

## Etwall Primary School – Art Curriculum Overview/ Skills Progression

### Our End Goal

What will our artists be able to do when they leave Etwall Primary School?

By the end of their time at Etwall, our Y6 artists will have experienced and developed a deep and broad knowledge of local, British and world art. The children will be equipped with the skills that will enable them to ask perceptive questions, think critically, investigate artists and media, utilise skills they have learnt in handling a range of artistic media and developed creative projects using their inspirations. They will use artistic terms and vocabulary effectively and accurately. They will know how to use a wide range of materials that enable them to explore their ideas and creativity. Art and craft learning experiences at Etwall Primary School will inspire our children's creativity and desire to know more about art and artists; and how they have shaped their lives. They will take away with them a respect of diversity, social responsibility and a positive attitude towards all that art can inspire and teach us.

### Curriculum Coverage (National Curriculum)

What are the basic requirements from the National Curriculum?

How will art be inter-woven into the learning experiences we provide for the children?

EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B
	Pupils should be taught:  Ar1/1.1 to use a range of materials creatively to design and make products  Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Ar1/1.4 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:  Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas  Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  Ar2/1.3 about great artists, architects and designers in history.			

## Procedural Knowledge

What skills do we want our artists to have? We want them to analyse, evaluate, compose and create art.

How will these skills build on what went before and help prepare our children for what is coming next?

Skill	EYFS	Year 1/2	Year 3/4	Year 5/6
Drawing	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.	Continue to: <ul style="list-style-type: none"> <li>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</li> <li>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</li> </ul>	Develop: <ul style="list-style-type: none"> <li>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</li> <li>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</li> </ul>	Can/have/know: <ul style="list-style-type: none"> <li>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</li> <li>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</li> </ul>
Painting		<ul style="list-style-type: none"> <li>Develop skill and control when painting. Paint with expression</li> <li>Further improve skill and control when painting. Paint with creativity and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</li> <li>Develop skill and control when painting. Paint with expression. Analyse painting by artists.</li> </ul>	<ul style="list-style-type: none"> <li>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</li> <li>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</li> </ul>
Craft, design, materials and techniques	Design purposeful, functional, appealing products for themselves and other users based on design criteria.	<ul style="list-style-type: none"> <li>Learn a range of materials and techniques such as clayetching, printing and collage.</li> <li>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</li> </ul>	<ul style="list-style-type: none"> <li>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products</li> <li>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</li> </ul>	<ul style="list-style-type: none"> <li>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</li> <li>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</li> </ul>

Knowing and applying the formal elements – Colour		<ul style="list-style-type: none"> <li>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</li> <li>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</li> </ul>	<ul style="list-style-type: none"> <li>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</li> <li>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</li> </ul>	<ul style="list-style-type: none"> <li>Select and mix more complex colours to depict thoughts and feelings</li> <li>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</li> </ul>
Knowing and applying the formal elements – Form		<ul style="list-style-type: none"> <li>Learn about form and space through making sculptures and developing language</li> <li>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop their ability to describe 3D form in a range of materials, including drawing.</li> <li>Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Further extend their ability to describe and model form in 3D using a range of materials.</li> <li>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</li> </ul>
Knowing and applying the formal elements – Line		<ul style="list-style-type: none"> <li>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</li> <li>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</li> </ul>	<ul style="list-style-type: none"> <li>Express and describe organic and geometric forms through different types of line.</li> <li>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Extend and develop a greater understanding of applying expression when using line.</li> <li>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</li> </ul>
Knowing and applying the formal elements – Pattern		<ul style="list-style-type: none"> <li>Understand patterns in nature, design and make patterns in a range of materials.</li> <li>Learn a range of techniques to make repeating and nonrepeating patterns. Identify</li> </ul>	<ul style="list-style-type: none"> <li>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</li> <li>Create original designs for patterns using geometric repeating shapes. Analyse and</li> </ul>	<ul style="list-style-type: none"> <li>Construct patterns through various methods to develop their understanding.</li> <li>Represent feelings and emotions through patterns. Create</li> </ul>

Knowing and applying the formal elements – Shape		<p>natural and man-made patterns. Create patterns of their own.</p> <ul style="list-style-type: none"> <li>Identify, describe and use shape for purpose.</li> <li>Compose geometric designs by adapting the work of other artists to suit their own ideas.</li> </ul>	<p>describe how other artists use pattern.</p> <ul style="list-style-type: none"> <li>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</li> <li>Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.</li> </ul>	<p>sophisticated artwork using their knowledge of pattern.</p> <ul style="list-style-type: none"> <li>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</li> <li>Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</li> </ul>
Knowing and applying the formal elements - Texture		<ul style="list-style-type: none"> <li>Use materials to create textures.</li> <li>Identify and describe different textures. Select and use appropriate materials to create textures.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and describe texture within artists' work.</li> <li>Use a range of materials to express complex textures.</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of texture through practical making activities.</li> <li>Understand how artists manipulate materials to create texture.</li> </ul>

<p>Conceptual Knowledge</p> <p>What facts do we want our artists to know? We want them to analyse, evaluate, compose and create art.</p> <p>What will we record and how will it recognise our feelings and experiences.</p>
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Skill	EYFS	Year 1/2	Year 3/4	Year 5/6
Sketchbooks		<ul style="list-style-type: none"> <li>To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</li> <li>To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</li> </ul>	<ul style="list-style-type: none"> <li>To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.</li> <li>Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</li> <li>Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.</li> </ul>
Creating original artwork		<ul style="list-style-type: none"> <li>Explore and create ideas for purposes and intentions.</li> <li>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Create personal artwork using the artwork of others to stimulate them.</li> <li>Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</li> <li>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</li> </ul>

## Factual Knowledge

What facts do we want our artists to know? We want them to recognise the work of artists and identify the uniqueness of art.

