



Whole School Curriculum Progression: Art, Design and Technology

Thinking as an artist and a designer: knowledge of artists, generating ideas, making skills (drawing, colour, texture, form) evaluating and analysing

Y3 Autumn	Y3 Spring	Y3 Summer
<p>See like an Artist</p> <ul style="list-style-type: none"> • Observe how artists use shape in drawing • Use some basic shading techniques to create tone • Know that textures are used to create different effects • Experiment to create different textures • Discover how composition and scale are used to create abstract drawings • Experiment with sorting and arranging materials (paint, pencil, charcoal, papers, fabrics) with the purpose of creating effect • Know some facts about great artists, architects and designers • Offer opinions and compare work of some famous artists <p>CCE Create an interesting composition showing an awareness of space and depth</p>	<p>Mega Materials</p> <ul style="list-style-type: none"> • Understand that artists take risks, try new things and always look to improve • Know how different artists use shape and materials effectively (Magdelene Udundo, Barbara Hepworth, Sokari Douglas Camp & El Anatsui) • Create a simple sketch as part of the design process • Use familiar shapes to create simple 3D drawings • Know that particular tools are better suited than others for specific jobs • Cut, make and combine shapes made of different materials to create recognisable forms • Create a wire sculpture, bending materials to create support and aesthetics • Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp <p>CCE Design and create 3D multimedia hanging artwork; explain how my work has been influenced by the work of a famous artist</p>	<p>Prehistoric Art</p> <ul style="list-style-type: none"> • Know where prehistoric art is situated on a simple timeline • Understand the purpose of prehistoric art • Use prehistoric artwork to investigate the diet of the time • Learn about artistic processes involved in creating prehistoric art • Use simple shapes and an awareness of space to create initial sketches • Experiment with natural products to create different colours and designs • Select a range of painting techniques and tools (sticks, fingers etc) • Experiment with sorting and arranging materials with purpose of creating effect • Use different artistic techniques and materials to depict a significant Stone Age structure <p>CCE Work collaboratively to create art on a larger scale to depict prehistoric life</p>

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Y4 Autumn	Y4 Spring	Y4 Summer
<p>Artistic Skills</p> <ul style="list-style-type: none"> • Use tone and proportion for effect • Create composition for a mixed media drawing, considering multiple arrangements of cut images. (Egyptian self-portrait) • Use scissors with care and purpose to cut out images. • Use shading techniques with charcoal and rubbers to show light and shadow effects and to create pattern and contrast • I can draw tone by 'hatching' parallel pencil lines, create a simple 3D effect. • Use tints and shades to give a three-dimensional effect • Use different tools to create marks and patterns when scratching into a painted surface. • Reflect upon my own work and the development of my art skills <p>CCE Design a tomb interior to celebrate the life of a Pharaoh</p>	<p>Every Picture Tells a Story</p> <ul style="list-style-type: none"> • Analyse a famous painting • To paint in the style of a famous artist • Express my opinion on a work of art and refer to techniques and effect • To create an image using an artistic process (lenticular) • Explore ways to find meaning in painting • Know how to respond to a painting using analytical skills • Understand how to mix secondary colours • Apply interpretation skills to analyse and respond to an abstract painting • Understand how artists use art to tell stories and evoke feelings <p>CCE Create a painting in the style of a famous painter</p>	<p>Sculpture (Music & Humanities)</p> <ul style="list-style-type: none"> • Create instruments inspired by African art • Create instruments from recycled materials, experimenting with joining and construction • Use collage techniques in the style of an artist • Experiment with sorting and arranging materials to create effect, giving reasons for choices • Plan and create a sculpture in the style of an artist • Use a variety of materials to build a sculpture or model • Know how to cut, make and combine shapes to create a recognisable form • Refine my work to ensure precision • Apply knowledge of how to strengthen, stiffen and reinforce more complex structures <p>CCE Build a model of a river system including key physical features</p>

