



Ludgvan School Subject Progression Document 2024-2025

Subject: Art

National Curriculum Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content at Key Stage 1

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.




Subject Content at Key Stage 2




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. 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

Art Content








	Drawing	Painting	Printing	Textiles	3D	Collage	Cooking	Enrichment (Led by Outdoor Learning)
Year 1	*		*		*	*	*	Christmas Crafts
Year 2	*	*		*		*	*	Christmas Crafts
Year 3	*			*		*	*	Christmas Crafts
Year 4	*	*	*		*		*	Christmas Crafts
Year 5	*	*		*	*		*	Christmas Crafts
Year 6	*	*			* Bird Houses	*	*Trench stew	Bird Houses (3D)

Years 1 and 2








	Autumn 1 Wellbeing	Autumn 2 Diversity and Inclusion	Spring 1 Being a local citizen	Spring 2 Being a global citizen	Summer 1 Looking after the planet	Summer 2 Aspirations
Year 1	<p>Drawing Draw the eye (pencil)</p> <p>Gabrielle de Glatigny (Cornwall artist)</p>	<p>Enrichment Christmas Crafts (led by Outdoor Learning)</p>	<p>Printing Andy Warhol</p> 	<p>3D Takaya headdresses</p> 	<p>Collage Henri rousseau</p> <p>https://www.nationalgallery.org.uk/stories/makeand-create-a-collage-inspired-by-rousseau-surprised</p> 	<p>Cooking Healthy food groups- peeling and chopping (apples/satsumas)</p>

Year 2	<u>Drawing</u> Canal Art Jan Vallance 	<u>Enrichment</u> Christmas Crafts (led by Outdoor Learning)	<u>Painting</u> Walter Langley (Newlyn School of Art)	<u>Drawing/ Collage</u> Francesca Sanna 	<u>Textiles</u> Recycled fashion 	<u>Cooking</u> Fruit Salad - Farming (local and global)
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Years 3 and 4

	Autumn 1 Wellbeing	Autumn 2 Diversity and Inclusion	Spring 1 Being a local citizen	Spring 2 Being a global citizen	Summer 1 Looking after the planet	Summer 2 Aspirations
Year 3	<u>Drawing</u> Jean-Michel Basquiat 	<u>Enrichment</u> Christmas Crafts (led by Outdoor Learning)	<u>Pottery</u> Bernard Leech (Cornwall artist)	<u>Collage</u> Whale sculpture Lesley Chang 	<u>Painting</u> Hieroglyphics 	<u>Cooking</u> Peeling, chopping and grating. Pizza making on ready made bases
Year 4	<u>Drawing</u> Still life Giorgio Morandi 	<u>Enrichment</u> Christmas Crafts (led by Outdoor Learning)	<u>3D</u> Barbera Hepworth Sculpture 	<u>Painting</u> Chinese willow patterns 	<u>Printing</u> Andy Goldworthy 	<u>Cooking</u> Bread making, measuring ingredients accurately

Years 5 and 6

	Autumn 1 Wellbeing	Autumn 2 Diversity and Inclusion	Spring 1 Being a local citizen	Spring 2 Being a global citizen	Summer 1 Looking after the planet	Summer 2 Aspirations
Year 5	<p><u>Drawing</u> Frida Kahlo Self portraits</p> 	<p><u>Enrichment</u> Christmas Crafts (led by Outdoor Learning)</p>	<p><u>Painting</u> John Dyer Cornwall landscapes</p>  <p>https://www.willingham.cambs.sch.uk/blog/?pid=6&nid=6&storid=128</p>	<p><u>Textiles</u> Middle eastern weaving based on the eight pointed star. Monir Farmanfarmaian</p> 	<p><u>Printing</u> William Morris</p>  <p>https://www.willingham.cambs.sch.uk/blog/?pid=6&nid=6&storid=128</p>	<p><u>Cooking</u> Make pasties</p>
Year 6	<p><u>Drawing</u> Filippo Brunelleschi One-point perspective art European artist</p> 	<p><u>Enrichment</u> 3D Bird houses (Led by Outdoor Learning)</p>	<p><u>Painting</u> Kurt Jackson (Cornwall artist)</p>	<p><u>Printing</u> Suffragette Art</p>  <p>https://www.accessart.org.uk/activism/ https://www.printmag.com/designnews/posters-commemorate-women-suffrage/</p>	<p><u>Collage</u> Daniel Webb</p>  <p>https://www.globalcitizen.org/en/content/activists-creating-art-from-plastic-waste/</p>	<p><u>Cooking</u> Trench Stew</p>

