – we can transform 2d to 3d. That we can use observational drawing and experimental mark-making together to make art. That we can work from similar stimulus or starting point but end up with very different individual results. That the individual results can then be brought together to make a whole artwork.
Medium	Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)	Handwriting pen, Graphite, Oil pastel, Paper & Collage	Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard, paper clips or wire.
Disciplines	Drawing, Collage, Sketchbooks	Drawing, Collage, Sketchbooks	Sculpture, Drawing, Collage
Artists	Molly Haslund	Eric Carle, Joseph Redoute, Jan Van Kessel	Andrea Butler, various
Substantive Knowledge	<ul style="list-style-type: none"> Understand drawing is a physical activity. 	<ul style="list-style-type: none"> Understand collage is the art of using elements of paper to make images Understand we can create our own papers with which to collage. 	<p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.</p> <p>Understand collage is the art of using elements of paper to make images</p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand the meaning of “Design through Making”</p>
Implicit Knowledge / Skills	<ul style="list-style-type: none"> Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop spiral drawings. Make a simple elastic band sketchbook. Personalise it. 	<ul style="list-style-type: none"> Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Develop experience of primary and secondary colours 	<ul style="list-style-type: none"> Explore mark making Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.

DOWN AMPNEY PRIMARY SCHOOL

Art: Progression in learning Long Term Plan

EYFS – Year 6

	<ul style="list-style-type: none">• Develop experience of primary and secondary colours• Practice observational drawing	<ul style="list-style-type: none">• Practice observational drawing• Explore mark making• Collage with painted papers exploring colour, shape and composition	<ul style="list-style-type: none">• Use a combination of two or more materials to make sculpture.• Use construction methods to build.• Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.
--	--	--	--

DOWN AMPNEY PRIMARY SCHOOL

Art: Progression in learning Long Term Plan

EYFS – Year 6

Cycle B	Autumn	Spring	Summer
	Explore & Draw	Exploring the World Through Mono Print	Stick Transformation Project
Topic summary	Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.	Explore how you can transform a familiar object into new and fun forms.
Outcome	Make wax resist leaf drawings.	Make monoprints inspired by animals.	Make stick people inspired by Guatemalan Worry Dolls, make a treehouse, or make a mask.
Key Concepts	<ul style="list-style-type: none"> That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. That we can use the things we find to draw from, using close observational looking. That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. 	<ul style="list-style-type: none"> When we make mono prints we use mark making to create one off prints. When we make mono prints we create an impression of a drawing. That we can generate playful narratives and inventions through drawing. That we understand that using a range of marks will generate different effects when creating mono prints. That we can create creative responses to different stimuli and make the work our own. 	<ul style="list-style-type: none"> That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. That making art can be playful and fun. That we can create things for other people to enjoy/use. That we can use our imagination to help us shape the world.
Medium	Graphite, Handwriting Pen, Watercolour / Brush, Wax Resist	Graphite pencils, Oil Pastels, Carbon Paper	Twigs, Construction Materials, Paper, Wool, Drawing Materials
Disciplines	Drawing, Sketchbooks, Collage	Printmaking (Mono Print), Drawing, Collage	Making, Drawing, Sketchbooks
Artists	Rosie James, Alice Fox	Xgao' o Xare, Leonardo Di Vinci	Chris Kenny
Substantive Knowledge	<ul style="list-style-type: none"> Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Make a new sketchbook or make Spaces and Places inside a bought sketchbook. Understand that we can combine collage with other disciplines such as drawing, printmaking and making. 	<ul style="list-style-type: none"> Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. 	<ul style="list-style-type: none"> Understand when we make sculpture by adding materials it is called Construction.
Implicit Knowledge / Skills	<ul style="list-style-type: none"> Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. 	<ul style="list-style-type: none"> Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Make visual notes about artists studied. Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. 	<ul style="list-style-type: none"> Use Design through Making philosophy to playfully construct towards a loose brief. Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.