How did great artists and designers use the formal elements of art.

Area	EYFS	Year 1/2	Year 3/4	Year 5/6
Artists, craftspeople, designers		<ul style="list-style-type: none"> <li>• Study the work of the artists:</li> <li>• • Beatrice Milhazes (Abstract) Formal Elements: Lesson 1: Abstract Compositions</li> <li>• • Bridget Riley (Drawing) Formal Elements: Lesson 2: Exploring Line</li> <li>• • David Hockney and Vija Celmins (Drawing) Formal Elements: Lesson 3: Making Waves</li> <li>• • Louis Wain (Movement) Art &amp; Design Skills: Learn about Louis Wain</li> <li>• • Kandinsky, Bernal, Bolotowsky (Shape and Colour) Art &amp; Design Skills: Experimenting with Media</li> <li>• • Vincent Van Gogh (Texture) Landscapes: Lesson 2: Beach Textures and Landscapes: Lesson 4: Painting Over Texture</li> <li>• • Jasper Johns (Painting) Formal Elements: Lesson 5: Painting with Colour</li> <li>• • Renoir, Sorolla, Kroyer (Landscape Landscapes: Lesson 1-5</li> <li>• • Louise Bourgeois (Sculpture) Sculptures &amp; Collages: Lesson 4: Giant Spider Model Part 1 and Sculptures &amp; Collages: Lesson 5: Giant Spider Model Part 2</li> </ul>	<p>Study the work of the artists:</p> <ul style="list-style-type: none"> <li>• Carl Giles (Drawing) Art &amp; Design Skills: Learning About...Carl Giles</li> <li>• Diego Velazquez (Tone) Art &amp; Design Skills &gt; Painting: Tints and Shades</li> <li>• Puppets: Art &amp; Design Skills: Craft &amp; Design: Puppets (3 Lessons)</li> <li>• Prehistoric Artists: Prehistoric Art: Lesson 1: Exploring Prehistoric Art and Prehistoric Art: Lesson 2: Charcoal Animals</li> <li>• Luz Perez Ojeda Formal Elements: Lesson 1: Optical Illusions</li> <li>• Paul Cezanne Art &amp; Design Skills: Painting: Paul Cezanne</li> <li>• Giorgio Morandi Art &amp; Design Skills: Drawing: Still Life</li> <li>• David Hockney Every Picture Tells a Story: Lesson 1: My Parents, David Hockney</li> <li>• Paula Rego Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego</li> <li>• Edward Hopper Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper</li> <li>• Pieter Brueghel Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel</li> </ul>	<p>Study the work of the artists:</p> <ul style="list-style-type: none"> <li>• Hundertwasser Formal Elements: Lesson Three: Hundertwasser House</li> <li>• Banksy Every Picture Tells a Story: Mural: Clacton Pigeon Mural-Banksy</li> <li>• Andy Warhol Every Picture Tells a Story: Lesson 2: Inspired by Rorschach</li> <li>• John Singer Sargent Every Picture Tells a Story: Painting: John Singer Sargent</li> <li>• Magdalene Odundo Every Picture Tells a Story: Lesson 5: Magdalene Odundo</li> <li>• Claude Monet Art &amp; Design Skills: Painting: Impressionism</li> <li>• William Morris Art &amp; Design Skills: Craft: Zentangle Printing</li> <li>• Edward Hopper Art &amp; Design Skills: Learning about the work of Edward Hopper</li> <li>• Kathe Kollwitz Make My Voice Heard: Lesson 2: Kathe Kollwitz, Make My Voice Heard: Lesson 5: Clay Sculptures</li> <li>• Pablo Picasso Make My Voice Heard: Lesson 3: Guernica 1 - Pablo Picasso, Make My Voice Heard: Lesson 4: Guernica 2 - Pablo Picasso</li> <li>• Mark Wallinger Make My Voice Heard: Lesson 5: Clay Sculptures</li> </ul>