Respect

Responsibility

Reflection

Resilience

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Y5 Autumn	Y5 Spring	Y5 Summer
<p>How Artists Work</p> <ul style="list-style-type: none"> • Create sketchpads to record their observations and use them to review and revisit ideas • Use a pencil with fine control to create detail and add tonal gradation, light and shadow. • Use ideas for 3D work through 2D sketching and drawing, exploring shape and form • Work to a specific design brief • Present ideas and designs clearly in a visual format • Respond to feedback to improve my observational drawing skills <p>CCE Complete a picture in a chosen art medium, following the refined brief</p> <p>Peter Thorpe</p> <ul style="list-style-type: none"> • question & make thoughtful observations about starting points and the use the work of famous artists and select ideas to use in their work. • Use imagination and visualisation to create an original piece of artwork <p>CCE Create 'Space Art' in style of Peter Thorpe</p>	<p>Design for a Purpose (The Big Build)</p> <ul style="list-style-type: none"> • Observe and sketch a landmark from a secondary source • Observe and use basic shapes to place key features, measuring to work out proportions to create an accurate composition • Plan a building design based on a theme and specific purpose, to meet a design brief • Draw a plan view or front elevation of my building, annotating the key features • Use appropriate materials to create a 3D form • Develop cutting and joining skills, select from a wider range of tools and equipment to perform practical tasks. • Describe my building and explain my choices • Give constructive feedback to others about their building designs • Evaluate own ideas/product against own design criteria and consider the views of others to improve their work. • Begin to develop my personal style <p>CCE Create a model of an iconic building</p> <p>Victorian Toys</p> <ul style="list-style-type: none"> • Know what gears, pulley and cams are • Explore the function and impact of gears, pulleys and a simple cam mechanism <p>CCE Design, build and evaluate a moving Victorian toy using simple cams, gears or pulleys</p>	<p>Art and Design Skills/Every Picture tells a story (Ancient Greece)</p> <ul style="list-style-type: none"> • Use fine control with a pencil to make a detailed and analytical observational drawing • Use an HB pencil to extend my drawing so that the lines are a continuation of the lines that are already there • Understand that there are meanings and intentions behind works of art • Add tonal gradation using a 2B pencil • Use a variety of techniques to add effects • Appreciate that everything that is made starts with an idea, a drawing, a sketch and a design • Use text to add detail to my portrait • Use sketch books to improve drawing skills and adjust drawings to further develop work • Select an interesting section of my drawing to enlarge • Paint accurately and evenly, using straight edges and without leaving brush marks or gaps in my work • Use a range of materials to create visually interesting pieces, reflecting mood and texture <p>CCE Design and produce a finished Greek theatrical mask reflecting appropriate themes, colours, styles or/and patterns</p>

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Y6 Autumn	Y6 Spring	Y6 Summer
<p>Mayan Art/Make my voice heard</p> <ul style="list-style-type: none"> • Make relevant comparisons between different styles of art • Use tools effectively to explore a range of effects • Explain the term chiaroscuro • Apply chiaroscuro to create light and form through a tonal drawing • Participate in a discussion that examines the similarities and differences between different styles of art • Review and revisit ideas to develop their work • Know the features and purpose of Maya masks • Understand that colours held specific meanings for the Mayans • Plan and create a Mayan mask using my labelled sketch and add decoration for effect • Use materials to create a 3D Mayan headdress • Design a Mayan pattern, selecting lines, colour and shape for effect • Confidently control mark making and experiment with different effects, including blocking in colour • Use weaving techniques to create different textural effects for my Mayan pattern • Design and create printing blocks/tiles reflecting n choice of colour and developing accuracy with patterns <p>CCE Use a printing technique to arrange accurate patterns to create a T-shirt design inspired by the Mayan culture / Create a Mayan headdress, taking inspiration from Mayan pattern, colour and purpose</p>	<p>WWI Silhouette Art</p> <ul style="list-style-type: none"> • Explore artists and understand historical development of their art forms • Critically analyse artwork • Use a variety of sketching techniques (eg shadows, reflection, hatching, cross-hatching) to add effect to observational drawings • Consider how to blend and mix colours to reflect mood and texture • Design and create a silhouette piece of artwork based on previous skills and knowledge learnt • Develop my own ideas, refine my work to improve and ensure precision • Know about a great artist and understand the historical and cultural development of their art form. • Examine symbolism in art • Select from and use a wider variety of materials and components, including construction materials according to their aesthetic and functional purpose <p>CCE Construct a scene from a WW1 battlefield, combining a blend of colours and silhouette principles</p>	<p>Living Things</p> <ul style="list-style-type: none"> • Explore and compare artists • Comment on the work of famous artists and name their pieces of work • Give detailed observations about notable artists' work • Critically analyse artwork and explore how artists blend animal imagery with photography • Take inspiration from other artists and how they plan their art • Develop my personal style using inspiration and ideas from other artists • Use a variety of sketching techniques to add effects to their artwork • Review shading techniques to show light, texture and shadow effects • Create a colour palette, demonstrating mixing techniques • Be expressive with colour, associating colour with moods • Examine symbolism in art <p>CCE Create and evaluate a piece of art that reflects living things and the environment in the style of a studied artist</p>

