

Cayton School Art & Design – Curriculum Progression

C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing
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Cayton School
Art Progression Map

Learn from yesterday, seek today and aim for tomorrow

Cayton School Art & Design – Curriculum Progression

Intent								
Cayton School Vision	“To deliver the highest standards enabling all children and adults to grow, learn and work together where laughter, respect, trust and harmony are highly valued”							
Cayton School principles	Broad and Balanced, each subject has sufficient time to contribute effectively to learning	Sequential and Progressive	Engaging and Interesting	Ambitious and Progressive	Every child awarded the same offer	Prior Learning and Knowledge on Knowledge opportunities	Making Life-long Learners	Reading a priority – whole school reading culture
Why Cayton School Curriculum is unique	We have written our curriculum with a strong emphasis towards Local: Community, History, Geography, Culture and Faith	Our Curriculum has a rich knowledge base and strong skills development	A strong emphasis on vocabulary allows children to learn and apply words in a variety of contexts	Cultural Capital opportunities support children to accomplish the very best they can be	PSHE is a thread that runs throughout our Curriculum	We have written the Curriculum to support children to develop lively, enquiring and creative minds	We understand the importance of a healthy body, healthy mind which is prioritised throughout our Curriculum	
Intent	Our overriding belief at Cayton School is that our role as Educators is to ensure children are prepared for the future and have the skills to be life long, curious learners. We passionately believe that life skills as well as academic success is vitally important. Our curriculum is designed to ensure life-long learners who are kind, confident and successful. Our designing of our bespoke curriculum was underpinned by evidence and research in order to challenge thinking and encourage enquiry.							
Cayton Awards Culture	C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing		
Implementation								
Delivering the Curriculum	Centrist pedagogical approach	A strong emphasis on positive behaviour through Cayton Awards	A whole school approach to PSHE	Opportunities for collaborative and shared work	The importance of Reading is implemented throughout our Curriculum offer	Every class has a Cayton, Cultural, Capital, Citizenship and community Passport throughout school		
Evidence Based Research	Metacognition ‘learning to learn’ using scaffolding strategies EEF evidence		Language skills at the centre of Quality First Teaching Rose Report/ EEF	English Curriculum delivery has a strong emphasis on vocabulary and reading Reading spine Doug Lemov		The power of ‘empowerment’ Dr Raj Persaud/ Hertzog Performance=Skills x Motivation		
Pedagogy	Enquiry based learning – Enquiry based driver questions		Teacher centred		Holistic approach		Togetherness	
Processes and Procedures	A strong focus on assessment for learning throughout school		Training and empowerment of subject leaders to lead their subjects		Clear guidance and structure in teaching core subjects		Robust assessment of core and foundation subjects throughout school	
Implementation	Professional Development and Empowerment of staff supports pedagogical theories and research and equips all teachers to confidently deliver and implement the Curriculum. We implement clear structures and teaching sequences, which underpin the teaching of Reading, Writing and Mathematics. The whole curriculum is taught through ‘Metacognitive’ pedagogy which encourages children to ‘learn to learn’ and self-regulate, thus enabling them to question their learning.							
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Impact								
What ‘success’ looks like at Cayton School	Children develop self-confidence and self-esteem		High Quality Outcomes for all children based on their starting points		Strong feeling of Community		A rich and diverse school culture	
Ambition	Children and adults are proud of themselves and proud to be part of the Cayton Community		Progress and attainment at each Key Stage shows outcomes as being above the ‘National Average’		Children and adults are kind, courteous and confident		Adults are a positive role model in all that they do and say	
Evidence	Outcomes at each stage of learning	Pupil and staff voice		Impact of school development priorities	Stakeholder feedback		Formal and Informal assessments	
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Developing Artists at Cayton School

An Artist at Cayton School will have...

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form).
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like 'an artist' by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for the subject.

Intent – Implementation – Impact

Ambition

At Cayton School, we aim to provide an Art and Design curriculum depending on the topics being taught to the children that half-term. We intend to offer high-quality Art and Design lessons that engage and inspire children. It provides opportunities for pupils to become aware of their well-being in a way which supports their mental health. Opportunities to display their work is embedded around school and sketch books are to be used as a working document. All pupils will be expected to achieve their full potential and continue to excel across school.

The key mediums children are exposed to are: drawing, painting, sculpture, textiles, clay and collages. These skills are built on starting in EYFS and progressing on to Year 6. The ambition is that pupils will develop a passion for art and can see the value in using these skills.