Progression of Skills in Art

Drawing:

Reception	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
Year 1	Express their feelings through drawing and create a mood Draw lines of different shapes and thicknesses, using different grades of pencil Interpret an object through drawing
Year 2	Understand where they might use different grades of pencil in their drawing and why Use charcoal and pastels to create different drawing styles Create different tones using light and dark Apply different shading techniques to create different tones Show patterns and texture in their drawings Use a viewfinder to focus on a specific part of an artefact before drawing it
Year 3	Use sketches to develop a final piece of work Use drawing as a tool to express an idea Use different shading techniques to give depth to a drawing Apply different shading techniques to create texture in a drawing
Year 4	Experiment with drawing techniques to support their observations Create a sense of distance and proportion in a drawing Use experimental drawing techniques to create atmosphere in a drawing Explain choice of specific materials to draw with
Year 5	Experiment with drawing techniques to support their observations Create a sense of distance and proportion in a drawing Apply lines to create movement in a drawing Understand how drawing skills can support other media Develop a series of drawings that explore a theme Explain why they have chosen specific materials to draw with

Year 6	<p>Communicate ideas through sketches and convey a sense of individual styles</p> <p>Show a strong understanding of how to use shading techniques to create depth and tone</p> <p>Identify when to apply different drawing techniques to support their outcomes</p> <p>Create experimental and accurate drawings</p> <p>Explain how they have combined different tools and explain why they have chosen specific drawing techniques</p>
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Painting:

Reception	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>
Year 1	<p>Express their feelings through paintings and create a mood</p> <p>Interpret an object through painting</p> <p>Have a basic understanding of basic colour theory</p>
Year 2	<p>Mix paint to explore colour theory</p> <p>Create shades of a colour</p> <p>Experiment with watercolour techniques to create different effects</p>
Year 3	<p>Mix a range of colours in a colour wheel</p> <p>Identify what colours work well together</p> <p>Create a background using a wash</p> <p>Use a range of brushes to create different effects</p>
Year 4	<p>Understand the different properties of different paints</p> <p>Create different moods in a painting</p> <p>Use shade to create depth in a painting</p>
Year 5	<p>Create a range of shades using different kinds of paint</p> <p>Create mood in a painting</p> <p>Identify different painting styles and how artists are influenced by these styles over time</p>
Year 6	<p>Explain what their own style is</p> <p>Apply a wide range of techniques in their work and explain why they have chosen these techniques</p> <p>Have a strong understanding of colour theory and how to use it to create a balanced painting</p>

Printing:

Reception	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
Year 1	Recognise and explore different marks through printing with different objects Repeat a print to make a pattern Apply drawing skills to print
Year 2	Create a repeat print Create an impression in a surface and use this to create print Find printing opportunities in everyday objects
Year 3	Experiment with layered printing using two colours or more Understand how printing can be used to make numerous designs Transfer a drawing into a print
Year 4	Explore a variety of printing techniques Create an accurate print design Use printmaking as a tool with other media to develop a final outcome
Year 5	Print using a variety of materials Create an accurate print design that reflects a theme or ideas Make links with printmaking and other media to help develop their work
Year 6	Overprint using different colours Identify different printing methods and make decisions about the effectiveness of their printing methods Know how to make a positive and a negative print

Textiles:

Reception	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
Year 1	Categorise a range of fabrics and threads by colour and texture Use a range of fabrics to weave a pattern Identify and discuss when patterns are used in textile design and what patterns they can see
Year 2	Bond separate fabrics together Build an image using fabrics Create a large scale texture or sculpture piece through class collaboration

Year 3	Add detail and texture to a piece of work Identify and name a range of materials and show how to use them
Year 4	Explore a range of textures using textiles Transfer a drawing into a textile design Use artists to influence their textile design
Year 5	Experiment with different ways of exploring textiles Plan, design and create a fabric piece using mixed media
Year 6	Research artists then use their methods in their textile designs Create work which is open to interpretation by the audience Include both visual and tactile elements in their work