DOWN AMPNEY PRIMARY SCHOOL

Art: Progression in learning Long Term Plan

EYFS – Year 6

	<ul style="list-style-type: none">• Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.• Create final collaged drawings which explore composition.• Explore the qualities of different media.• Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.• Make visual notes about artists studied.• Use observational drawings made, cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.• Collage with drawings to create invented forms.	<ul style="list-style-type: none">• Explore the qualities of different media.• Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.	
--	---	---	--

DOWN AMPNEY PRIMARY SCHOOL

Art: Progression in learning Long Term Plan

EYFS – Year 6

Lower Key Stage 2			
National curriculum links: KS2			
<ul style="list-style-type: none"> 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. Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history. 			
Cycle A	Autumn	Spring	Summer
	Gestural Drawing with Charcoal	Cloth, Thread, Paint	Telling Stories Through Drawing and Making
Topic	Making loose, gestural drawings with charcoal, and exploring drama and performance.	Explore how artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes).	Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.
Outcome	Use charcoal and gestural movements made by the body to explore charcoal, dance and performance.	Use acrylic and thread to make a painted and stitched piece.	Make sculptural equivalents of characters from film and literature.
Key Concepts	<ul style="list-style-type: none"> That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. That when we draw we can move around. That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. 	<ul style="list-style-type: none"> That artists can combine art and craft using painting and sewing together to make art. That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art. 	<ul style="list-style-type: none"> That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. That through making work in another medium we can make the work our own, re-interpreting and re-inventing. That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.
Medium	Charcoal, Paper, Body	Fabric (Calico), Paint, Thread	Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine etc).
Disciplines	Drawing, Sketchbooks	Painting, Sewing, Drawing, Sketchbooks	Drawing, Sculpture, Sketchbooks
Artists	Heather Hansen, Laura McKendry, Edgar Degas	Alice Kettle, Hannah Rae	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake
Substantive Knowledge	<ul style="list-style-type: none"> Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans. Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. 	<ul style="list-style-type: none"> Understand that paint acts differently on different surfaces. Understand the concept of still life and landscape painting. 	<ul style="list-style-type: none"> Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). That clay and Modroc are soft materials which finally dry/set hard.

DOWN AMPNEY PRIMARY SCHOOL

Art: Progression in learning Long Term Plan

EYFS – Year 6

			<ul style="list-style-type: none"> • An armature is an interior framework which support a sculpture.
<p>Implicit Knowledge / Skills</p>	<ul style="list-style-type: none"> • Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. • Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). • Option to explore making gestural drawings with charcoal using the whole body (link to dance). • Explore the qualities of charcoal. • Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. • Develop mark making skills. 	<ul style="list-style-type: none"> • Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. • Develop mark making skills. • Continue to develop colour mixing skills. <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own.</p>	<ul style="list-style-type: none"> • Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. • Use paint, mixing colours, to complete the sculpture inspired by literature • Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. • Make an armature to support the sculpture.

