

# Art and Design

*"The more that you read, the more things you will know. The more that you learn, the more places you'll go."*



## Art and Design Statement of Intent

At Folksworth Church of England (VC) Primary School, children are presented with a wide variety of materials and techniques from Early Years upwards. They will continue to develop and apply knowledge and skills as they progress throughout the school. We expose the children to different styles of art and give them the opportunity to study famous artists within the genres.

Our art and design curriculum ensures that all pupils are engaged, inspired and challenged whilst equipping them with the knowledge and skills to experiment, invent and create their own artwork. Block teaching of the topic helps to develop the pupils' skills and control in a range of art concepts. The use of techniques and materials such as; colour, pattern, line, texture, shape, form and space, as well as their grasp of drawing, painting and sculpture with a range of materials build on children's understanding. Regular opportunities for the children to record what they are learning in their sketchbooks, alongside linking the work of different artists and their own, helps them to revisit and evaluate their own ideas and designs in greater depth. Pupils work independently or in groups to encourage ability to work within their community, and also to celebrate artistic individuality.



# Art and Design Unit Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Magical Me	Celebrations	Around the World	Come Outside! Growing	Amazing Animals	Fun at the Seaside/ journeys
	Andy Goldsworthy Natural Art/ Self Portraits	Wassily Kandinsky	Van Gogh	Van Gogh/ Collage	Rousseau's Tiger / animal prints	Colour Mixing and Shading
Years 1 & 2	Paddington at the Tower <i>Michael Bond</i>	Toby and the Great Fire of London <i>Margaret Nash &amp; Jane Cope</i>	The Jolly Postman <i>Janet &amp; Allan Ahlberg</i>	The Magic Faraway Tree <i>Enid Blyton</i>	The Lighthouse Keepers' Lunch <i>Ronda &amp; David Armitage</i>	George's Marvellous Medicine <i>Roald Dahl</i>
	Textiles Drawing and Sketching	Sculpture/ Significant Artists	X	Printing	Painting	Collage
Years 3 & 4	Charlie and The Chocolate Factory <i>Roald Dahl</i>	Demon Dentist <i>David Walliams</i>	Beowulf <i>Rob Lloyd Jones and Victor Tavares</i>	The Saga of Erik The Viking <i>Terry Jones</i>	Poems to Perform <i>Julia Donaldson</i>	The Time Travelling Cat and the Egyptian Goddess <i>Julia Jarman</i>
	Painting Pop Art Significant Artists	Digital Media	Textiles (sewing)	Collage	Printing	Drawing
Years 5 & 6	Cosmic <i>Frank Cottrell Boyce</i>	The Nowhere Emporium <i>Ross MacKenzie</i>	Rain Player <i>David Wisniewski</i>		Goodnight Mr Tom <i>Michelle Magorian</i>	Macbeth (A Shakespeare Story) <i>Andrew Matthews and Tony Ross</i>
	X	Painting Collage	Digital Media Cubism	Drawing	X	Painting



			Significant Artists			
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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Magical Me	Celebrations	Around the World	Come Outside! Growing	Amazing Animals	Fun at the Seaside/ journeys
	Andy Goldsworthy Natural Art/ Self Portraits	Wassily Kandinsky	Van Gogh	Van Gogh/ Collage	Rousseau's Tiger / animal prints	Colour Mixing and Shading
Years 1 & 2	Dogger <i>Shirley Hughes</i>	The Owl Who was Afraid of the Dark <i>Jill Tomlinson</i>	The Tiger who came to tea <i>Judith Kerr</i>	Handa's Surprise <i>Eileen Browne</i>	The Day the Crayons Quit <i>Drew Daywalt &amp; Oliver Jeffers</i>	The Owl and the Pussycat <i>Edward Lear</i>
	Drawing	Sculpture	X	Textiles	Painting, Impressionism Significant Artists	Collage
Years 3 & 4	Stig of the Dump <i>Clive King</i>	The Firework Makers Daughter <i>Philip Pullman</i>	The Iron Man <i>Ted Hughes</i>	Run Wild <i>Gill Lewis</i>	Avoid Being a Roman Soldier <i>David Stewart</i>	The Thieves of Ostia <i>Caroline Lawrence</i>
	Painting	Textiles Expressionism Significant Artists	Printing	Sculpture/ Significant Artists	Drawing Digital Media	Collage
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King <i>Terry Deary</i>	The Spy Master: First Blood <i>Jan Burchett &amp; Sara Vogler</i>	The Storm Keeper's Island <i>Catherine Doyle</i>	The Highwayman <i>Alfred Noyes</i>	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief <i>Rick Riordan</i>
	Painting Significant Artists	Collage	Digital Media	Drawing Art Nouveau Significant Artists	Printing	Sculpture



