



Sedbergh Primary School

Art and Design Subject Progression Grid

Art and Design - Curriculum Subject Statement			
Core Values	Early Years Foundation Stage	Key Stage 1	Key Stage 2
Respect, Connection & Aspiration	We offer children the opportunity to explore a variety of materials and experiment with colour, design and texture. Children explore what happens when they mix colours and use their imaginations to create their very own masterpiece. We look at the work of famous artists and explore different pieces of art.	Children are encouraged to using a range of materials to design and make products creatively. Children have the opportunity develop and share their ideas, experiences and imagination using drawing, painting and sculpture. We introduce children to a range of artists and we also encourage them to explore their own creativity by recording in their own sketchbooks.	Through teaching in art and design, we aim to equip young people with the basic skills and knowledge they need to produce artwork in a range of media, representing different images and ideas. In the future, some of our children might pursue a career using their artistic talents but all will have the necessary knowledge to appreciate and evaluate artwork and design pieces.

Purpose of Study

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.

National Curriculum Subject Aims

- ✓ produce creative work, exploring their ideas and recording their experiences
- ✓ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ✓ evaluate and analyse creative works using the language of art, craft and design
- ✓ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

National Curriculum Subject Content

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">✓ 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	<ul style="list-style-type: none">✓ 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

Topic Progression Grid (Cycle A)

Year Group/Class	EYFS	Y1 & Y2	Y3 & Y4	Beech – Y5 & Y6
Autumn 1	Matisse – Self Portraits Autumnal art – Colour Mixing Clay Hedgehogs	Monet - Printing	The Romans – Painting Kandinsky and Sonia Delauney	2D Faces Drawing, sketching/shading Cubism: Picasso Surrealism: Modigliani Warhol: digital (paint 3D)
Autumn 2	Jackson Pollock - Fireworks	Primary Colours – Mondrian Incorporating digital Art Christmas Cards		Sculptures 3D Faces Alexander Calder
Spring 1	Mandala Patterns Collage		Mountains and Coasts Textiles	
Spring 2	Africa Animal Patterns Collage Textiles – Sew Puppets	Watercolour Landscapes Cumbrian Artist Alfred and William Heaton Cooper		Textiles Flowers Pansy bashing Embroidery Georgia O’Keefe
Summer 1	Henri Matisse (Collage)		Victorians and Local Study Printing William Morris	
Summer 2	What a Wonderful World Colour mixing / shades Space - Sculpture			

Topic Progression Grid (Cycle B)

Year Group/Class	EYFS	Y1 & Y2	Y3 & Y4	Beech – Y5 & Y6
Autumn 1	Matisse – Self Portraits Autumnal art – Colour Mixing Clay Hedgehogs	Thumb pot Sculpture Kathy Jeffers	STONE AGE TO IRON AGE Drawing Lee John Phillips – The Shed project (Grandads and Grandmas)	3D Clay
Autumn 2	Celebrations Textiles/Printing			Perspective Drawing
Spring 1	Winter Woodland Collage/Sculpture		COUNTRIES AND CAPITALS Collage Pop Art -Andy Warhol (food packaging) SKETCHING - Cezanne(still life with food)	African Art Drawing and painting inked to Artist: Betty la Duke
Spring 2	Superheroes Printing, Drawing	SPACE ART Collage Peter Thorpe Rockets		Textiles linked to Artist: Rousseau
Summer 1	Growth and Change Printing (Plasticene Prints) Drawing		ANCIENT GREECE CLAY POTS Sculpture Art from different cultures	
Summer 2	Transport Processes: Sculpture, Printing	WEAVING Textiles Anni Albers		

Curriculum Progression in Art and Design (Progression of skills adapted from: K. Howarth – Primary Art Skills)

