

Park View Community School



Curriculum Progression for Art

Creativity						
Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creation	<p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p> <p>Design and make art to express ideas.</p>	<p>Consideration of materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings etc.</p> <p>Select the best materials and techniques to develop an idea.</p>	<p>Visual elements include colour, line, shape, form, pattern and tone. Use and combine a range of visual elements in artwork. Can use clay tools and slip for sculpting.</p>	<p>Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p> <p>Develop techniques through experimentation to create different types of art.</p>	<p>Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.</p> <p>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p>	<p>In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</p> <p>Create innovative art that has personal, historic or conceptual meaning.</p>
Coverage	* All topics	* All topics	* All topics	* All topics	* All topics	* All topics

Creativity

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generation of Ideas	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Communicate and discuss their ideas simply before creating artwork.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Create a sketch (a quickly produced or unfinished drawing) which helps artists develop their ideas.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Preliminary sketches (quick drawings in pencil) can be used to inspire a final piece of artwork. They can communicate an idea or experiment with a technique.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Our artists use sketching to develop their ideas. Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. Review and revisit ideas and sketches to improve and develop ideas.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p>
Coverage	* All topics	* All topics	* All topics	* All topics	* All topics	* All topics

Creativity

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluation	<p>Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Say what they like about their own or others' work using simple artistic vocabulary.</p> <p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Analyse and evaluate their own and others' work using artistic vocabulary.</p> <p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Make suggestions for ways to adapt and improve a piece of artwork.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Give constructive feedback to others about ways to improve a piece of artwork.</p> <p>Adapt their work according to their views and describe how they might develop it further</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art</p> <p>Give and take constructive feedback highlights strengths and weaknesses</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.</p> <p>Adapt and refine artwork in light of constructive feedback and reflection. Describe how they might develop it further.</p>
Coverage	* All topics	* All topics	* All topics	* All topics	* All topics	* All topics

Significance

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Significant people, artwork and movements	<p>Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Describe and explore the work of a significant artist.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. Explain why a painting, piece of artwork, body of work or artist is important.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.</p> <p>Work in the style of a significant artist, architect, culture or designer.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.</p> <p>Explain the significance of art, architecture or design from history and create work inspired by it.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.</p> <p>Investigate and develop artwork using the characteristics of an artistic movement.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
Coverage	* All topics	* All topics	* All topics	* All topics	* All topics	* All topics

Comparison

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compare and contrast	<p>Identify similarities and differences between two or more pieces of art.</p> <p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p>	<p>Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p>Describe similarities and differences between artwork on a common theme.</p> <p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p>	<p>Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</p> <p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p>	<p>Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction.</p> <p>Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</p> <p>Compare and contrast artwork from different times and cultures.</p>	<p>Identify similarities and differences between artwork visual elements include line, light, shape, colour, pattern, tone, space and form.</p> <p>Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p>	<p>Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically.</p> <p>Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</p> <p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p>
Coverage	<p>* Mix It (AU2)</p> <p>* Street View (SU2)</p>	* All topics	* All topics	* All topics	* All topics	* All topics

Materials

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing in pencil, ink, pen and charcoal	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour</p> <p>Different types of line include zigzag, wavy, curved, thick and thin. Use soft and hard pencils to create different types of line and shape.</p>	<p>Tone is the lightness or darkness of a colour.</p> <p>Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash.</p> <p>Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</p>	<p>Hatching, cross-hatching and shading are techniques artists use to add texture and form. Add tone to a drawing by using linear and crosshatching, scumbling and stippling.</p> <p>Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.</p> <p>Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</p>	<p>Pen and ink create dark lines that strongly contrast with white paper.</p> <p>Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots).</p> <p>Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p>	<p>Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard.</p> <p>Pen and ink create dark lines that strongly contrast with white paper.</p> <p>Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots).</p> <p>Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.</p>	<p>Line is the most basic element of drawing and can be used to create outlines, contour lines to make images 3D and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). Use line, tone or shape to draw observational detail or perspective.</p>
Coverage	* All topics	* All topics	* All topics	* All topics	* All topics	* All topics

Materials

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Paper and fabric	<p>Collage is an art technique where different materials are layered and stuck down to create artwork.</p> <p>Use textural materials, including paper and fabric, to create a simple collage.</p>	<p>Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres.</p> <p>Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.</p> <p>Create a range of textures using the properties of different types of paper.</p>	<p>Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.</p> <p>Create a range of textures using the properties of different types of paper.</p> <p>Textures include rough, smooth, ridged and bumpy.</p>	<p>Weaving as an artform. This can be using paper or fabric.</p> <p>Use a range of stitches to add detail and texture to fabric or mixed-media collages.</p> <p>Create a range of textures using the properties of different types of paper.</p> <p>Textures include rough, smooth, ridged and bumpy.</p>	<p>Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making.</p> <p>Make and use paper to explore traditional crafting techniques.</p> <p>Collage is an art technique where different materials are layered and stuck down to create artwork. Collage are considered and balanced.</p> <p>Use textural materials, including paper and fabric, to create a simple collage.</p>	<p>Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust.</p> <p>These different qualities can be used to add texture to a piece of artwork.</p> <p>Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.</p>
Coverage	* Funny Faces and Fabulous Features (AU1)	*Flowerhead (SP2)	* Contrast and Compliment (AU1) * Mosaic Masters (SU1)	*Warp and Weft (AU2)	*Mixed Media (SU1)	*All Topics