# Art and Design Progression of Knowledge and Skills

## By Year Group

	Media & Materials	Skills	Vocabulary	Significant Artists
Year Group	Standardised Objectives			
Year R	<p><b>ELG Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> </ul> <p><b>ELG Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul> <p><b>ELG Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used</li> </ul> <p><b>ELG Fine Motor</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>Use a range of small toys, including scissors, paint brushes and cutler</li> <li>Begin to show accuracy and care when drawing</li> </ul> <p><b>ELG Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> </ul> <p><b>ELG Comprehension</b></p> <ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>ELG Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used</li> </ul>			
Year 1	<ul style="list-style-type: none"> <li>In painting, use thick and thin brushes to produce lines and shapes</li> <li>In painting, mix colours to make secondary colours</li> <li>In pencil, draw lines of different length and thickness</li> <li>In collage, sort and use a range of materials that are torn, glued and cut</li> <li>In sculpture, use techniques such as rolling, cutting, moulding and carving</li> <li>In textiles, join materials using glue</li> <li>In print, use repeat and overlapping shapes (using objects to create print)</li> <li>Begin to develop artistic vocabulary</li> </ul>			



	<ul style="list-style-type: none"> <li>• <b>Begin to use art and design techniques in using colour, pattern, texture, line, shape, form and space with a range of materials</b></li> <li>• <b>Talk about the work of an artist, craft maker or designer</b></li> <li>• <b>Discuss their own and others' work</b></li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• <b>In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns</b></li> <li>• <b>In painting, mix colours to make secondary colours and add white to make tints/black to make tones</b></li> <li>• <b>Use a range of pencils to draw lines of different lengths/thickness and show pattern using dots/lines</b></li> <li>• <b>In collage, mix materials to create texture eg <i>coiling, overlapping, montage</i></b></li> <li>• <b>In sculpture, create and combine shapes to make recognisable shapes</b></li> <li>• <b>In textiles, weave and join materials using glue or stitch</b></li> <li>• <b>In print, use repeat and overlapping shapes (using objects to create print)</b></li> <li>• <b>Use correct artistic vocabulary</b></li> <li>• <b>Use and apply art and design techniques in using colour, pattern, texture, line, shape, form and space with a range of materials</b></li> <li>• <b>Know about the work of a range of artists, craft makers and designers</b></li> <li>• <b>Describe similarities and differences and make links to own work</b></li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• <b>Create sketchbooks to record and revisit observations</b></li> <li>• <b>In painting, use white to make tints and black to make tones and create a colour wheel</b></li> <li>• <b>In collage, consider the effect of chosen materials and technique</b></li> <li>• <b>In sculpture, include texture that conveys feelings, expression or movement and refine use of tools</b></li> <li>• <b>In textiles, use plaiting and dip-dye techniques</b></li> <li>• <b>In print, press, roll, rub and stamp and recreate print from environment</b></li> <li>• <b>In digital media, use a range of tools to create different lines, colours, shapes, tones and textures</b></li> <li>• <b>Use range of artistic vocabulary to discuss and evaluate work</b></li> <li>• <b>Use and apply art and design techniques and improve their control and use of materials</b></li> <li>• <b>Evaluate work of some artists and analyse creative works</b></li> <li>• <b>Know about great artists, architects and designers and how their art/design reflected and shaped our history</b></li> </ul>



Year 4	<ul style="list-style-type: none"> <li>• Create sketchbooks to record and revisit observations</li> <li>• In painting, use watercolours to produce washes for backgrounds</li> <li>• In collage, use mosaic and montage</li> <li>• In drawing, use a range of techniques to show effects, movement, perspective and reflection</li> <li>• In sculpture, include texture that conveys feelings, expression or movement and refine use of tools</li> <li>• In textiles, use basic cross and back stitch</li> <li>• In print, use layers of two or more colours</li> <li>• In digital media, use a range of tools to create images, video and sound recordings</li> <li>• Use range of artistic vocabulary to discuss and evaluate work</li> <li>• Apply art and design techniques with creativity, experimentation and increasing awareness</li> <li>• Draw on work of other artists for inspiration and begin to emulate their style</li> <li>• Know about great artists, architects and designers and how their art/design reflected and shaped our history and contributed to the culture of our nation</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Capture artistic process in sketch book</li> <li>• In painting, use watercolours to suggest mood</li> <li>• In collage, with increasing confidence, combine visual and tactile qualities</li> <li>• In drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration</li> <li>• In sculpture, combine visual and tactile qualities</li> <li>• In textiles, use stitch and select from a range of stitching techniques</li> <li>• In print, make printing blocks to create a repeating pattern</li> <li>• Enhance digital media by editing including sound, video, animation, still images and installations</li> <li>• Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks</li> <li>• Improve mastery of art/design techniques with a wide range of materials</li> <li>• Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</li> <li>• Communicate ideas and comment on artworks using artistic language</li> </ul>





Year 6	<ul style="list-style-type: none"> <li>• Capture artistic process in sketch book</li> <li>• In painting, combine colours, tones and tints to enhance mood</li> <li>• In drawing, use a wide range of pencils to begin to develop a personal style, drawing on the work of other artists for inspiration</li> <li>• In collage, combine visual and tactile qualities</li> <li>• In drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration</li> <li>• In sculpture, use frameworks (wire or moulds) to provide stability and form</li> <li>• In textiles, use stitch and select from a range of stitching techniques</li> <li>• In print, make precise repeating patterns with accurate pattern and fine detail</li> <li>• Enhance digital media by editing including sound, video, animation, still images and installations</li> <li>• Use wide range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks</li> <li>• Master art/design techniques with a wide range of materials</li> <li>• Over the course of history, understand how great artists, architects and designers contributed to the culture, creativity and wealth of our nation</li> <li>• Communicate ideas and comment on artworks using artistic language</li> </ul>
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## By Theme

