

Art and Design

Long Term Progressional Knowledge/Progression Plan – 2022/23

Autumn

National Curriculum	EYFS	KS1		KS2			
	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function.	Pupils should be taught: □ 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.		Pupils should be taught: □ to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history.			
EYFS Yearly Overview	Drawing.	Painting.	Printing.	Collage.	Sculpture.	Textiles.	
	Use a variety of media to draw visual elements. line, shape, tone and space. Observational work: Objects. Draw from memory and imagination. Vocabulary of marks. Length, thickness, straight, curved, etc. Exposure to textures and different techniques for recording patterns, objects and pictures.	Use a wide range of colours. Mixing colours, shades and tints. Applying paint in different ways. Brushes, sticks, fingers, combs, rollers, knives. Add sand, glue, sawdust for texture. Colour collections. Vocabulary. Emotional aspect of using colour. Artists: Jackson Pollock	Using a variety of objects to print. Pattern and sequence. Using body parts to print. Using fruit and vegetables. Mono printing. String blocks and polystyrene. Using 1 and 2 colours. Artist Giuseppe Arcimboldo	Using a variety of materials to make free collage. Natural/ man made textiles. Tearing and cutting paper. Develop visual discrimination. Pieces of work for a purpose, eg, animal faces human faces. Using junk fabric, paper, foil, etc to make free patterns or pictures. Using glues, threads to stitch, knitting, etc Using formal embroidery stitches to decorate, etc Using collage techniques with other media. Artists:, Henri Matisse	Experimenting with plasticine, clay and dough. 3D junk materials. Clay- rolling cutting coiling. Using clay to make hedgehogs, pinch, coil or slab built pots. Making impressions on materials. Straw constructions Using additive methods- mod roc, plaster of Paris, fillers, and subtractive methods- carving	Sorting, discussing and feeling different fabrics and threads. Using pens to add colour Weaving paper. Lacing and threading activities. Discuss clothing for a purpose, eg, waterproofing	
Year Group	Overview Topic	Core Knowledge		New, important vocabulary and skills to be explored		Existing LTP Planning Links	How Covered – Discrete/Cross Curricular
1	This is me Self-portraits and clown portraits.	To use mirrors to observe their own facial features, then represent that in the colours, shapes, textures they have chosen. To know what a clown looks like and the colours and patterns related to clowns/circus.		KS1 Curriculum links •To use a range of materials to design and make a clown portrait. •To use drawing and painting to develop and share ideas and imagination. •To use colour, pattern and texture when designing the clown. Vocabulary		History – the circus	Taught through explicit art lessons and cross curricular topic lessons.

		To know how materials can create a planned effect and how to use these materials appropriately.	Circus, clown, tricks, acrobats, animals, pattern, spots, stripes, red, yellow, white, blue, black, pencil, crayon, pen, shade, light and dark, shape, round, oval etc.		
2	<u>The Fire of London</u> Great Fire of London Silhouette pictures. 3D model of Stuart London streets.	To understand what happened during the great fire of London. To understand why The Great Fire of London was a significant historical event. To know individual stories about The Great Fire of London. To use this knowledge to create a silhouette image of the London city scape and a 3D model of the Stuart London streets.	<u>KS1 Curriculum links</u> •To use a range of material to creatively design a great fire of London silhouette picture. •To use painting to share experiences and ideas. •To develop their techniques using colour, texture, line and shape. •To use sculpture to share ideas about the Stuart London streets. <u>Vocabulary</u> Hot colours, red, yellow, orange, pink, silhouette, black, shadow, dark, light, landscape, cityscape, 3D shapes, cube, cuboid, distance, materials.	History – The Great Fire of London Geography – house designs and the location of London	Taught through explicit art and DT lessons.
3	<u>Cavemen to Celts</u> Cave paintings. Fossils. Imprints and casting. Hapa Zome.	To know why cave painting were important and to understand the hidden meanings and messages behind them. To know the materials that would have been used to create the paintings. To understand why archaeology, fossils, cave paintings help us to understand history and what it was like to live during the Palaeolithic time period. To use their knowledge and understanding of cave paintings to create their own.	<u>KS2 Curriculum links</u> •To use charcoal and natural dies to create their own cave paintings. •To improve their art and design techniques and create a Hapa Zome style piece of fabric. •To use their sketch books to record their observations of fossils and revisit them to improve/ try new techniques. <u>Vocabulary</u> Charcoal, chalk, natural dies, line, tone, texture, form, shape.	History – Cavemen to Celts	Taught cross curricular through history lessons.
4	<u>Ancient Greeks</u> L.S Lowry Greek masks Remembrance Art	To know about the life and work of L.S Lowry. To explore Lowry's pencil works. To compare the different marks made by chalks, oil pastels and paints. To know the difference between foreground, middle ground and background. To explore 3D Media including clay, straws and matchsticks.	<u>KS2 Curriculum links</u> •To use sketchbooks to review and revisit techniques using chalk, oil pastel and paints. •To practise and improve their mastery of art and design techniques using different media, in particular chalk, oil pastel and paint. •To know about the life and work of the great artist L.S Lowry and create a piece of art in his style. <u>Vocabulary</u> Market Scene, Northern Town' & 'The Cart, On the Sands' impression, pencil and drawings, chalk, oil pastels, paintings, self-portraits, compare/ contrast, smudge, line, colour, perspective, foreground, middle ground or background, scene, photographs, contemporary, sculpture, human figure, clay, cutting, straws, matches, newspaper, masking, tape, scissors.	History – famous artist	Taught through explicit art lessons.
5	<u>Epic Explorers</u> Sunsets: colour-washing, watercolours and silhouettes	To understand the life and work of David McEown and Andy Goldsworthy.	<u>KS2 Curriculum links</u>		