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Area	LKS2	UKS2
Sketch	<ul style="list-style-type: none"> • Observe how artists use shape in drawing • Use some basic shading techniques to create tone • Use shading techniques to show light and shadow effects and to create pattern and contrast • Use tone and proportion for effect 	<ul style="list-style-type: none"> • Use fine control with a pencil to make a detailed and analytical observational drawing • Use an HB pencil to extend my drawing so that the lines are a continuation of the lines that are already there • Add tonal graduation using a 2B pencil • Use a variety of sketching techniques to add effects to their artwork (eg shadows, reflection, hatching, cross-hatching) • Review and effectively use shading techniques to show light, texture and shadow effects
Improve artistic technique	<ul style="list-style-type: none"> • Use some basic shading techniques to create tone • Experiment to create different textures • Use different tools to create marks and patterns • Use shading techniques with charcoal and rubbers to show light and shadow effects and to create pattern and contrast • Understand how to mix secondary colours 	<ul style="list-style-type: none"> • Know a wider range of shading techniques and select them critically for effect • Explain the term chiaroscuro • Apply chiaroscuro to create light and form through a tonal drawing • Paint accurately and evenly, using straight edges and without leaving brush marks or gaps in work • Create a colour palette, demonstrating mixing techniques • Be expressive with colour, associating colour with moods
Famous artist, architects & designers	<ul style="list-style-type: none"> • Observe how artists use shape in drawing • Know some facts about great artists, architects and designers • Offer opinions and compare work of some famous artists • Analyse a famous painting 	<ul style="list-style-type: none"> • Explore artists and understand historical development of their art forms • Develop my personal style using inspiration and ideas from other artists • Know about great artists and understand the historical and cultural development of their art form.
Design	<ul style="list-style-type: none"> • Create a simple sketch as part of the design process • Create composition for a mixed media drawing, considering multiple arrangements of cut images • Plan a sculpture in the style of an artist 	<ul style="list-style-type: none"> • Plan a building design based on a theme and specific purpose, to meet a design brief • Draw a plan view or front elevation of my building, annotating the key features • Select from and use a wider variety of materials and components, including construction materials according to their aesthetic and functional purpose.

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Make	<ul style="list-style-type: none"> • Create a wire sculpture, bending materials to create support and aesthetics • Create a shadow sculpture using block lettering • Create a sculpture in the style of an artist • Use a variety of materials to build a sculpture or model • Know how to cut, make and combine shapes to create a recognisable form • Experiment with sorting and arranging materials to create effect, giving reasons for choices 	<ul style="list-style-type: none"> • Know that particular tools are better suited than others for specific job • Cut, make and combine shapes to create recognisable forms • Develop cutting and joining skills, select from a wider range of tools and equipment to perform practical tasks. • Use weaving techniques to create different textural effects • Create a silhouette piece of artwork based on previous skills and knowledge learnt
Evaluate	<ul style="list-style-type: none"> • Identify features they like in an existing product • Describe what they like about their creation and what they might improve • Suggest how their creation has been influenced by a famous artist • Know that particular tools are better suited than others for specific jobs 	<ul style="list-style-type: none"> • Identify a range of features they like in an existing product, selecting features critically for their own product • Critically analyse artwork • Evaluate own ideas/product against own design criteria and consider the views of others to improve their work.
Technical Knowledge	<ul style="list-style-type: none"> • Understand and use electrical systems in designing and creating a simple lighting circuit • Apply knowledge of how to strengthen, stiffen and reinforce more complex structures • 	<ul style="list-style-type: none"> • Understand and use electrical systems in designing and creating a burglar alarm • Design and build a moving toy using cams, gears or pulleys
Food and Nutrition	<ul style="list-style-type: none"> • Prepare and cook dishes using a basic cooking technique 	<ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • Prepare and cook dishes using a range of cooking techniques • Understand seasonality, knowing where and how ingredients are grown

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