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Media & Materials						
<p><b>(Managing Self)</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p><b>(Creating with Materials)</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>-Share their creations, explaining the process they have used</p>	<p>In pencil, draw lines of different length and thickness</p> <p>In painting, mix colours to make secondary colours</p> <p>In painting, use thick and thin brushes to produce lines and shapes</p> <p>In collage, sort and use a range of materials that are cut, torn and glued</p> <p>In sculpture, use techniques such as rolling, cutting, moulding and carving</p> <p>In textiles, join materials using glue</p> <p>In print, use repeat or overlapping shapes (using objects to create print)</p>	<p>Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines</p> <p>In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns</p> <p>In painting, mix colours to make secondary colours and add white to make tints/black to make tones</p> <p>In collage, mix materials to create texture eg coiling, overlapping and montage</p> <p>In sculpture, create and combine shapes to make recognisable shapes</p> <p>In textiles, weave and join materials using glue or stitch</p> <p>In print, use repeat or overlapping shapes (using objects to create print)</p>	<p>Create sketchbooks to record and revisit observations</p> <p>In painting, use white to make tints and black to make tones and create a colour wheel</p> <p>In collage, consider the effect of chosen materials and technique</p> <p>In sculpture, include texture that conveys feelings, expression or movement and refine use of tools</p> <p>In print, press, roll, rub and stamp and recreate print from environment, e.g. <i>wrapping paper etc</i></p> <p>In digital media, use a range of tools to create different lines, colours, shapes, tones and textures</p>	<p>Create sketchbooks to record and revisit observations</p> <p>In drawing, use a range of pencils &amp; techniques to show effect, movement, perspective and reflection</p> <p>In painting, use watercolours to produce washes for backgrounds</p> <p>In collage, use mosaic and montage</p> <p>In textiles, use basic cross and back stitch</p> <p>In print, use layers of two or more colours</p> <p>In digital media, use a range of tools to create images, video and sound recordings</p>	<p>Capture artistic process in sketch book</p> <p>In drawing, use a range of pencils to begin to develop personal style, drawing on the work of other artists for inspiration</p> <p>In painting, use watercolours to suggest mood</p> <p>In collage, with increasing confidence, combine visual and tactile qualities</p> <p>In sculpture, combine visual and tactile qualities</p> <p>In print, make printing blocks eg <i>from coiled string on card to create repeating pattern</i></p> <p>Enhance digital media by editing including sound, video, animation, still images and installations</p>	<p>Capture artistic process in sketch book</p> <p>In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration</p> <p>In painting, combine colours, tones and tints to enhance mood</p> <p>In collage, combine visual and tactile qualities</p> <p>Enhance digital media by editing including sound, video, animation, still images and installations</p>
Significant Artists						
	<p>Talk about the work of an artist, craft maker or designer</p> <p>Discuss their own and others' work</p>	<p>Know about the work of a range of artists, craft makers and designers</p> <p>Describe differences and similarities and make links to own work</p>	<p>Evaluate work of some artists and analyse creative works</p> <p>Know about great artists, architects and designers and how their art / design reflected and shaped our history</p>	<p>Draw on work of other artists for inspiration and begin to emulate their style</p> <p>Know about great artists, architects and designers and how their art/design reflected and shaped our history and contributed to the culture of our nation</p>	<p>Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</p> <p>Communicate ideas and comment on artworks using artistic language</p>	<p>Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</p> <p>Communicate ideas and comment on artworks using artistic language</p>



EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary						
<b>(Comprehension)</b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <b>(Creating with Materials)</b> Share their creations, explaining the process they have used;	Begin to develop artistic vocabulary eg <i>primary/secondary colour, line, light, dark</i>	Use correct artistic vocabulary eg <i>tone, tint, pattern, texture</i>	Use artistic vocabulary to discuss and evaluate work eg <i>observe, perspective, technique, palette</i>	Use range of artistic vocabulary to discuss and evaluate work eg <i>reflection, contemporary, convey</i>	Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg <i>tactile, influence, captivate, emulate</i>	Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg <i>atmosphere, symbolise, mastery, evocative</i>  Master art/design techniques with wide range of materials
Skills						
<b>(Fine Motor)</b> Hold a pencil effectively in preparation for fluent writing – Using the tripod grip in almost all cases – Use a range of small toys, including scissors, paint brushes and cutlery – Begin to show accuracy and care when drawing <b>–(Creating with Materials)</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function –Share their creations, explaining the process they have used	Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials	Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials	Use and apply art and design techniques and improve their control and use of materials	Apply art and design techniques with creativity, experimentation and increasing awareness	Improve mastery of art/design techniques with wide range of materials	