	Artist Study: David McEown-polar region artwork Andy Goldsworthy -Outdoor Sculpture	To observe images of sunsets and depict the colours shown. To know how to blend using water colours and colour washing. To understand how to use silhouettes as a form of expression in art. To know how Andy Goldsworthy uses natural materials and objects to create art.	• To use sketchbooks to practise water colour and colour washing techniques in order to revisit and review their work. •To improve their water colour and sculpture techniques when creating a piece of art 'in the style of'. •To know about the life and work of famous artists and create a piece of art in their style. <u>Vocabulary</u> Textures, technique, colour, medium, blending, pigment, transparent, opaque, form, tone, cross hatch, layering, wet wash, dry brush, lighting, colour, pink, blue, red, yellow, orange, realistic colour		
6	<u>Deserts</u> Study of a famous artist: David Hockney Landscape drawing	To understand the life and work of David Hockney. To observe and interpret some of David Hockney's work and understand his inspirations. To know how to implement David Hockney's style into our own work. Draw the outline of a landscape, focusing on perspective. To add colour to their landscape in the style of David Hockney	<u>KS2 Curriculum links</u> •Explain what types of work he does and what colours/mediums he uses to produce his work. •Experiment with creating a spectrum of colours using paint and building up texture using brush strokes and tools for mark making. •Draw and paint a piece of work in the style of David Hockney's landscapes, citing where he has inspired their work. •To critique their own work and suggest areas for future development. <u>Vocabulary</u> Colour, medium, spectrum of colour, paint, texture, brush strokes, tools, landscape, lighter, darker, critique, evaluation, compare, contrasting, effect, portraits, landscapes, seascapes, digital art, technique, feelings produced.	History – Famous artist Geography – features of landscapes	Taught through explicit art lessons.

Spring

Year Group	Overview Topic	Core Knowledge	New, important vocabulary and skills to be explored	Existing LTP Planning Links	How Covered – Discrete/Cross Curricular
1	<u>Transport</u> Canal art Colour mixing Modelling using recycled materials Famous people –Piet Mondrian	To know the different forms of transport. To know the primary colours. To know which two colours, mix together to create a desired colour.	<u>KS1 National Curriculum</u> •To use recycled materials creatively to design and make a canal boat. •To use painting to develop and share their experiences of canal art. •To use their knowledge of Piet Mondrian's artwork to create a piece of abstract art using shape, line and colour. <u>Vocabulary</u>	Junk modelling - Maths 3D shape. Geography – forms of transport. Recycling. History – famous artist Piet Mondrian	Delivered through discrete art lessons and cross curricular geography, history, science and literacy.

