



Curriculum Progression for Art and Design

Curriculum Lead: S Parkin Link Governor: Jessica Hunt-Chambers

INTENT

At Frodsham CE Primary, our intent is that every child has the right to create and express themselves with confidence and imagination.

Art stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel in a range of ways, regardless of their ability. Art at Frodsham CE Primary School, promotes careful observation and an appreciation of the world around us. Through learning about the roles and functions of art and design, children can explore the impact it has had on contemporary life and on different periods and cultures.

At Frodsham CE Primary the aims of teaching Art and Design in our school are:

- To 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 through school, they should begin to think critically and develop a more rigorous understanding of art. They should also know how art reflects and shapes our history, and contribute to the culture, creativity and wealth of our nation.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

At Frodsham CE Primary School, we aim to provide an Art and Design Curriculum which develops learning and results in pupils knowing more, remembering more and understanding how the knowledge and skills can be applied in their own art work.

Children at Frodsham CE Primary School learn that art can tell a story and spread an important message. By becoming Art critics themselves, they are able to explore the meaning behind art work and learn how we can all interpret a piece of art work in our own unique way. Through exploring the work of artists, children further build on our core values of respect and empathy.

Art is not restricted to the art lesson and children often have the opportunity to apply their art skills and support their learning in other areas, whether it be art linked to poetry writing in English or developing on drama used to explore life in a different period in history.

Pupils are also given the opportunity to apply their art and design skills during whole school projects including 'The Palm Oil Project' and 'Wild Life Connections' giving their work meaning, purpose and value in a final exhibition.

Love each other, as God loves us.



Curriculum Progression for Art and Design

Creativity across all the curriculum allows all children, regardless of ability, to apply what they have learnt and solidify key ideas. It can bring key concepts to life and provide valuable, alternative ways for children to record and demonstrate their understanding.

Our Kapow Art and Design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

Our scheme of work supports pupils to meet the National Curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

Kapow Primary is an Artsmark partner and is able to support schools on their Artsmark journey, inspiring children and young people to create, experience, and participate in great arts and culture.

IMPLEMENTATION

To ensure our pupils are taught consistently to a high standard, we use Kapow's Art and Design Scheme of Work, combined with the Design Technology curriculum on an alternating half-termly basis.

Our Art scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Units are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design



Curriculum Progression for Art and Design

Following Kapow’s condensed curriculum, each year group teaches three of the four core areas, carefully spaced out across the year groups.

Our National curriculum mapping shows which of our units cover each of the National curriculum attainment targets as well as each of the strands. Our Progression of skills and Knowledge shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. It also shows how knowledge builds in the formal elements of Art.

Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils’ learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

Kapow Primary supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality.

NURSERY		
Drawing – Marvellous Me	Painting and Mixed Media – The World Around Me	Sculpture and 3D - Changes
<p>Children can...</p> <ul style="list-style-type: none"> • 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. 	<p>Children can...</p> <ul style="list-style-type: none"> • Experiment with a variety of media; different brush sizes and tools. • Explore colour and colour mixing. • Explore lightening and darkening paint without the use of black or white. • Begin to control the types of marks made with the range of media. • Experiment with colour, shape and lines. • Experiment with space. 	<p>Children can...</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • 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.

Love each other, as God loves us.



Curriculum Progression for Art and Design

<ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Show different emotions in their drawings – happiness, sadness, fear, etc. • Use one-handed tools and equipment, for example, making snips in paper with scissors. 		<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand • Manipulate clay/ dough by squashing, rolling, pinching, twisting and cutting. • Make something and give meaning to it.
<p>Key vocabulary: chalk, crayons, draw, drawing, lines, marks, objects, pen, pencil, feelings</p>	<p>Key vocabulary: colour mixing, colour mixing, colour, lines, marks, mix, objects, paint, paintbrush, cut, join, scissors, shape, snip, colour, paint, pattern, repeating pattern, sponge</p>	<p>Key vocabulary: model, modelling dough, shape, tools, cut, join, scissors, shape, snip</p>
RECEPTION		
Drawing – Marvellous Marks	Painting and mixed media – Paint my World	Sculpture and 3D – Creation station
<p>Children can...</p> <ul style="list-style-type: none"> • Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practise looking carefully when drawing. • Combine materials when drawing. 	<p>Children can...</p> <ul style="list-style-type: none"> • Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials eg paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. 	<p>Children can...</p> <ul style="list-style-type: none"> • Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour



Curriculum Progression for Art and Design

	<ul style="list-style-type: none"> Explore colours, patterns and compositions when combining materials in collage. 	
Key vocabulary: Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag	Key vocabulary: Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe	Key vocabulary: 3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet
YEAR 1		
Drawing – Kapow ‘Make your Mark’	Painting and Mixed Media – Kapow ‘Colour Splash’	Sculpture and 3D – Paper Play
Children can... <ul style="list-style-type: none"> Hold and use drawing tools in different ways to create different lines and marks. Create marks by responding to different stimulus such as music. Overlap shapes to create new ones. Use mark making to replicate texture. Look carefully to make an observational drawing. Complete a continuous line drawing 	Children can... <ul style="list-style-type: none"> Combine primary coloured materials to make secondary colours. Mix secondary colours in paint. Choose suitable sized paint brushes. Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. 	Children can... <ul style="list-style-type: none"> Roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper, eg spiral, zig-zag. Make larger structures using newspaper rolls.
Key vocabulary:	Key vocabulary:	Key vocabulary:



Curriculum Progression for Art and Design

Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick	Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine
YEAR 2		
Painting and Mixed Media – Life in colour	Sculpture and 3D – Clay Houses	Craft and Design – Map it Out
Children can... <ul style="list-style-type: none"> • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and • Overlap pieces for contrast and effect. • Add painted detail to a collage to enhance/ improve it. 	Children can... <ul style="list-style-type: none"> • Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay. 	Children can... <ul style="list-style-type: none"> • Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their ‘stained glass’. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks.
Key vocabulary:	Key vocabulary:	Key vocabulary:



Curriculum Progression for Art and Design

Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface	Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing	Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate
YEAR 3		
Painting - mixed media	Drawing – Growing Artists	Craft and Design – Ancient Egyptian Scrolls
<p>Children can...</p> <ul style="list-style-type: none"> • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. • Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • Apply their knowledge of colour mixing to make natural colours. 	<p>Children can...</p> <ul style="list-style-type: none"> • Use shapes identified within in objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Make careful observations to accurately draw an object. • Create abstract compositions to draw more expressively. 	<p>Children can...</p> <ul style="list-style-type: none"> • Use a sketchbook to research a subject using different techniques and materials to present ideas. • Construct a new paper material using paper, water and glue • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. • Make a scroll. • Make a zine. • Use a zine to present information.
Key vocabulary:	Key vocabulary:	Key vocabulary:



Curriculum Progression for Art and Design

Charcoal, composition, negative image, pigment, positive image, prehistoric, proportion, scaled up, sketch, smudging, texture, tone	Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder	Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform
YEAR 4		
Drawing – Power Prints	Painting and Mixed Media – Light and Dark	Craft and Design – Fabric of Nature
<p>Children can...</p> <ul style="list-style-type: none"> • Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint. 	<p>Children can...</p> <ul style="list-style-type: none"> • Mix a tint and a shade by adding black or white. • Use tints and shades of a colour • Create a 3D effect when painting. • Apply paint using different techniques eg. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials. 	<p>Children can...</p> <ul style="list-style-type: none"> • Select imagery and use as inspiration for a design project. • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Draw small sections of one image to docs on colours and texture. • Develop observational drawings into shapes and pattern for design. • Transfer a design using a tracing method. • Make a repeating pattern tile using cut and torn paper shapes. • Use glue as an alternative batik technique to create patterns on fabric. • Use materials, like glue, in different ways depending on the desired effect. • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece.
Key vocabulary:	Key vocabulary:	Key vocabulary:



Curriculum Progression for Art and Design

<p>Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print</p>	<p>Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism</p>	<p>Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving</p>
YEAR 5		
Drawing – I need Space	Painting and mixed media – Portraits	Sculpture and 3D – Interactive installation
<p>Children can...</p> <ul style="list-style-type: none"> Analyse an image that considers impact, audience and purpose. Draw the same image in different ways with different materials and techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition. Decide what materials and tools to use based on experience and knowledge. 	<p>Children can...</p> <ul style="list-style-type: none"> Develop a drawing into a painting. Create a drawing using text as lines and tone. Experiment with materials and create different backgrounds to draw onto. Use a photograph as a starting point for a mixed-media artwork. Take an interesting portrait photograph, exploring different angles. Adapt an image to create a new one. Combine materials to create an effect. Choose colours to represent an idea or atmosphere. Develop a final composition from sketchbook ideas. 	<p>Children can...</p> <ul style="list-style-type: none"> Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. Try out ideas on a small scale to assess their effect. Use everyday objects to form a sculpture. Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Try out ideas for making a sculpture interactive. Plan an installation proposal, making choices about light, sound and display.
<p>Key vocabulary: Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate,</p>	<p>Key vocabulary: Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi</p>	<p>Key vocabulary: Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props,</p>



Curriculum Progression for Art and Design

Composition, Printmaking, Evaluate, Revisit, Develop	media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium	Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive
YEAR 6		
Drawing – My voice heard	Sculpture and 3D – Making memories	Craft and Design – photo opportunity
<p>Children can...</p> <ul style="list-style-type: none"> • Gestural and expressive ways to make marks. • Effects different materials make. • The effects created when drawing into different surfaces • How to: • Use symbolism as a way to create imagery. • Combine imagery into unique compositions. Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects. 	<p>Children can...</p> <ul style="list-style-type: none"> • Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural forms. 	<p>Children can...</p> <ul style="list-style-type: none"> • Create a photomontage. • Create artwork for a design brief. • Use a camera or tablet for photography. • Identify the parts of a camera. • Take a macro photo, choosing an interesting composition. • Manipulate a photograph using photo editing tools. • Use drama and props to recreate imagery. • Take a portrait photograph. • Use a grid method to copy a photograph into a drawing.
<p>Key vocabulary: Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience</p>	<p>Key vocabulary: Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection</p>	<p>Key vocabulary: Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion</p>