Special Educational Needs and Disabilities (SEND) Inclusive Provision

At Cayton Primary School we offer a wide range of inclusive activities and lessons suitable for all learners. Staff are confident at delivering lessons for all abilities. Planning will clearly identify what is expected of all learners.

Children have access to an art room which offers a wide variety of visual aids. There are models of good work examples and a large timeline set up around the whole room for all children to see. The room provides sufficient space for all learners to develop their own work. All resources are accessible for the children and are labelled for ease of access.

Vocabulary mats and books are available in the art room. All children have their own art book to use as a working document.

Teachers to consider scaffolding children's artwork with things like masking tape to aid achievement without taking away ownership. Be careful with media and width of pencils offered if children struggle with fine motor skills. Children with language needs to be supported by adults in advance to the lesson to aid understanding.

KS1 – children should be offered time to practice their fine motor skills and opportunities to experiment with mixing primary colours. These activities should be accompanied by videos, photos, and examples of existing artwork. Sketch books are not mandatory until KS2; however learners will benefit from having their work organised in one place.

KS2 – children will be encouraged to use their mandatory sketch book as a working document. They should contain raw ideas, notes and all artworks.

Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for expressive art and design within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art and design. The most relevant statements for art are taken from the following area of learning:

- **Expressive arts and design**

EYFS Understanding The World Programme (Statutory)

Physical Development

- Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Expressive Arts and Design

- The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

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	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
Expressive Arts & Design Art & Design	<p>Reception:</p> <ul style="list-style-type: none"> 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 	<p>Creating with materials</p> <ul style="list-style-type: none"> 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. <p>UTW: The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> Exploring colour mixing – white rabbits color book (youtube) – create large group colour wheels. Harvest – create fruit baskets using colour mixing skills. Teach the children how to use the brushes correctly and how to wash them. Self portraits / loose art faces. Draw and paint family members. Draw a friend. Use mirrors to look at features. – explore expressions. Making Gingerbread men Exploring the artwork of Kadinsky Creating our own props and performing puppet plays based on traditional tales. Still life observational drawings of Autumnal objects Fireworks – watch videos, represent using diff media/ large and small body movements. Explore Art work Jackson pollock Winter Christmas themed art – snowmen Castles – explore shape and pattern. Make a castle model. Look at and explore art from around the world. Draw Buckingham palace and the queen. London landmarks Minibeasts – clay snails / symmetry / observational drawings of spiders / transient art. Create group weaving to represent the sea. Under the sea collage Make pirate ships. <p>General learning throughout the year</p> <ul style="list-style-type: none"> Child-led activities Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material and food materials etc Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. <p>Craft Area enables children to self-select resources that they need / want to test out including masking tape and glue to join</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> I know that when I mix two colours it makes a different colour. I know how to match the colours I see to what I want to represent. I know how to use paint tools with care and precision. I know red and blue makes purple. I know yellow and blue makes green. I know red and yellow makes orange. I know that artists create works of art. I can talk about what I see in a picture or piece of art. I know how to use a paint brush and pallet. I know how to draw a simple face. I can talk about my artwork. I know that materials can be joined / mixed to create interesting effects. I can draw the things I see around me, making simple representations. <p>Vocabulary:</p> <ul style="list-style-type: none"> Colour, paint, mix, water, blend, change, light, dark, pallet, brush. shade Portrait, features, line, shade, texture, detail, shape. Design, create, make, join observe, Artist, Pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material

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.

National Curriculum

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

EYFS

Pupils should be taught:

To explore using media and materials

To be imaginative

Key Stage 1

Pupils should be taught:

To use a range of materials creatively and 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 using colour, pattern, texture, line, shape, form and space

About the work of a range of artists

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.

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Pupils should be taught:

To create sketch books to record their observations and use them to review and revisit ideas.

To improve their mastery and art and design techniques, including drawing, painting and sculpture with a range of materials