		To know the materials needed to create a desired outcome. To know the best way to attach these materials together. To understand the life and work of Piet Mondrian.	Piet Mondrian, abstract art, painting, drawing, printing, pencil, crayon, felt-tip, paint, paintbrush, chalk, clay, collage, warm colours, cool colours, primary colours, fabric, cardboard, sculpture, ink, pattern, random pattern, repeated pattern.		
2	<u>Explorers</u> Junk model ships. <u>Room on the Broom</u> Making a broom	To design a ship for an explorer. To know the materials needed to make a ship that floats To design and make a broom.	<u>KS1 National Curriculum</u> •To use a range of materials creatively to design and make a ship for an explorer •To draw their design to develop their ideas. •To evaluate and analyse their ships using then language of art craft and design. <u>Vocabulary</u> Ship, deck, quarter deck, rudder, hull, crow's nest, mast, rigging, shape, attach, masking tape, glue, colour, texture.	History – Famous explorers. DT – design, make, evaluate	Taught discretely through art and DT lessons and cross curricular through history/ topic.
3	<u>Giants</u> Design an Iron Man collage using a limited pallet. Artist Focus – Eric Joyner Robot art.	To compare different media and make a choice about the effect you wish to create. To have knowledge of the text 'The Iron Man'. To know how to use collage techniques to create a desired outcome. To understand the life and work of a range of artists, architects and designers including Eric Joyner.	<u>KS2 National Curriculum</u> •To use the text 'The Iron Man' to develop design techniques by making a collage using a limited pallet. •To use their knowledge of Eric Joiner's work to experiment with media and create their own 'Robot art'. <u>Vocabulary</u> Myths, legends, dragons, artefacts, collage, colour, pattern, shape, tone.	Literacy – Text focus 'The Iron Man' History – Famous artist	Taught through discrete art lessons and cross curricular through literacy and history.
4	<u>Romans and settlements</u> Roman mosaics	•To have an understanding of the importance of Roman mosaics as historical evidence, and their cultural and artistic significance.	<u>KS2 National Curriculum</u> •To create a large printed mosaic style picture with a geometric border for each child. •Develop and practise the technique of printing individual small squares using a printing stick. •Design and print a central motif for their mosaic using images of real Roman mosaics as a starting point. <u>Vocabulary</u> Romans, mosaics, stick printing, boarder, pattern, repeating pattern, squares, archaeologist, historians, content, location and function, motif	History – Roman mosaics as historical evidence.	Taught through cross curricular lessons, history and DT

5	<u>Anglo Saxons and Vikings</u> Illuminated letters and stained glass windows.	To learn about great artists, architects and designers in history. To look at examples of stained-glass windows and answer questions about where they were used and who they were used by.	<u>KS2 National Curriculum</u> •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] •To practise illuminating some letters using different designs. •To illuminate our names and front covers for topic books. •To write an evaluation of the illuminated letters and stained-glass window. <u>Vocabulary</u> pencil, charcoal, paint, clay, drawing, painting and sculpture, artists, architects, designers, stained glass, colour, texture, translucent, opaque, transparent.	History – stained glass windows. R.E – stories behind the stained-glass windows	Taught through explicit art lessons and taught cross-curricular through history.
6	<u>World war 2</u> Improving mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	How to use different shades of pencils to create different tones and lines. To find out about the famous artist L.S Lowry and his work. To use their knowledge of L.S. Lowry to create their own painting.	<u>KS2 National Curriculum</u> •To investigate and combine visual and tactile qualities and match them to the purpose of their work. •To apply and develop use of tools and techniques, including drawing. •To design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods. •To select the most suitable drawing materials for the type of drawing I want to produce. •To use shading to add interesting effects to my drawings, using different grades of pencil. •To explain the ideas behind my images in my art sketchbook. •To use a variety of different shaped lines to indicate movement in my drawings. •To use shading to show shadows and reflections on 3D shapes. <u>Vocabulary</u> Blending/smudging Charcoal/pastels Using lines to emphasise specific areas. Charcoal, chalk pastels and graphite pencils.	History – WW2, famous artists. Geography – Place knowledge	

