

# Childwall CE Art & Design Progression of Skills EYFS – Year 6

This document has been designed to outline all of the relevant knowledge and skills that are taught within the Art & Design Curriculum at Childwall Church of England Primary School. From Years 1 – 6, Art and Design lessons are taught using the Kapow Primary scheme (September 2021).

Year Group	A Unique Child Observing what a child is learning		Positive Relationships: What adults can do		Enabling Environments: What adults could provide		Early Learning Goal		Link to school Christian Vision (Intent)	
<b>EYFS</b>	Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.		Teachers can: Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust. Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.		Teachers can: Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. Provide children with opportunities to use their skills and explore concepts and ideas through their representations. Have a 'holding bay' where models and works can be retained for a period for children to enjoy, develop, or refer to.		Children can safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function.		The children in EYFS are provided with opportunities to explore their <b>creativity</b> and start to become <b>confident</b> in their artistic expressions. They will find <b>joy</b> in expressing themselves imaginatively whilst learning to <b>respect</b> the equipment, resources and other children's work.	
	Making Skills	Generating Ideas	Formal Elements		Knowledge of Artists		Evaluating	SMSC	Link to school Christian Vision (Intent)	
<b>1</b>	Children will have the opportunity to: Explore mark making, use 2D mathematical shapes to draw, experiment with line, mix primary colours to create secondary colours, develop skill and control with painting, use a range of materials and printmaking techniques, creating textured pieces, clay etching and 2D printing.	Children will have the opportunity to: Use sketchbooks through teacher modelling, use sketchbooks to record thoughts and ideas, use sketchbooks to develop skills and experiment with materials, generate original ideas by looking at other artist's work, explore ideas through practical activities and create original patterns and designs	Colour: Children will learn the names of the primary colours and that they can be mixed to make secondary colours, create and describe different shades of one colour using paint and choose and justify appropriate colours to reflect a theme and purpose. Form and Space: Children learn about form and space through 3D sculptures inspired by nature and animals, develop language and understanding of form and space through whole class sculpture. Line: Children will use and express line to represent a landscape and water, learn the vocabulary to describe different types of lines: vertical, horizontal, crosshatched and wavy; and experiment with line. Pattern: Children will understand patterns in nature from observation, make patterns in a range of materials to develop their understanding and design and create their own patterns. Shape: Children will create abstract compositions using various shapes and identify, make and describe their use of shape for print. Texture: Children will select, describe and use appropriate materials to create different textures. Tone: Children will learn that tone refers to the lightness or darkness of something and develop understanding of use of different tints and shades to create simple tone in their work.		Children will look at the following artists: <u>Beatriz Milhazes</u> : Understand abstract art uses shapes and colours and experiment with composition. <u>Bridget Riley</u> : Experiment with line drawing. <u>David Hockney and Vija Celmins</u> : Exploring their use of materials to represent water. <u>Jasper Johns</u> : exploring the use of colour. <u>Wassily Kandinsky, Reneta Bernal and Ilya Bolotowsky</u> : Compare their use of shapes. <u>Pierre Auguste Renoir, Joaquin Sorolla and Peder Severin Kroyer</u> : Explore the stories behind seaside inspired pieces. <u>Vincent Van Gogh</u> : Create a textured collage for his painting <i>Fishing Boats on the Beach at Les Saintes-Maries-de-la-Mer</i> . <u>Louise Bourgeois</u> : Recreate the giant spider sculpture, Maman.		Children will have the opportunity to: Recognise and describe key features of their own work and the work of others and describe what they think about the work of others.	Looking at the artwork of people from around the world.	In Key Stage One, the children continue to explore their <b>creativity</b> and become more <b>knowledgeable</b> of Art and Design, as a subject. The children become more <b>confident</b> in their abilities, understanding that it is important to <b>forgive</b> oneself when a mistake is made. <b>Resilience</b> is built throughout the creative process, enabling the children to <b>thrive</b> and <b>flourish</b> , both personally and emotionally. Children are encouraged to work <b>collaboratively</b> and support each other, remembering to be <b>honest, kind</b> and <b>compassionate</b> with others.	