Materials

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Paint	<p>Identify and use paints in the primary colours. The primary colours are red, yellow and blue.</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects. Work on different scales.</p>	<p>Mix a range of secondary colours, shades and tones. The secondary colours are green, purple and orange.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p> <p>Consider impact of paint on viewer- e.g. warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.</p> <p>A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</p> <p>Mix and use tints and shades of colours using a range of different materials, including paint.</p>	<p>Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).</p> <p>Different artistic movements often use colour in a distinctive way.</p>
Coverage	<p>* Mix It (AU2)</p> <p>* Rain and Sunrays (SP2)</p> <p>* Street View (SU2)</p>	* All topics	<p>* Contrast and Compliment (AU1)</p> <p>* Mosaic Masters (SU1)</p>	* Contrast and Compliment (AU1)	* All topics	* All topics

Materials

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	<p>A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</p> <p>Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings.</p> <p>Make simple, repeating prints and patterns and recognise pattern in the environment.</p>	<p>A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink.</p> <p>The block can be repeatedly used, creating a repeating pattern.</p> <p>Use the properties of various materials, such as clay or polystyrene, to develop a block print.</p>		<p>Different printmaking techniques include mono-printing, engraving, etching, screen printing and lithography.</p> <p>Combine a variety of printmaking techniques and materials to create a print on a theme.</p>		<p>Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.</p> <p>Use the work of a significant printmaker to influence artwork.</p> <p>Use other method of printing such as using stencils.</p>
Coverage	* Rain and Sunrays (SP2)	* Portraits and Poses (SU2)		* Animal (SP2)		* Inuit (SP2)

Materials

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Malleable materials		<p>Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.</p> <p>Press objects into a malleable material to make textures, patterns and imprints.</p>	<p>Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.</p> <p>Create a 3-D form using malleable or rigid materials, or a combination of materials.</p>	<p>Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. Use clay to create a detailed or experimental 3-D form.</p>		<p>Relief sculpture projects from a flat surface, such as stone or soap. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture.</p> <p>Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background.</p> <p>Create a relief from using a range of tools, techniques and materials.</p>
Coverage		* Flower Head (SP2)	* Ammonites (SP1)	* Animal (SP2)		* Inuit (SP2)

Nature

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Natural Art	<p>Transient art is moveable, non-permanent and usually made of a variety of objects and materials.</p> <p>Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</p> <p>Make transient art and pattern work using a range or combination of man-made and natural materials.</p>	<p>Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. Draw, paint and sculpt natural forms from observation, imagination and memory.</p>	<p>Nature and natural forms can be used as a starting point for creating artwork. Use nature and natural forms as a starting point for artwork.</p>	<p>Natural patterns from weather, water or animal skins are often used as a subject matter. Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</p>	<p>Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects. Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.</p>	<p>Environmental art addresses social and political issues relating to natural and urban environments. Create art inspired by or giving an environmental message.</p>
Coverage	* Rain and Sunrays (SP2)	* Flower Head (SP2)	* All topics	* Vista (SP1) * Animal (SP2)	*Line, Light and Shadows (SP1) * Nature's Art (SP2)	* Tint, Tones and Shades (SP1) * Inuit (SP2)

Place and space

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Landscapes	Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). Draw or paint a place from memory, imagination or observation.	A landscape is a piece of artwork that shows a scenic view. Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.		Art can display interesting or unusual perspectives and viewpoints. Choose an interesting or unusual perspective or viewpoint for a landscape.	Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world. Use a range of materials to create imaginative and fantasy landscapes.	Perspective is the art of representing 3-D objects on a 2-D surface. Draw or paint detailed landscapes that include perspective.
Coverage	* Street View (SU2)	* Still Life (AU2)		* Vista (SP1)	* Nature's Art (SP2)	* Tint, Tones and Shades (SP1)

Humankind

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human Form	<p>A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.</p> <p>Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</p>	<p>human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks with increasing levels of complexity.</p> <p>Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</p>	<p>Artists draw, paint or sculpt human forms in active poses.</p> <p>Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.</p>	<p>Art can be developed that depicts the human form to create a narrative.</p> <p>Explore and develop 3D art that uses the human form, using ideas from contemporary or historical starting points.</p>	<p>A portrait is a picture of a person that can be created through drawing, painting and photography.</p> <p>Artistic movements or artists that communicate feelings through portraiture include the Expressionists.</p> <p>Explore and create expression in portraiture.</p>	<p>In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life.</p> <p>Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.</p>
Coverage	* Funny Faces and Fabulous Features (AU1)	* Portraits and Poses (SU2)	* Contrast and Compliment (AU1)	* Statues, Statuettes and Figurines (SU1)	* Off With Her Head (AU1)	* Trail Blazers, Barrier Breakers (AU1)