	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6	Artists
Drawing	<p>Hold a pencil comfortably.</p> <p>Use a variety of drawing tools – pencils, pens, wax crayons and chalk.</p> <p>Begin to explore different lines – thick, thin, wavy, straight.</p> <p>Explore different textures and begin to experiment with marks to illustrate these.</p> <p>Draw from imagination.</p> <p>Draw from observation, noting elements such as shape & colour,</p> <p>Talk about what they have produced.</p> <p>Draw objects/people who are important to them.</p>	<p>Develop more control using drawing tools – pens, pencils, pastels, chalks, (graphite and charcoal)</p> <p>Explore different lines – linked to emotions, happy, excited etc.</p> <p>Find and record lines in the environment.</p> <p>Explore tone though using different tools (graphite/charcoal etc) smudging, blending and hatching.</p> <p>Add some finer detail when observational drawing, such as identify hair style and any identifiable features (glasses) when drawing a portrait/self-portrait.</p> <p>Draw landscapes with some details – use term such as background and foreground.</p> <p>Begin to layer different media – e.g. draw over pencil crayons.</p> <p>Draw for a sustained period of time from real objects, including single and grouped objects.</p> <p>Begin to use viewfinders to select areas for observational drawing.</p> <p>Identify and draw shapes and patterns with increased accuracy.</p> <p>Use a sketchbook to gather and collect artwork.</p>	<p>Draw with increasing confidence, adding finer details and at times, indicating 3D objects.</p> <p>Study an object and draw small details using a viewfinder.</p> <p>Create a landscape composition identifying the foreground, middle and background – using tone if appropriate.</p> <p>Use a drawing media such as pencils HB-6B, graphite and charcoal to add depth and tone to drawings.</p> <p>Identify and explore different textures and experiment with different ways and mediums to draw these.</p> <p>Explore different lines from natural and manmade objects and begin to replicate these in drawing.</p> <p>Draw a portrait/self-portrait with some finer details with several identifiable features – use tone to add depth.</p> <p>Develop a drawing within a sketchbook and begin to annotate their own work – highlighting their thoughts.</p> <p>Collect images and information independently in a sketchbook.</p>	<p>Apply tone to a drawing by observing light and shadows in a group of objects and explore ways of adding tone to depict this.</p> <p>Use with confidence, a range of drawing mediums (charcoal, pastels etc) and identify why they have chosen them for a piece of work.</p> <p>Use one-point perspective effectively.</p> <p>Observe and add finer details to drawings – landscapes and portraits.</p> <p>Use a viewfinder confidently to focus on small areas.</p> <p>Use language appropriate to skills and techniques - pattern, tone, shape, line.</p> <p>Discuss and evaluate their work and discuss the work of others, often suggesting success and improvement points.</p> <p>Show signs of developing their own style using exploration and experiments in sketchbooks.</p>	<p>Pablo Picasso</p> <p>Vincent Van Gogh</p> <p>Andy Warhol</p> <p>David Hockney</p> <p>Leonardo da Vinci</p> <p>Daniel Mathers</p> <p>Henri Matisse</p> <p>Edvard Munch</p> <p>Claude Monet</p> <p>Jackson Pollock</p> <p>Georgia O’Keeffe</p> <p>George Seurat</p> <p>Tony Cragg</p> <p>Julie Mehretu</p> <p>Trisha Brown</p> <p>Rebecca Horn</p> <p>Alberto Giacometti</p> <p>Heather Hansen</p> <p>Cy Twombly</p> <p>Dryden Goodwin</p> <p>Silke Schatz</p> <p>Antony Gormley</p> <p>William Kentridge</p> <p>Claude Heath</p> <p>Amy Sillman</p> <p>M.C.Escher</p> <p>Kat O’Connor</p> <p>Kathe Kollwitz</p> <p>Lee John Philips</p> <p>Ceri Richards</p> <p>Adonna Khare</p> <p>Giorgio Morandi</p> <p>Stephen Wiltshire</p>