About great artists, architects and designers in history

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Portrait skills Observational work – paper Mache Jackson Pollock	Yayoi Kusama, Piet Mondrian, Kandinsky	Yves Klein	Create collaboratively using resources and skills	Van Gough	Expressing feelings through dance
Year 1	DT – Within Memory Design and make a wooden doll Punch and Judy	Digital/Collages Art – Materials Andy Goldsworthy Creating collages Digital Art Cut coil roll	DT – hot/cold Junk modelling Bird feeders	Textiles/printing Art – Tigers Jungle Patterns Henri Rousseau Weaving	DT – Buses Busses – road signs	Drawing/painting Art – Plants Giuseppe Arcimboldi – drawing
Year 2	Printing/sculpture/digital Victorians – Art Tile. Print, paint, clay William Morris	DT – Traction Make a car	Textiles/Collages Art – Scarb/Kenya Landscapes Esther Mahlangu	Drawing/painting Art – Plants/growth Draw seeds Viewfinder	DT – Planet Biscuit Kath Johnson	DT – Dino Shelter for dinosaur
Year 3	Natural Disasters DT – Volcano Act out	Draw/paint/sculpture Art – ancient Greece Design make a clay vase.	Printing/artists/textiles Art – Neanderthal Cave paintings Tea stain - charcoal	DT – Rocks Stone rubbings Cayton Bay Design a stone	Collages/digital Plants – Art Sketch flowers Still Life	DT – Shadows Diorama
Year 4	DT Romans Shields Aqueducts	Artists/Paint/Draw Art – Van Gough Sketching, painting Face/ Observational	Collages/printing/digital Rivers – Art Sketches Digital photos	Music – DT Food Technology	Sculpture/textiles Egyptians – Art Clay Cartouches Cross/back stitich	Electricity DT Circuits Lighthouses

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Year 5	Anglo Saxons DT – Food seasonal	Paint/artists/textiles Forces - Art Amy Shackleton Drip painting	Collages/digital/drawing Rainforests – Art Create digital rainforests	Printing/sculpture CSI – Art Printing Finger prints	Vikings – DT Long boats Create a battle scene	Space – DT Rockets Design, make set off Peter Thorpe
Year 6	Sculpture/artists/printing Islamic – Art Islamic artefact Clay	Food – DT Healthy food and storage	DT – Electricity Create a town Circuits	Painting/drawing/artists Art – War Blitz	Geography – DT Architects comparison	Textiles/collages Evolution – Art Observational Stitching

Skills Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Drawing	<p>To know how to grip a pencil comfortably and make marks, create lines and circles.</p> <p>To know that marks can have meaning.</p> <p>To create a self-portrait.</p>	<p>learn pencil types, their properties and explore.</p> <p>Develop control of pencil for detail in their pictures. –</p> <p>Use a pencil to create lines of different thickness in drawings.</p>	<p>Continue to add detail to picture and begin to use side of pencil to add shading to detail</p> <p>Choose and use three different grades of pencil when drawing. –</p> <p>Extend use of drawing materials charcoal,</p>	<p>Build on skills of tonal shading in their drawing.</p> <p>Sketch lightly without using a rubber.</p> <p>Show facial expression in art</p> <p>Use sketches to help produce a final piece of art.</p> <p>Use different grades of</p>	<p>Begin to make individual choices in their choice of media .</p> <p>Show body language in sketches and paintings</p> <p>Use line, tone, shape and colour to represent</p>	<p>Begin to include measuring skills to help with proportion in their drawings.</p> <p>Use shading to create mood and texture.</p> <p>Use a variety of techniques to add effects eg reflections, shadow &</p>	<p>Explain the different tools used to create art.</p> <p>Explain personal choices of specific art techniques used.</p> <p>Draw with precision using different gradient pencils or other mediums for effect Show</p>

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	To know the names of light and dark colours.	Show different tones by using coloured pencils. Colour own work neatly & stay in lines.	pencil and pastel to create drawings Use a viewfinder to focus on a specific part of an artefact before drawing it. Show pattern & texture by adding dots & lines	pencils to show tones and textures through hatching & cross hatching. Use shading to show light & shadow. Annotate sketches to explain and elaborate.	figures and forms in movement. Show reflections in art	direction of sunlight. Organise line, tone, shape and colour to represent figures and forms in movement. Use shading to create mood and feeling. Learn and use technical vocabulary Evaluate and analyse creative works.	shape, proportion and perspective in drawings and artwork
Textiles	Join material using glue	Know how to use weaving to create a pattern	know how to create a range of materials to create a collage on fabric	create a weaving	use cross and back stitch	choose from a range of stitching techniques	including seam allowance Use range of stitches create pieces using previously learned sewing techniques
3D sculpture	To combine art forms. E.G., drawing, constructing and mapping	use rolling, cutting carving & moulding clay	Use clay & other mouldable materials using coiling method Join 2 pieces of clay together.	Use clay Add materials to provide interesting details	Create and combine shapes eg nets or using solid materials Sculpt using clay & other mouldable materials Include texture that conveys expression and movement	Use tools to create texture and pattern Show life like qualities and real life proportions	Use frameworks such as wire and moulds to provide stability & form Combine visual & tactile qualities