Summer

Year Group	Overview Topic	Core Knowledge	New, important vocabulary and skills to be explored	Existing LTP Planning Links	How Covered – Discrete/Cross Curricular
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1	<u>Eggs and seeds Mexico</u>	To know that when we make art in three dimensions, it is often called sculpture. That we can find ideas through playful exploration. That we can understand the properties of materials by this manipulation. That sculpture is a mix of materials, ideas, hands and tools. To know that handicraft is a traditional form of art, which makes everyday objects special. That the art from a different culture tells us about those people. That textiles and weaving offer rich colour work and patterning.	<u>KS1 National Curriculum</u> Sculpture To select junk modelling materials that are suitable for the elements of a plant and made them into roots and shoots from a seed. To explore the properties of the whippy stems and malleable clay to make an animal – real or imaginary. To study the human figures of Alberto Giacometti then made our own sculpture in aluminium foil. 'Wire and Foil': to know these are different materials to handle – we made plants and trees inspired by 'The Tin Forest'. To study the handicraft of Mexico and design a pattern inspired by Zapotec blankets, then chose colours and weave it on a frame. Learn how to make the special 'turn and weave' patterns on a crossed stick frame to make 'Ojo de Dios' textiles. Frida Kahlo and paint our self-portrait with a background, which shows our character and life. Look the frescos of Frida's husband Diego Rivera to see how art can tell stories. <u>Vocabulary</u> Junk, materials, sculpture, 3D, plants, roots, shorts, seeds, properties, clay, human body, wire, foil, tin textiles, design, pattern, colour, self-portrait.	Science, plants	Discrete
2	<u>Night</u> Van Gogh – Starry, starry night Observational drawings	To know the materials needed to create a piece of art in the style of Van Gough. To know how to use colour, line, pattern and texture to make a cityscape in the style of Van Gough. To understand the life and work of Van Gough.	<u>KS1 National Curriculum</u> •To describe the differences and similarities between different practices and disciplines of Van Gough and other famous artists. •To use their knowledge of Van Gough's techniques to create a cityscape using oil pastels. •To use observational drawing to develop and share their ideas, experiences and imagination. <u>Vocabulary</u> Landscape, Vincent Van Gogh, artist, oil paint, bright, bold, brushstrokes, colours, style, light, acrylic paint, daytime, marks.	History – Famous artist Van Gough Geography – Cityscapes	
3	<u>'Around the world in 80 days' and 'Grown your own'</u> Artist Focus – Georgia O'Keefe plants	To create own recipe for herb flatbread. To design own packaging & logo.	<u>KS2 National Curriculum</u> • To use joining techniques to create a 3D representation using a range of materials. • To look carefully at packaging and how it is joined and usually made from one piece of card. • To use oil pastels to create an image with strong colours. <u>Vocabulary</u>	Science - Plants	Taught discretely in art and design and cross curricular in science

			score net logo tabs herbs oil pastels prototype mock-up scale squared paper art straws tissue paper crepe paper detail vibrant spacing paper craft using colour for effect font bold italic highlight working to a theme target audience marketing		
4	<u>The Vanishing Rainforest</u> Viewpoints and landscapes.	To identify landscapes. To use line, tone, shading and rubbing to create texture To use perspective to create an image on the Chinley skyline.	<u>KS2 National Curriculum</u> • To look at the work of other artists to learn how to use perspective. • To make observational drawings. • To use a range of drawing skills to draw a local landscape <u>Vocabulary</u> landscape, skyline, buildings, sights, attractions, hills, Ken Done, Joan Miro, shade, tone, zentangle, value scale, scribble, hatch, cross-hatch, rubbings, perspective, horizontal, vertical, diagonal, foreground, background.	Geography- Our Local Area, South America, Peru. History – Van Gogh, Miro, Matisse, Monet. Maths – Different types of lines (Y3) Outdoor learning – ECO	Taught discretely through art lessons and cross curricular in Geography
5	<u>Earth and Space</u>	Topic books covers in Brusho and wax crayon. Who was Ellen Harding-Baker? Practise designs on paper and sewing practice. Evaluate success of designs and skills.	<u>KS2 National Curriculum</u> • 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 • Sewing representations of Solar System • Exploring and developing ideas • Investigating and making • Evaluating and developing <u>Vocabulary</u> Brusho, brush techniques, blending, wax crayons, resistance, needle, thread, sewing, cross-stitch.	History, science, DT	Taught discretely in art and cross-curricular in topic.
6	<u>Mastery of Art</u> Wassily Kandinsky	To be able to recall Wassily Kandinsky and some key events in his life. Explain what types of work he did and what colours/mediums he used to produce his work.	<u>KS2 National Curriculum</u> • To sketch, develop and label as instructed, creating abstract drawings by reducing elements shown on photo cards to their simplest forms. • To sketch and annotate ideas on plain paper or in a sketchbook, for a work of art inspired by the sounds they hear, and the thoughts and feelings they experience while listening. • Using poster paints or acrylics, children will paint an abstract picture, inspired by a piece of music, referring to their sketches and notes from the previous lesson. • To transfer their design onto a larger canvas/card/paper before painting, and to write about their piece once finished <u>Vocabulary</u> Abstract, shape, tone, drawings, reduction, form, sounds, feelings, emotions, curves, lines, transfer, and evaluate, strengths, weaknesses.	PSHE – How music can make you feel, how this can be represented in art.	Taught discretely and cross curricular through PSHE