Painting	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6	Artists
	<p>Begin to hold a paintbrush correctly and apply pressure to obtain different effects – a thin line, a thick line.</p> <p>Recognise and name the primary and secondary colours.</p> <p>Begin to match colours to different artefacts and objects. Identify colours on a colour hunt.</p> <p>Explore mixing secondary colours. Begin to develop language of colour – such as lighter, darker, brighter.</p> <p>Explore working with paint on different surfaces and in different ways i.e. hand and finger painting, painting on stones, 2D and 3D surfaces.</p> <p>Explore working on different levels – floor, easel, table.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Learn about a few key artists –begin to identify features of their art work and what they find interesting.</p>	<p>Experiment with a variety of media; different brush sizes and tools.</p> <p>By Y2, develop control the types of marks made with the range of media.</p> <p>Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Develop language of brush strokes – dab, flick, stroke, overlay and explain how they have created some effects.</p> <p>Explore how to make different shades of grey with black or white.</p> <p>Mix a range of secondary colours, moving towards predicting resulting colours and pink. Explore the effect of adding white to a mixed colour.</p> <p>Explore mixing colours to match objects such as plants and skin tones.</p> <p>Develop language of colours – contribute to class word bank.</p> <p>Explore 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> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Explore ways of lightening a primary colour - using both white (making tints) and water.</p> <p>Know that mixing primary colours to secondary colours results in a tertiary colour.</p> <p>Begin to choose appropriate media to work with. Use light and dark within painting and begin to show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Explore watercolour paints by adding water and use techniques to create a painting.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. brushstrokes, blocking in colour, washes, thickened paint creating textural effects.</p> <p>Explore the range of colours made from mixing all 3 primary colours together.</p> <p>Mix and match colours to create atmosphere and light effects. Mix shades, tints and tones with confidence building on previous knowledge.</p> <p>Begin to work more independently, making choices about tools and techniques they use to create their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Annotate work in sketchbooks</p> <p>Explore a range of great artists, architects and designers in history. Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Jackson Pollock</p> <p>Piet Mondrian</p> <p>Kandinsky</p> <p>Claude Monet</p> <p>Henri Matisse</p> <p>Van Gogh</p> <p>Bridget Riley</p> <p>Pablo Picasso</p> <p>George Seurat</p> <p>Rene Magritte</p> <p>Giuseppe Arcimboldo</p> <p>David Hockney</p> <p>Georgia O’Keeffe</p> <p>Marc Chagall</p> <p>Edvard Much</p> <p>Salvador Dali</p> <p>Paul Cezanne</p> <p>LS Lowry</p> <p>Paul Klee</p> <p>William Turner</p> <p>Andy Warhol</p> <p>Leonardo da Vinci</p> <p>Gustav Klimt</p> <p>F. Hundertwasser</p> <p>Raphael</p> <p>Mark Rothko</p>

Printing	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6	Artists
	<p>Printing with found objects, leaves, sponges, bubble wrap, hands, fingers, building bricks.</p> <p>Rubbings of natural and manmade things – leaves, manhole covers, signs etc.</p> <p>Simple one colour monoprints.</p> <p>Drawing with fingers into paint then taking a print off.</p>	<p>Understand how a print differs to other art & design mediums – it can be repeated.</p> <p>Roll ink and begin to understand what makes a successful print (right amount of ink, even coverage on the printing plate, adequate pressure to obtain a good print)</p> <p>Create a printing block using cardboard or art foam. Print one colour. Repeating a print to make a pattern.</p> <p>Explore monoprinting.</p>	<p>Draw and develop designs for printmaking in sketchbooks.</p> <p>Draw an image onto polystyrene and print this using one or two colours.</p> <p>Make and repeat a print applying the right amount of ink, aiming to create several identical prints.</p> <p>Explore monoprinting as a technique.</p>	<p>Research famous/local printmakers and develop a design based on the topic being taught in school.</p> <p>Draw and develop a 2 colour Pressprint design using stencils.</p> <p>Create a collagraph print plate using cardboard, string or natural materials.</p> <p>Explore monoprinting as a technique – experiment with creating different lines and tones by using a variety of drawing implements eg, a sharp pencil, pen, rubbing with fingers and palm of hand.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p>	<p>Andy Warhol (screen printing)</p> <p>Angie Lewin (lino & woodcut)</p> <p>Deborah Harris (lino)</p> <p>Kathe Kollwitz (woodcut)</p> <p>Mark Hearld (lithography)</p> <p>Neil Shigley (Lino portraits)</p> <p>Robert Rauchenberg (screen printing)</p> <p>Mr Brainwash (screen printing)</p> <p>Clare Romano (collagraph)</p> <p>John Ross (collagraph)</p> <p>Rembrandt (etching/mono print)</p> <p>Degas (monoprint)</p> <p>Katie Edwards (silkscreen)</p> <p>Lucian Freud (Lord Goodman 1982 – Etching)</p> <p>Sarah Jameson (monoprint plants)</p> <p>Gail Brodholt (linocut)</p> <p>Anita Klein (lino cut)</p> <p>Mark Pearce (Lino)</p> <p>Alan Stones</p>

