SMALLS STEPS PROGRESSIONS OF CURRICULAR SUBSTANTIVE KNOWLEDGE

ART

PHASE	Cycle Year	ART CURRICULUM	
Rec/ Y1/Y2	A	**Skill**	**Progression**
		DRAWING AND PAINTING • impact/exploration of line (thick, thin, wavy, straight etc) • Primary and secondary colour (naming and mixing) • Pastel within harvest art/Christmas art SCULPTURE • Colour & texture & space – natural materials • Printing and rubbings – natural objects MIXED MEDIA • Collage – tissue paper, magazine cuttings TEXTILES • Embedded in Stogursey Adventurers plan	EYFS • Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. KS1 Exploring & Developing Ideas Children can: • respond positively to ideas and starting points; • explore ideas and collect information; • describe differences and similarities and make links to their own work; • try different materials and methods to improve; • use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. Drawing & Painting • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk, felt tips; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours; • add white and black to alter tints and shades; • use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. Sculpture • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; • use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. Collage • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • add texture by mixing materials; • use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. Printing • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects Work of artists • describe the work of famous, notable artists and designers; • express an opinion on the work of famous, notable artists; • use inspiration from famous, notable artists to create their own work and compare; • use key vocabulary to demonstrate knowledge and understanding in this strand
	B	DRAWING AND PAINTING • Tone - Addition of black or white to a primary or secondary colour to darken or lighten • Painting techniques – splatter, underpainting • Pastel within harvest art/Christmas art SCULPTURE • Additive sculpture (clay) • Additive sculpture – wood/rigid materials (architectural) MIXED MEDIA • Collage – fabrics, mixed materials TEXTILES • Embedded in Stogursey Adventurers plan	
	C	DRAWING AND PAINTING • Sketching – fine motor, line skills and basic shading (dark to light, pressure), pencil and pastel • Use of unusual materials/mediums to create art with texture (sand/poster paint) • Pastel within harvest art/Christmas art SCULPTURE • Natural materials (fruit and vegetable) portrait sculpture • Junk modelling – additive sculpture MIXED MEDIA • Collage – photographs, natural materials, paper TEXTILES • Embedded in Stogursey Adventurers plan	
Year 3/4	A	DRAWING AND PAINTING • Block painting (print), printing ink/paint • Chalk & oil pastel within harvest art/Christmas art SCULPTURE • Additive sculpture – poly-printing, clay MIXED MEDIA • TEXTILES • Embedded in Stogursey Adventurers plan	Exploring & Developing Ideas Children can: • a use sketchbooks to record ideas; • explore ideas from first-hand observations; • question and make observations about starting points, and respond positively to suggestions; • adapt and refine ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. **Drawing & Painting** • experiment with showing line, tone and texture with different hardness of pencils; • use shading to show light and shadow effects; • use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. • use varied brush techniques to create shapes, textures, patterns and lines; • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • create different textures and effects with paint; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. **Sculpture** • cut, make and combine shapes to create recognisable forms; • use clay and other malleable materials and practise joining techniques; • add materials to the sculpture to create detail; • use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet **Collage/Mixed Media** • select colours and materials to create effect, giving reasons for their choices; • refine work as they go to ensure precision; • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; • use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, **Printing** • use more than one colour to layer in a print; • replicate patterns from observations; • make printing blocks; d make repeated patterns with precision; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers **Work of artists** • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect; • use key vocabulary to demonstrate knowledge and understanding in this strand
	B	DRAWING AND PAINTING • Line weight, watercolour over varied canvas (maps) & artist liner • Chalk & oil pastel within harvest art/Christmas art SCULPTURE • Subtractive sculpture (clay) MIXED MEDIA • Collage – focus transparency of paper types, overlaying for effect and colour mixture TEXTILES • Embedded in Stogursey Adventurers plan	
Year 5/6	A	DRAWING AND PAINTING • Vary additive to acrylic, watercolour • Stencilling • Charcoal, chalk & oil pastel within harvest art/Christmas art SCULPTURE • Poly-printing, clay, sculpture block, subtractive sculpture (abstract) MIXED MEDIA • Architectural – construction, wire, mesh, plaster, clay TEXTILES • Embedded in Stogursey Adventurers plan	**Developing Ideas** Children can: • review and revisit ideas in their sketchbooks; • offer feedback using technical vocabulary; • think critically about their art and design work; • use digital technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. **Drawing & Painting** • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; • depict movement and perspective in drawings; • use a variety of tools and select the most appropriate; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti • create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. **Sculpture** • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • use materials other than clay to create a 3D sculpture; • use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast **Collage** • add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; • use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix, mosaic. **Printing** • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns; • use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; **Work of other artists** • give detailed observations about notable artists', artisans' and designers' work; • offer facts about notable artists', artisans' and designers' lives; • use key vocabulary to demonstrate knowledge and understanding in this strand
	B	DRAWING AND PAINTING • Colour mixing, shading techniques, exploration of mediums (oil, acrylic, watercolour) • Charcoal, chalk & oil pastel within harvest art/Christmas art SCULPTURE • Additive - wire modelling, papier mache MIXED MEDIA • Mosaic – tile & grout TEXTILES • Embedded in Stogursey Adventurers plan	
Secondary School	KS3	-	

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