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<p>Painting</p>	<p>To know how colours can be changed using light and dark colours.</p>	<p>Develop ability to control paint and brush. Use thick & thin brushes Know and name both primary and secondary colours -Mix, use and apply secondary colours in their work. -Explore white/black added to paint colours - Create moods in art work by using colours and techniques. Ask questions about a piece of art</p>	<p>Create a piece of art in response to the work of an artist -Experiencing painting with smaller brushes, developing brush control. -Explore what happens what happens when secondary colours are mixed Mix brown paint by mixing red and green together. Create tints with paint by adding white. Create tones with paint by adding black. Explain ideas of how artists have used colour and shape</p>	<p>Know tertiary colours Further explore tint/tone shade- apply this in their paintings. Create a background using a colourwash Use a range of brushes to create Shapes, textures, patterns & lines. Use watercolour tp produce washes for backgrounds and add detail Identify the techniques used by different artists Compare the work of different artists. Recognise when art is from different cultures. Recognise when art is from different historical periods</p>	<p>mix tertiary colours - Know how different colours affect our mood/feelings compare/contrast two paintings with separate moods. Experiment with the styles used by other artists. Explain some of the features of art from historical periods</p>	<p>use acrylic paint Use tertiary colour in their paintings Use the past as a source of artistic inspiration. Experiment with mood& colour Sketch lightly before painting Create a colour palette based on colours observed in natural world</p>	<p>Use oil paint Make individual choices regarding choice of media and state why in their work. Research artwork from different periods of history. Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used. Identify great artists and how their style has influenced today Explain the style work produced and how a famous artist has influenced it. Use feedback to make amendments and improvements to art. Silhouettes/Colour washes</p>
<p>Great Artists</p>	<p>Use ideas from artists to create own artwork</p>	<p>Describe their work Use ideas from the</p>	<p>Replicate some of the techniques Create original pieces influenced</p>	<p>replicate some of the techniques Create original</p>	<p>replicate some of the techniques Create original</p>	<p>Sketch and give details about the style of notable artists. Show</p>	<p>sketch and give details about the style of notable artists. Show how</p>

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		artist/designer to create own work	by artist/designer /architect	pieces influenced by artist designer /architect	pieces influenced by artist designer /architect	how their artist designer /architect has influenced society Create original pieces that show a range of influences and styles	their artist designer /architect has influenced society Create original pieces that show a range of influences and styles Challenge** Study history of art movements from ancient to modernist
Printing	To be able to print using own ideas and explain the choices.	Press, roll rub & stamp to create prints Mimic print from the environment eg wallpaper	create a printed piece of art by pressing, rolling, rubbing and stamping	use layers of two or more colours Replicate patterns from nature or built environments	Print onto different materials using at least 4 different colours	use images which have been created, scanned and found; altering them where necessary to create art.	use A range of eresources to create Art. Print using relief or etching to create different patterns showing fine detail.
Collage	To be able to choose colour with intent. To be able to choose skills and tools needed for a specific reason. To be able to use scissors for a purpose.	sort and arrange materials Mix materials to create texture	select and arrange materials for a striking effect	Ensure collage work is precise Use coiling, overlapping & tessellations	Ensure collage work is precise Use mosaic & montage	use mixed textures to combine visual & tactile qualities.	Use ceramic mosaic materials & techniques
Digital Media	To give children continuous access to a wide range of open-ended, ambiguous resources to	Use 2 Simple or appropriate software To create colours, shapes, textures lines and tones.	Shape prints— adding colour Use digital images and combine with other media in artwork. Use IT to create art	Create images, video & sound recordings	Create images, video & sound recordings confidently	enhance digital media by editing, use of animation and installations	enhance digital media by editing, use of animation and installations with a clear purpose