Textiles	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6	Artists
	<p>Match and sort fabrics and threads based on tactile texture – smooth, soft, silky, bumpy, scratchy.</p> <p>Begin to develop a word bank to describe textures.</p> <p>Weave fabrics and threads around large objects such as a bicycle wheel, posts, fences.</p> <p>Select and glue fabrics of their own choice to create a picture.</p>	<p>Match and sort fabrics and threads for colour, texture, size and shape.</p> <p>Learn different types of textiles such as weaving, collage, sewing, batik, tie dye.</p> <p>Develop weaving skills on 2D surfaces such as using paper strips to create patterns in colour, or on a 3D objects, such as a wire shopping basket.</p> <p>Cut and shape fabrics using scissors.</p> <p>Have a go at threading a needle and join fabric shapes with glue or by stitching.</p> <p>Apply finishing techniques to textiles work such as beads, buttons or threads.</p> <p>Identify what they like about their work.</p>	<p>Use the names of some different fabrics – corduroy, denim, silk, wool etc.</p> <p>Plan a weaving based on colours relating to topic areas, eg Africa, landscapes, water etc.</p> <p>Use threads or strips of fabric on a loom to create a weaving from a design.</p> <p>Use vocabulary such as warp and weft when weaving.</p> <p>Explore a variety of techniques such as printing, dyeing, stitching and weaving to produce different textural effects.</p> <p>Thread a needle and pull the thread through to an equal length.</p> <p>Add embellishments to work using different stitches, buttons, bead, sequins etc.</p> <p>Adapt and refine their work.</p>	<p>Make careful selections of fabrics based on its qualities and suitability for the task required.</p> <p>Explore textiles artists for inspiration and plan a textiles piece linked to topic areas.</p> <p>Use a range of techniques eg, printing, weaving, stitching, dyeing, silk painting.</p> <p>Combine techniques to create a final piece such as weaving with dyed wool or stitching onto silk painted canvas.</p> <p>Change threads and fabrics as needed.</p> <p>Thread a needle and tie a knot in the end of the thread.</p> <p>Discuss different textile processes and express feelings about them.</p> <p>Evaluate their work and that of others and explain how to further develop a piece of work.</p>	<p>Kaffe Fassett Indian Embroidery Judith Rowley Nigel Cheney Vanessa Barragao Ana Teresa Barboza Ernesto Neto Tschabalala Isabel Dibden Wright Mister Finch William Morris Hannah Rae Ulla Stina Wikander James Fox (Lancaster) Anna Roth Lucy Sparrow (food) Sudo Reiko Michael Brennand-Wood Jessica Grady Cas Holmes Anne Kelly Healy and Burke (African – Adinkra textiles, Adire cloth, Kente Cloth) Yinka Shonibare Louise Baldwin (recycled) Brianna McCarthy Maurits Sterkenburg (Netherlands) Mariko Kusumoto's</p>

Collage	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6	Artists
	<p>Make appropriate choices of collage materials such as tissue, fabrics, paper and cardboard.</p> <p>Begin to develop skills using scissors to cut paper to desired shape and size required.</p> <p>Demonstrate some consideration when placing individual pieces to make a collage.</p> <p>Begin to consider the order in which materials are attached. (background or foreground)</p> <p>Using PVA glue and glue sticks, begin to identify which glue will work best on different materials.</p> <p>Identify a feature of their collage work which they like and explain why.</p> <p>Learn about a collage artist and identify some of their work.</p>	<p>Use a range of media to create collages – newspapers, fabrics, tissue paper etc.</p> <p>Create textures and patterned papers for collaging.</p> <p>Make careful selections of materials for collage.</p> <p>Use scissors to cut a range of materials to the size required.</p> <p>Year 2, Fold paper and cut to make positive and negative space shapes – explore how to use these in collages.</p> <p>Cut, place and adjust individual pieces before sticking.</p> <p>Explore techniques in collage such as tearing, layering, and overlapping to create images.</p> <p>Talk about the process involved in their collage work and identify what went well.</p>	<p>Design and plan a collage inspired by an artist or topic studied.</p> <p>Make careful choices about the materials (colours, texture, size, opaqueness etc) selected to create planned collages.</p> <p>Tear, cut, layer and overlap a range of materials. Consider the positioning of the layers in a collage.</p> <p>Use scissors confidently to cut a desired shape and begin to use a template for accuracy.</p> <p>Consider the use of organic and geomantic shapes for the work involved.</p> <p>Become increasingly confident in creating images.</p> <p>Talk about the process involved in their collage work and identify reasons for their choices.</p> <p>Identify the key features of a collage artist and explore some of their techniques in their own work.</p>	<p>Use collage in sketchbooks to gather ideas and inspiration for designs.</p> <p>Tear, cut, layer and overlap a range of found and created materials.</p> <p>Arrange and adapt materials to improve the aesthetic appeal.</p> <p>Consider how to affix collage materials depending on its qualities eg, use a PVA for fabrics, glue stick for papers.</p> <p>Use collage as a background to add texture to a drawing or painting or add colour to a print.</p> <p>Incorporate their own drawings, prints and paintings when creating collages – explore other artist that do this, such as Robert Rauschenberg and Georges Braque</p> <p>Research the work of collage artists and use these ideas to inspire their own work.</p> <p>Talk about the process involved in their collage work and suggest areas for development.</p>	<p>Kurt Schwitters</p> <p>Henri Matisse</p> <p>Hannah Hock</p> <p>Georges Braque</p> <p>Max Ernst</p> <p>R. Rauschenberg</p> <p>Raoul Hausmann</p> <p>Richard Hamilton</p> <p>Joseph Cornell</p> <p>Wangechi Mutu</p> <p>Derek Gores</p> <p>Kara Walker</p> <p>Peter Blake</p> <p>Eileen Agar</p> <p>John Stezaker</p> <p>Cecil Touchon</p> <p>Peter Clarke</p> <p>Hanoch Piven</p> <p>James Owen Thomas</p> <p>John Dilnot</p> <p>Maria Rivens</p> <p>Martin O'Neill</p> <p>Emmie Van Biervliet</p> <p>Beatriz Milhazes</p> <p>Clare Youngs</p> <p>Anna Parkina</p> <p>Redmer Hoekstra</p> <p>Matt Herring</p> <p>Seana Gavin</p> <p>Eduardo Paolozzi</p>