3D

Reception	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
Year 1	Recognise different textures in different surfaces Select and apply different materials to create raised texture Scrunch, roll and shape materials to make a 3D form
Year 2	Mould, form, shape and bond materials to create a 3D form Apply bonding techniques to add parts onto their sculpture Apply a smooth surface to a sculptural form Apply line and shape to their work
Year 3	Create texture and shape through adding layers Work collaboratively to create a large sculptural form
Year 4	Experiment with and combine materials and processes to design and make a 3D form Transform a 2D drawing into a 3D form Create different shapes using a variety of mouldable materials
Year 5	Interpret an object in a 3D form Develop an understanding of different ways on how to finish a sculptural form eg, paint, polish, glaze
Year 6	Identify and know the properties of a wide range of different sculptural materials and how to use them to create 3D forms Create models in a range of scales

Collage:

Reception	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
Year 1	Select, cut and tear paper for collages Organise and sort materials by colour Build layers of a range of materials to create an image
Year 2	Interpret an object through collage Apply a range of different kinds of media to embellish and add details to their collage and explain what effect this has
Year 3	Overlap materials Use collage as a tool to develop a piece in mixed media
Year 4	Use collage to create a mood board of ideas Use coiling, overlapping, tessellation, mosaic and montage
Year 5	Overlap materials in a variety of ways to build an image Use collage as a tool to develop a piece in mixed media Combine pattern, tone and shape in collage
Year 6	Justify why they have chosen specific materials Apply and combine patterns, tones and shapes Apply knowledge of collage and use it as a tool to develop a mixed media project

Cooking:

Reception	Use ready made ingredients to mix and handle hygienically
Year 1	Assemble ingredients to prepare food, using simple tools to cut, peel or grate safely and hygienically
Year 2	Prepare food safely and hygienically, measuring and weighing ingredients using measuring cups and digital scales
Year 3	Follow a recipe using appropriate utensils and measuring skills to prepare a savoury food
Year 4	Follow a recipe using appropriate utensils and measuring ingredients to the nearest gram accurately in order to prepare food
Year 5	As designers, scale up or down a recipe, having accurately calculated ratios of carefully measure ingredients.
Year 6	Children are able to make quality products, evidencing a range of independent cooking skills of a particularly high standard.

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>22-36 months: Colour, marks.</p> <p>30-50 months: Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard.</p> <p>40-60+ months: wet, dry, flaky, fixed, mix, cut, sweep.</p>	<p>Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment.</p> <p>Painting: Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright.</p> <p>Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth.</p> <p>Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p> <p>Sculpture: Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal</p>	<p>Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life.</p> <p>Painting: Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash.</p> <p>Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Twotone print.</p> <p>Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p> <p>Sculpture: Sculpture, Structure, Assemble, Construct,</p>	<p>Drawing: Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve.</p> <p>Painting: Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground.</p> <p>Printing: Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image.</p> <p>Collage & Textiles: Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting.</p>	<p>Drawing: Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality.</p> <p>Painting: Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon.</p> <p>Printing: Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder.</p> <p>Collage & Textiles: Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.</p> <p>Sculpture: Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective</p>	<p>Drawing: Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality.</p> <p>Painting: Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.</p> <p>Printing: Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure.</p> <p>Collage & Textiles: Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture.</p> <p>Sculpture: Realistic, Proportion, Surface texture, Balance,</p>	<p>Drawing: Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight.</p> <p>Painting: Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.</p> <p>Printing: Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</p> <p>Collage & Textiles: Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic.</p> <p>Sculpture: Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance</p>

		Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.	Sculpture: Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.		Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.	
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Oracy stems:

Describe	Relate	Analyse	Interpret	Evaluate
<p>The artist is trying to show...</p> <p>I would use the word...to describe this piece...</p> <p>I would describe this artwork as...</p> <p>The place depicted in this artwork is...</p> <p>The person/people depicted in this artwork is...because</p>	<p>This artwork shares similarities with...</p> <p>This piece is different/similar to real life because</p> <p>The artwork reminds me of...</p> <p>I recognise the use of...in this artwork.</p>	<p>...is further away/closer</p> <p>I think the person in this artwork is...</p> <p>I think the person in this artwork lived like...</p> <p>The most important part of this work is...because</p> <p>What questions would you have for the artist if they were here? E.g. How did you create this artwork? What was your inspiration for this piece? What is the story behind this work?</p>	<p>If I were to give this piece a title, it would be called...</p> <p>If this work could make a sound, it would be...</p> <p>I think the message in this artwork is...</p> <p>If I were inside this artwork, it would feel...</p> <p>I think the artist created this work to depict/show/for... because</p>	<p>I like the way the artist has used...</p> <p>I like the way the artist has chosen to...</p> <p>I think others would see this artwork as...</p> <p>I dislike this artwork... because...</p>