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	develop their own creativity.		that includes my own work and that of others.				
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EYFS Art and Design Skills					
Skill development and progression by year	Expressive Arts		Being Imaginative		Key vocabulary
EYFS	<p>Autumn – Spring</p> <p>To know how to grip a pencil comfortably and make marks, create lines and circles.</p> <p>To know that marks can have meaning.</p> <p>To create a self-portrait.</p> <p>To know the names of light and dark colours.</p> <p>To know how colours can be changed using light and dark colours.</p>	<p>Summer</p> <p>To produce more detailed work and say what they have included</p> <p>To be able to choose colour with intent.</p> <p>To be able to choose skills and tools needed for a specific reason.</p> <p>To be able to use scissors for a purpose.</p>	<p>Autumn – Spring</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>To give children continuous access to a wide range of open-ended, ambiguous resources to develop their own creativity.</p>	<p>Summer</p> <p>To combine art forms. E.G., drawing, constructing and mapping</p> <p>To paint through inspiration, feeling or imagination.</p> <p>To evaluate own work and decide how it can be improved.</p> <p>To be able to print using own ideas and explain the choices.</p>	<p>Key Vocabulary:</p> <p>Colour, paint, mix, water, blend, change, light, dark, pallet, brush, shade</p> <p>Portrait, features, line, shade, texture, detail, shape.</p> <p>Design, create, make, join observe, Artist,</p> <p>Pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material</p>
	<p>Possible Learning Activities:</p> <ul style="list-style-type: none"> • Observational work • Jackson Pollock • Splatter painting • Kusama • Mondrian – activities for kids • Kandinsky • Yves Klein • Natural Artists study – Andy Goldsworthy (local) • Eric Carle • Sunflowers – Van Gough • Henri Matisse • Weaving • Using scissors • Making own props and puppets • Sew using a pre-running stitch 		<p>Possible Learning activities:</p> <ul style="list-style-type: none"> • Artists who use hearts in their art – oil pastels. David Hockey • Collaborate on ideas as a class • Combine different media • Use natural resources – tree rubbings • Explore working on different types of paper • Explore symmetry 		

Skill development and progression by year	Make To use a range of materials creatively to design and make products.	Imagination To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Technique To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Artists/Craft makers about the work of a range of artists, craft makers and designers.	Key vocabulary
Year 1	<ul style="list-style-type: none"> • sort and arrange materials to create a textured collage • create digital art using appropriate software • know how to create a repeating pattern in print • know how to mimic print from a suggested aesthetic e.g. jungle • Know how to use weaving to 	<ul style="list-style-type: none"> • learn pencil types, their properties and explore. • Develop control of pencil for detail in their pictures. - Use a pencil to create lines of different thickness in drawings. • Show different tones by using coloured pencils. Colour own work neatly & stay in lines • Develop ability to control paint and brush. Use thick & thin brushes • Revisit primary colours and explore secondary 	<ul style="list-style-type: none"> • know how to create moods in art work • Know the names of the primary and secondary colours. 	<ul style="list-style-type: none"> • describe what can be seen and give an opinion about the work of Andy Goldsworthy • ask questions about a piece of art 	<p><u>Key Vocabulary:</u> Colour, pattern, texture, line, shape, form, space, Artist, Craft maker, craft, experience, imagination, creative, brushes, rollers, stamps, primary colour, secondary colour, charcoal, felt tips, observe, draw, weaving, patterns, light, dark,</p>

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	<p>create a pattern</p> <ul style="list-style-type: none"> Use rolling, cutting and moulding clay 				
	<p>Possible Learning Activities:</p> <ul style="list-style-type: none"> use both hands to create an item construct items based on personal ideas collages 	<p>Possible Learning activities:</p> <ul style="list-style-type: none"> Make simple designs using junk modelling 	<p>Possible Learning Activities:</p> <ul style="list-style-type: none"> Use charcoal and felt tips with varying pressure Observe and draw people and landscapes. Introduce mixing colours (primary/secondary) Still life Experiment with different shades of the same colour. 	<p>Possible Learning Activities:</p> <ul style="list-style-type: none"> printing to create repetitive patterns Andy Goldsworthy Henri Rousseau Giuseppe Arcimboldi Punch and Judy 	
Year 2	<ul style="list-style-type: none"> Create a printed piece of art by pressing, rolling, rubbing and stamping know how to make a clay pot and know how to join two clay finger pots together 	<ul style="list-style-type: none"> Choose and use three different grades of pencil when drawing. Extend use of drawing materials: charcoal, pencil and pastel to create drawings Use a viewfinder to focus on a specific part of an artefact before drawing it. 	<ul style="list-style-type: none"> know how to create brown with paint know how to create tints with paint by adding white and know how to create tones with paint by adding black Continue to add detail to picture and begin to use side of pencil to 	<ul style="list-style-type: none"> suggest how artists have used colour, pattern and shape know how to create a piece of art in response to the work of another artist 	<p>Key vocabulary: Colour, pattern, texture, line, shape, form, space, Artist, Craft maker, craft, experience, imagination, creative, brushes, rollers, stamps, primary colour, secondary colour, charcoal, felt tips, observe, draw, weaving, patterns, clay, IT, tint, brown, lilac, red, purple, green, light, dark, shade, tone,</p>