Sculpture	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6	Artists
	<p>Mould malleable materials such as clay, playdoh, salt dough, sand and papier mâché.</p> <p>Develop control when using scissors, staplers and clay tools.</p> <p>Identify whether to use glue or Sellotape when joining objects together.</p> <p>Build and construct sculptures using a variety of materials from their imagination and from observation.</p> <p>Choose their own resources and identify their intentions before starting.</p> <p>Look and talk about what they have produced.</p> <p>(Tammy Mcrunizzui)</p>	<p>Manipulate malleable materials in different ways – roll, smooth, squash, carve.</p> <p>Learn about sculptors that work with manmade and natural materials: such as Andy Goldsworthy</p> <p>Roll clay to an even thickness and use tools to impress and apply textures. (clay time)</p> <p>Make a thumb pot</p> <ul style="list-style-type: none"> • Mould a smooth round ball • Use thumbs to create an indentation and mould sides to an even thickness. • Use thumbs to smooth clay. <p>(Kathy Jeffers)</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Understand the capabilities of some materials when designing their own work.</p> <p>Develop artistic language when discussing sculpture such as using the term form to discuss a 3D sculptural object.</p> <p>Discuss and learn about the work of sculptors and identify the materials used.</p> <p>Use a range of adhesives appropriately for the task required.</p> <p>Make a coil pot</p> <ul style="list-style-type: none"> • Use dried, unfired clay to make slip (clay glue). • Roll clay into 'worms' and use these to create coils of an even thickness. • Join 2 pieces of clay using slip and cross hatching techniques. <p>Add texture to a malleable material, such as carving into clay. (Louise Goodman, George Baldwin, Jim Irvine, Grayson Perry)</p>	<p>Create realistic plans based on the knowledge of a material when designing their own work.</p> <p>Develop artistic language when discussing sculpture such as using the term form to discuss a 3D sculptural object.</p> <p>Explore the work of famous or local sculptors as sources of inspiration and used ideas from their work in plans and designs.</p> <p>Discuss and evaluate their own work, identifying both areas of success and ways in which they could develop.</p> <p>Make a slab pot</p> <ul style="list-style-type: none"> • Use a rolling pin and clay guides to roll clay to an equal thickness. • Cut 2D shapes accurately to create a 3D form. • Mix their own slip and join 2 pieces of clay together securely. • Use thumbs to smooth surfaces creating an aesthetic finish. <p>(Craig Underhill)</p>	<p>Andy Goldsworthy Barbara Hepworth Henri Moore Alexander Calder Anthony Gormley Ron Mueck Jonty Hurwitz Louise Bourgeois Ruth Asawa Niki de Saint Phalle Antoni Gaudi Alberto Giacometti Jeff Koons Robert Bradford Phyllidia Barlow Veronika Richterová Aurora Robson Michelle Lougee Hanoch Piven Clarice Cliff Kathy Jeffers Tammy Marinuzzi Louise Goodman Kate Malone Greyson Perry David Roberts Louise Goodman Jim Irvine Saba Rifat Halima Cassell Rasheed Araeen</p>