DOWN AMPNEY PRIMARY SCHOOL

Art: Progression in learning Long Term Plan

EYFS – Year 6

Cycle B	Autumn	Spring	Summer
	Storytelling through Drawing	Exploring Pattern	Sculpture, Structure, Inventiveness & Determination
Topic	Explore how we can create sequenced imagery to share and tell stories.	Exploring how we can use colour, line and shape to create patterns, including repeating patterns.	Explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but they also just as importantly explore how it feels to make art.
Outcome	Create an accordian book – inspired by a piece of literature, exploring how we can use drawing in an illustrative or even fine art sense to tell stories.	Use collage to create a repeating pattern and use editing software to recreate it on a computer.	Make a birds nest sculpture using a variety of materials,
Key Concepts	<ul style="list-style-type: none"> • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. • That we can use line, shape, colour and composition to develop evocative and characterful imagery. 	<ul style="list-style-type: none"> • That the act of making drawings can be mindful. • That we can use line, shape and colour to create patterns. • That we can use folding, cutting and collage to help us create pattern. • That we can create repeated patterns to apply to a range of products or outcomes. 	<ul style="list-style-type: none"> • That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. • That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. • That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. • That we can express our personality through the art we make. • That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. • That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.
Medium	Drawing Materials, Paper	Paper, Pens, Paint	Various Drawing Materials, Construction Materials
Disciplines	Drawing, Sketchbooks	Drawing, Collage, Design	Drawing, Sketchbooks, Sculpture
Artists	Laura Carlin, Shaun Tan	Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont	Marcus Coates
Substantive Knowledge	<ul style="list-style-type: none"> • Understand that artists and illustrators interpret narrative texts and create sequenced drawings. • Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. 	<ul style="list-style-type: none"> • Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. • Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. 	<ul style="list-style-type: none"> • To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right.

DOWN AMPNEY PRIMARY SCHOOL

Art: Progression in learning Long Term Plan

EYFS – Year 6

		<ul style="list-style-type: none"> • Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. 	
<p>Implicit Knowledge / Skills</p>	<ul style="list-style-type: none"> • Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. • Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. • Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. • Practise drawing skills. • Make visual notes to record ideas and processes discovered through looking at other artists. • Test and experiment with materials. 	<ul style="list-style-type: none"> • Practise drawing skills. • Make visual notes to record ideas and processes discovered through looking at other artists. • Test and experiment with materials. • Brainstorm pattern, colour, line and shape. • 	<ul style="list-style-type: none"> • Practise drawing skills. • Make visual notes to record ideas and processes discovered through looking at other artists. • Test and experiment with materials. • Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making.

DOWN AMPNEY PRIMARY SCHOOL

Art: Progression in learning Long Term Plan

EYFS – Year 6

Upper Key Stage 2			
National curriculum links: KS2			
<ul style="list-style-type: none"> 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. Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history. 			
Cycle A	Autumn	Spring	Summer
	Typography and Maps	Mixed Medialand and CityScapes	Set Design
Topic	Introduction to typography design and they explore how they can create their own fonts and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions. They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories.	Understand the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the land and city scapes where they live.	Explore the work of set designers – in the first instance a set designer that works in theatre, and in the second instance a maker that creates sets for animation.
Outcome	Create visual and three dimensional maps.	Work in sketchbooks, or on larger sheets of paper, to discover how they can use different combinations of media to capture the energy and spirit of place.	Create a model set, inspired by a creative stimulus (poetry, prose, film or music).
Key Concepts	<ul style="list-style-type: none"> That when designers work with fonts and layout it is called Typography. That we can use the way words look to help us communicate ideas and emotions. That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. 	<ul style="list-style-type: none"> That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes. That artists often work outside (plein air) so that all their senses can be used to inform the work. That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong". We can share our artistic discoveries with, and be inspired by each other. We can use sketchbooks to focus this exploration and we do not always need to create an "end result" – sometimes the exploratory journey is more than enough. 	<ul style="list-style-type: none"> That designers and makers design "sets" which form the backdrop/props to give context to drama (theatre, film or animation). That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. That we can create our own "sets" to create models for theatre design, or backgrounds for an animation. That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.
Medium	Pencil, Pen, Paper	Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)	Paper, Card, Construction Media, Mixed Media, Paint, Drawing Materials
Disciplines	Design: Typography, Drawing, Collage, Sketchbooks	Painting, Drawing, Sketchbooks	Set Design, Making, Drawing, Sketchbooks
Artists	Louise Fili, Grayson Perry, Paula Scher, Chris Kenny	Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones	Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson

DOWN AMPNEY PRIMARY SCHOOL

Art: Progression in learning Long Term Plan

EYFS – Year 6

Substantive Knowledge	<ul style="list-style-type: none"> • Understand that designers create fonts and work with Typography. • Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. 	<ul style="list-style-type: none"> • Understand that there is a tradition of artists working from land, sea or cityscapes. • That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. 	<ul style="list-style-type: none"> • Understand that set designers can design/make sets for theatres or for animations. • Understand that designers often create scaled models to test and share ideas with others.
Implicit Knowledge / Skills	<ul style="list-style-type: none"> • Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire and use creative skills to transform into letters. • Draw over maps/existing marks to explore how you can make mark making more visually powerful. • Explore mark making. • Make visual notes to capture, consolidate and reflect upon the artists studied. 	<ul style="list-style-type: none"> • Explore mark making. • Make visual notes to capture, consolidate and reflect upon the artists studied. • Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. • Explore how you can you paint (possibly combined with drawing) to capture your response to a place. • Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. 	<ul style="list-style-type: none"> • Explore mark making. • Brainstorm ideas generated when reading poetry or prose. • Make visual notes to capture, consolidate and reflect upon the artists studied. • Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. • Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. • Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.

DOWN AMPNEY PRIMARY SCHOOL

Art: Progression in learning Long Term Plan

EYFS – Year 6

Cycle B	Autumn	Spring	Summer
	2D Drawing to 3D Making	Exploring Identity	Brave Colour
Topic	Explore the idea that drawing as a 2 dimensional activity can be used to transform surfaces which can then be manipulated into a 3 dimensional object. Explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece. The sculptural project additional includes two methods to help build drawing skills: looking at negative space and grid drawing. The graphic design packaging project includes typography.	Children are introduced to artists who explore their identity within their art. Pupils explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition.	Explore colour in a very personal and intuitive way, taking inspiration from artists who use colour, light and form to create immersive installations.
Outcome	Explore typography, line, shape, colour and composition to recreate food packaging, turning the flat graphics into 3d nets or collage and make drawings into sculptures.	Make a layered and constructed portrait.	Design and create a colourful architectural installation exploring colour and form.
Key Concepts	<ul style="list-style-type: none"> That drawing and making have a close relationship. That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. That we can use methods such as the grid method and looking at negative space to help us draw. That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. 	<ul style="list-style-type: none"> That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. That people are the sum of lots of different experiences, and that through art we can explore our identity. That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist. 	<ul style="list-style-type: none"> That as humans we react emotionally to colour. That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others. That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form. That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.
Medium	Card, Paper, Drawing materials	Drawing Materials, Tablet (if digital), Paper	Paper, Card, Paint, Light (coloured filters)
Disciplines	Drawing, Sculpture, Graphic Design, Collage, Sketchbooks	Collage, Drawing, Sketchbooks	Installation Art, Sketchbooks
Artists	Lubaina Himid, Claire Harrup	Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett	Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West

DOWN AMPNEY PRIMARY SCHOOL

Art: Progression in learning Long Term Plan

EYFS – Year 6

<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> • Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. • Understand that graphic designers use typography and image to create packaging which we aspire to use. • Understand that there are technical processes we can use to help us see, draw and scale up our work. 	<ul style="list-style-type: none"> • Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. • Understand that artists and designers add colour, texture, meaning and richness to our life. 	<ul style="list-style-type: none"> • Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Understand that artists and designers add colour, texture, meaning and richness to our life.
<p>Implicit Knowledge / Skills</p>	<ul style="list-style-type: none"> • Use the grid system to scale up the image above, transferring the image onto card. • Use collage to add tonal marks to the “flat image”. • Practise seeing negative and positive shapes. 	<ul style="list-style-type: none"> • Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? • Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. • Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. • Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. • Explore combinations and layering of media. • Develop Mark Making • Make visual notes to capture, consolidate and reflect upon the artists studied. 	<ul style="list-style-type: none"> • Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” • Use a variety of materials, including light and sound, to make a model of what you would build. • Think about structure of space, how the viewer would enter, what they would see, feel, hear. • Use colour in a brave and bold way, reflecting upon how this might make the viewer feel.