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	<ul style="list-style-type: none"> • Shape prints— adding colour Use digital images and combine with other media in artwork. • Use IT to create art that includes my own work and that of others • know how to create a range of materials to create a collage on fabric 	<ul style="list-style-type: none"> • Experiencing painting with smaller brushes, developing brush control 	<p>add shading to detail</p> <ul style="list-style-type: none"> • Show pattern & texture by adding dots & lines • know how to mix paint to create all the secondary colours 		
	<p>Possible Learning Activities:</p> <ul style="list-style-type: none"> • continue experimenting with tools • make a clay tile • join the tile together 	<p>Possible Learning activities:</p> <ul style="list-style-type: none"> • experiment with thickness of pencils, including charcoal • be specific about drawing a certain element of an object 	<p>Possible Learning Activities</p> <ul style="list-style-type: none"> • create their own secondary colours. • Tints, tones and browns • create a wheel to help them remember formulas • be able to show light and dark colours 	<p>Possible Learning Activities:</p> <ul style="list-style-type: none"> • Esther Manhlangu • William Morris 	

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	<ul style="list-style-type: none">• replicate animal patterns		<ul style="list-style-type: none">• still life• planets to perspective		
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Skill development and progression by year	Sketchbooks To create sketch books to record their observations and use them to review and revisit ideas.	Technique To improve mastery of the use of different materials.	Artists/Architects about the work of a range of artists, craft makers and designers.	Key vocabulary
Year 3	<ul style="list-style-type: none"> Use sketches to help produce a final piece of art. Annotate sketches to explain and elaborate. Use line to sketch observational artwork 	<ul style="list-style-type: none"> Build on skills of tonal shading in their drawing. Sketch lightly without using a rubber. Show facial expression in art Use different grades of pencils to show tones and textures through hatching & cross hatching. Use shading to show light & shadow. Use clay and add interesting details to sculpture Know tertiary colours Create a background using a colourwash Use a range of brushes to create Shapes, textures, patterns & lines. Use watercolour tp produce washes for 	<ul style="list-style-type: none"> Recognise and compare artwork from different cultures and artists Understand that there is artwork from different historical periods know how to identify the techniques used by different artists know how to compare the work of different artists recognise when art is from different cultures recognise when art is from different historical periods Study Cezanne and compare to artists previously studied 	<p>Key Vocabulary: Primary- primary colours are red, yellow and blue. Secondary- secondary colours are made by mixing two primary colours. They make orange, green and purple. Texture- what artwork feels like or looks like it might feel like. Pattern- a design in which lines, shapes, forms or colours are repeated. Perspective- depicting 3D objects on a 2D piece of paper.</p>

Cayton School Art & Design – Curriculum Progression

		<p>backgrounds and add detail</p> <ul style="list-style-type: none"> • use layers of two or more colours to print • replicate patterns from nature or built environments • Ensure collage work is precise • Use coiling, overlapping & tessellations • Create images, video & sound recordings • Create a weaving 		
	<p>Possible Learning Activities:</p> <ul style="list-style-type: none"> • mixed media artwork • still life • show where a light source is • be able to understand what an aesthetic is • Pointillism • Tree rubbings 	<p>Possible Learning activities:</p> <ul style="list-style-type: none"> • Clay sculpture of a vase • Design plant pots • Shadow puppets • Tie dying 	<p>Possible Learning Activities:</p> <ul style="list-style-type: none"> • Design and make a Greek Vase • Cave paintings • Look at art timeline • Linda Caverley, Ellen Jackson, Alison King • Athenian vase • Neanderthals • Cezanne 	
<p>Year 4</p>	<ul style="list-style-type: none"> • Ensure collage work is precise Use 	<ul style="list-style-type: none"> • begin to make individual choices in their choice of media 	<ul style="list-style-type: none"> • experiment with the styles used by other artists. 	<p>Key vocabulary: Tint- is a mixture of a colour with white, which reduces darkness. Tone- is produced either by mixing a colour with grey, or by both tinting or shading.</p>