		<ul style="list-style-type: none"> <li>• Max Ernst (Frottage) Formal Elements: Lesson 3: Frottage</li> <li>• Ed Ruscha (Shading, Tone) Formal Elements: Lesson 4: 3D Pencil Drawings</li> <li>• Clarice Cliff (Design) Art &amp; Design Skills: Lesson 4: Design: Clarice Cliff Plates</li> <li>• Nancy McCrosky (Mural) Art &amp; Design Skills: Lesson 2: Drawing: Shading</li> <li>• Damien Hirst (Drawing) Human Form: Lesson 2: Skulls</li> <li>• Julian Opie (Portraits) Human Form: Lesson 4: Opie Style Portraits</li> <li>• Edwina Bridgeman Human Form: Lesson 5: Clothes Peg figures</li> </ul>	<ul style="list-style-type: none"> <li>• Fiona Rae Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae</li> <li>• Giuseppe Archimboldo Sculpture: Lesson 3: Arcimboldo</li> <li>• Sokari Douglas Camp Sculpture: Lesson 4: Sokari Douglas Camp</li> <li>• El Anatsui Sculpture: Lesson 5: El Anatsui</li> <li>• Barbara Hepworth Art &amp; Design Skills: Craft: Soap Sculptures</li> </ul>	<ul style="list-style-type: none"> <li>• Hannah Hoch, Peter Kennard, Jerry Uelsmann Photography: Lesson 1: Photomontage</li> <li>• Jenny Holzer Photography: Lesson 2: Truisms</li> <li>• Edward Weston Photography: Lesson 3: Macro Photography</li> <li>• Edvard Munch Photography: Lesson 5: Expressions</li> <li>• Paul Cezanne, Jaromir Funke, Ben Nicholson Still Life: Lesson 1: Still Life Composition and Still Life: Lesson 2: Charcoal Still Life</li> </ul>
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## Metacognitive Knowledge

How do we analyse our own work and that of others.

Skill	EYFS	Year 1/2	Year 3/4	Year 5/6
Identify similarities and differences to others' work		<ul style="list-style-type: none"><li>• Recognise and describe key features of their own and other's work.</li><li>• Compare other's work, identifying similarities and differences.</li></ul>	<ul style="list-style-type: none"><li>• Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</li><li>• Build a more complex vocabulary when discussing your own and others' art.</li></ul>	<ul style="list-style-type: none"><li>• Develop a greater understanding of vocabulary when discussing their own and others' work.</li><li>• Use the language of art with greater sophistication when discussing own and others art.</li></ul>
Reflecting		<ul style="list-style-type: none"><li>• Describe what they feel about their work and the art of others.</li><li>• Describe choices and preferences using the language of art.</li></ul>	<ul style="list-style-type: none"><li>• Reflecting on their own work in order to make improvements.</li><li>• Use their own and other's opinion of work to identify areas of improvement.</li></ul>	<ul style="list-style-type: none"><li>• Regularly analysing and reflecting on their intentions and choices.</li><li>• Give reasoned evaluations of their own and others work which takes account of context and intention.</li></ul>



Vocabulary – What key vocabulary will our artists need? When will it be introduced?  
Vocabulary will be re-visited throughout all year groups as it is so important to communicate concepts

EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B
Key Art Vocabulary:						
	<p>Many of the artist’s names will be very challenging for pupils to read at this age.</p> <ul style="list-style-type: none"><li>• <b>Formal Elements Lessons:</b> Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.</li></ul> <p>Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern.</p> <ul style="list-style-type: none"><li>• <b>Sculpture &amp; Collage Lessons:</b> Shells (exoskeletons) salt dough, plasticine, 3 dimensional, sculpture, natural materials carnivore, herbivore, omnivore, junk, creature.</li></ul> <p>Pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin.</p> <ul style="list-style-type: none"><li>• <b>Landscapes Lessons:</b> Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.</li><li>• <b>Art &amp; Design Skills Lessons:</b> Geometry, Tudor, Great Fire of London, printmaking. Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay.</li></ul> <p><b>Human Form Lessons:</b> Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, prop</p>	<p>Some of the artist’s names may be challenging for pupils to read at this age.</p> <ul style="list-style-type: none"><li>• <b>Formal Elements Lessons:</b> Colour, line, pattern, tone, shape, form, , shape, pattern, texture, symmetrical, mark making, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch.</li><li>• <b>Art &amp; Design Skills:</b> Puppet, shadow puppet, decorate, detail, observation, tint, shade, light and dark.</li><li>• <b>Prehistoric Art:</b> Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative.</li><li>• <b>Craft:</b> Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dyeing, wax resist, mood board.</li><li>• <b>Sculpture Lessons:</b> Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial.</li><li>• <b>Art and Design Skills Lessons:</b> Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiseriess, op-art.</li></ul>	<p>Some of the artist’s names may be challenging for some of the children to read.</p> <ul style="list-style-type: none"><li>• <b>Formal Elements Lessons:</b> Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy.</li><li>• <b>Every Picture Tells a Story Lessons:</b> Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist.</li><li>• <b>Design For A Purpose Lessons:</b> Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria.</li><li>• <b>Still Life Lessons:</b> Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture.</li><li>• <b>Make My Voice Heard Lessons:</b> Graffiti, contrasting, commissioned, Guernica, sculpture.</li><li>• <b>Photography Lessons:</b> Desaturate, truism, photomontage, abstract, self-expression, crop, contrast.</li><li>• <b>Art &amp; Design Skills Lessons:</b> Annotate, visualise, scale, collage, Impressionism, zentangle, prototype, appreciation.</li></ul>			