Cayton School Art & Design – Curriculum Progression

	<p>mosaic & montage</p> <ul style="list-style-type: none"> • Create images, videos and sound recordings 	<ul style="list-style-type: none"> • Show body language in sketches and paintings • Use line, tone, shape and colour to represent figures and forms in movement • Show reflections in art • Mix tertiary colours • Know how different colours affect our mood/feelings compare/contrast two paintings with separate moods. • know how to integrate digital images into artwork. • use sketchbooks to experiment with different texture • use photographs to help create reflections • Print onto different materials using at least 4 different colours • Create and combine shapes eg nets or using solid materials • Sculpt using clay & other mouldable materials Include texture that conveys 	<ul style="list-style-type: none"> • explain some of the features of art from historical periods. • know how different artists developed their specific techniques • Replicate some of the techniques • Create original pieces influenced by Van Gogh 	<p>Complementary colours- are opposite to each other on the colour wheel, so they create a strong contrast. Focal Point- is the area the viewer's eye is naturally drawn. Horizon- is a horizontal line that runs across the paper to represent where the sky meets the ground. Background and foreground what is perceived as furthest away and closest to the viewer.</p>
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Cayton School Art & Design – Curriculum Progression

		<p>expression and movement</p> <ul style="list-style-type: none"> • Dye fabric • Use cross stitch & back stitch 		
	<p>Possible Learning Activities:</p> <ul style="list-style-type: none"> • sketch from still life and landscapes • draw a key figure from topic • sketch pyramids to show light source and detail • revisit a previous drawing to improve • Sketch half of a face • Stick head on paper and draw model of human body • Observational drawings of plants, trees etc • Be able to work on a variety of scales • Collages 	<p>Possible Learning activities:</p> <ul style="list-style-type: none"> • portraits with different expressions • T-shirt to show digestive system in correct places using fabric pens • Create collages of rivers using scraps of papers and magazines • Mix flesh colours • Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc. 	<p>Possible Learning Activities</p> <ul style="list-style-type: none"> • Van Gough sunflowers – paint within their own style (Hepworth, Arp, Nevelson, Gabo, etc) • Investigate, analyse and interpret natural and manmade forms of construction • creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art) 	
Year 5	<ul style="list-style-type: none"> • Experiment with mood & colour 	<ul style="list-style-type: none"> • know how to create an accurate print design following given criteria. 	<ul style="list-style-type: none"> • Sketch and give details about the style Amy 	<p>Key vocabulary: Shade- shade is a mixture with black, which increases darkness. Atmosphere- a feeling or mood created pictorially. Geometric- the use of straight lines and</p>

Cayton School Art & Design – Curriculum Progression

	<ul style="list-style-type: none"> • Sketch lightly before painting • Create a colour palette based on colours observed in natural world • begin to include measuring skills to help with proportion in their drawings. • Use shading to create mood and texture. • Use a variety of techniques to add effects eg reflections, shadow & direction of sunlight. • Organise line, tone, shape and colour to represent figures and forms in movement. 	<ul style="list-style-type: none"> • use images which have been created, scanned and found; altering them where necessary to create art. • Use tools to create texture and pattern • Show life like qualities and real life proportions • Create a clay finger print • use acrylic paint • Use tertiary colour in their paintings • Choose from a range of stitching techniques independently – Y4 – back and cross stitch • know how to use shading to create mood and feeling • know how to organise line, tone, shape and colour to represent figures and forms in movement. • know how to express emotion in art • know how to create an accurate print design following given criteria. 	<p>Shakleton (Drip Painting)</p> <ul style="list-style-type: none"> • Show how Amy Shakleton has influenced society • Create original pieces that show a range of influences and styles • Use the past as a source of artistic inspiration. 	<p>shapes. Composition- the arrangement and placement of objects in a piece of art. Scale- refers to the size of an object in relationship to another object. Proportion- refers to the size of the parts of an object in relationship to other parts of the same object.</p>
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Cayton School Art & Design – Curriculum Progression

	<ul style="list-style-type: none"> • Learn and use technical vocabulary • Evaluate and analyse creative works 	<ul style="list-style-type: none"> • enhance digital media by editing, use of animation and installations • use mixed textures to combine visual & tactile qualities in a collage 		
	<p>Possible Learning Activities:</p> <ul style="list-style-type: none"> • 3D Digit Art • Sketch a Viking Long boat • Pastel and pencil sketches to create a variation • Produce increasingly accurate drawings of people. • Produce increasingly detailed preparatory sketches for painting and other work. • Introduce the concept of perspective. • Work on a variety of scales and collaboratively 	<p>Possible Learning activities:</p> <ul style="list-style-type: none"> • Rainforest to show mood • Clay Viking faces • Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. • Considering colour for purposes • Use colour to express moods and feelings. • Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. • Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. • Select and use materials to achieve a specific outcome. • Embellish work, using a variety of techniques, 	<p>Possible Learning Activities</p> <ul style="list-style-type: none"> • Minecraft • Peter Thorpe • Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.) • Look at work of other artists using textiles i.e, molly Williams, Jill Denton, Linda Caverley • Amy Shakleton – drip painting (gravity) 	

Cayton School Art & Design – Curriculum Progression

		<p>including drawing, painting and printing on top of textural work.</p> <ul style="list-style-type: none"> • Consider methods of making fabric. • Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper) • Drip painting using gravity 		
<p>Year 6</p>	<ul style="list-style-type: none"> • explain the different tools used to create art. • Explain personal choices of specific art techniques used. • Draw with precision using different gradient pencils or other mediums for effect • Show shape, proportion and perspective in drawings and artwork 	<ul style="list-style-type: none"> • Use framework such as wire and moulds to provide stability and form • Combine all techniques taught in previous years • Print using relief or etching to create different patterns showing fine detail. • Use oil paint • Silhouettes/Colour washes 	<ul style="list-style-type: none"> • Sketch and give details about the style of notable artists. • Show how their artist designer /architect has influenced society • Create original pieces that show a range of influences and styles • Challenge** Study history of art movements from ancient to modernist • Research artwork from different periods of history. • Research artwork from different periods of history and locations and investigate 	<p>Key vocabulary: Tonal contrast- is created when light tones and dark tones lie alongside each other e.g. monochrome images Mixed media- art form that combines a variety of media in a single artwork Form- the shape in artwork. Negative and positive space positive space is the area taken up by objects in the picture and negative space is the area around.</p>

Cayton School Art & Design – Curriculum Progression

	<ul style="list-style-type: none"> • use a range of e-resources to create Art. • Make individual choices regarding choice of media and state why in their work. • Use feedback to make amendments and improvements to art. 		<p>similarities and differences between the technique and styles used.</p> <ul style="list-style-type: none"> • Explain the style work produced and how a famous artist has influenced it. 	
	<p>Possible Learning Activities:</p> <ul style="list-style-type: none"> • Make artefact in clay • To able to confidently show light and dark in a drawing • Access to art galleries for e-resources • Produce increasingly detailed preparatory sketches for painting and other work. 	<p>Possible Learning activities:</p> <ul style="list-style-type: none"> • create an Islamic artefact observational art – compare Scarborough to another place • scrape and make own design on tiles • Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. • Considering colour for purposes • Use colour to express moods and feelings. • Explore the texture of paint - very wet and thin 	<p>Possible Learning Activities</p> <ul style="list-style-type: none"> • Chuck Close inspired self-portraits • Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings • Create own abstract pattern • Patterns reflect personal experiences and expression. • Creating pattern for purposes e.g. wallpaper, clothes, 	

Cayton School Art & Design – Curriculum Progression

	<ul style="list-style-type: none"> • Introduce the concept of perspective. Work on a variety of scales and collaboratively 	<p>or thick and heavy - add PVA to the paint.</p> <ul style="list-style-type: none"> • Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. • Select and use materials to achieve a specific outcome. • Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. • Consider methods of making fabric. • Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper) 	<p>puppets, boxes, folders, book covers etc.</p> <ul style="list-style-type: none"> • Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro) 	
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Implementation

Art and Design learning is cherished by teachers and pupils across school. Children are taught regularly by teaching staff EYFS to Year 6. They also have access to the Art Room again to become ‘active learners.’ We plan to further develop the curriculum by participating in the ArtsMark Award in September 2022.

Children will build on their vocabulary every year and will increase a bank of knowledge. They will also be exposed to the historical element to art and understand how it has progressed over time. They should be able to understand when certain artistic styles happened and which artists experimented with those styles, e.g. Renaissance art. There is a focus on the timeline which displays art through time.

All teachers will assess their children through our assessment trackers for Art and Design throughout the year and will be able to work on any weaker skills whilst also encouraging higher level thinking.

Impact

By the end of UKS2, children will have developed confidence in using drawing and designing skills. The impact will be measured through assessment and will equip pupils for their next stage in KS3. Our Art curriculum will ensure that they can apply these skills in life and can think about using Art in their future in the wider world.

Teachers have high-standards for achievement and evidence of this will be presented in a number of ways. Art books, displays across school and pupil voice through accomplishment. Children will have resilience to keep trying and improve their own work whilst using the skills that they have been taught across school.