2	<p>Children will have the opportunity to: Explore drawing techniques, apply tone to create form, develop skill and control with art materials including blending pastels, mixing, refining and applying more sophisticated colours, improving painting skills, developing skill and control when painting, using a range of materials to design and make products, craft weaving and using 3D clay to create 2D printed patterns and sculptural forms.</p>	<p>Children will have the opportunity to: Use sketchbooks through teacher modelling, use sketchbooks to record thoughts and ideas, use sketchbooks to develop skills and experiment with materials, develop original artwork from other sources, study natural forms in the world around them and relating it to their own artwork, work instinctively with clay to create unique designs, represent themselves through art and create art on themes of personal interest</p>	<p>Colour: Children will develop their knowledge of mixing primary colours (paints and pastels) and describe their use of colour to achieve a specified intention Form and Space: Children will extend their ability to articulate 3D form and space through practical activities and create 3D drawings. Line: Children will create portraits by controlling and defining their use of line for expression and draw lines with increased skill, awareness and control. Pattern: Children will create a pattern of their choosing, identify and relate manmade and natural repeating patterns and learn a range of techniques to express their knowledge of repeating and nonrepeating pattern. Shape: Children will compose geometric designs by adapting and synthesising the work of others. Texture: Children will identify and describe different textures and select and use appropriate materials to create textures. Tone: Children will experiment with pencils to create more complex tones – learning that different ways of holding a pencil affects the tone created and use tone to create 3D form when drawing.</p>	<p>Children will look at the following artists: <u>Max Ernst</u>: Take inspiration from the technique 'frottage'. <u>Ed Ruscha</u>: Explore and replicate the use of shading and tone to create 3D look <u>Clarice Cliff</u>: Recreate the <i>Circle Tree</i> plate designs. <u>Nancy McCroskey</u>: Use the mural <i>Suite in Black, White and Grey</i>, to explore and develop skill of shading. <u>Damien Hirst</u>: Using <i>Cornucopia</i> as inspiration for drawing. <u>Julian Opie</u>: Analyse the work and create portraits in this style. <u>Edwina Bridgeman</u>: Use the work as inspiration for creating clothes peg figures and evaluating work. <u>Roy Lichtenstein</u>: Create a giant piece of mixed media work in a pop art style.</p>	<p>Children will have the opportunity to: Express clear preferences and give some reasons for these using basic language of art (formal elements) when looking at creative work.</p>	<p>Evaluating own progress without being critical of self. Expressing personal feelings and interests. Care in art room with dangerous equipment.</p>	
3	<p>Children will have the opportunity to: Identify and represent subject matter, using geometry and tonal shading, drawing from observation, drawing with charcoal, making own paint from natural pigments, creating tints and shades, develop ability to control the tonal quality of paint, using a range of methods and materials to create puppets, weaving using paer and other materials, tie dying and sewing.</p>	<p>Children will have the opportunity to: Use sketchbooks to generate ideas, observations and express thoughts in sketchbooks, make records of experiments with various materials, express original thoughts and ideas about the art of others, represent themselves and their family through their art and control materials to achieve a desired effect.</p>	<p>Colour: Children will experiment with and discuss the pigments in natural products to make different coloured paints, increase awareness of manipulate paint to achieve more accurate colours and shades and articulate their understand of application of colour to paint sculptural forms. Form and Space: Children develop ability to describe and model form in 3D using a range of materials. Line: Children will express line in different ways to express geometric and organic forms. Pattern: Children will construct patterns through craft methods to further their knowledge and understanding. Shape: Children will identify 2D shapes within images and objects; identify, draw and label simple shapes found in everyday objects and create and form shapes from 3D materials. Texture: Children will analyse and describe the use of texture within artists' work. Tone: Children will apply and blend charcoal to create more sophisticated areas of tone, learn and apply four simple rules of shading and develop skill and control when using tone.</p>	<p>Children will look at the following artists: <u>Carl Giles</u>: Discuss and analyse <i>Mother's Day</i> before using the piece as inspiration for their own cartoon style drawings to represent their family. <u>Diego Velázquez</u>: Painting <i>Old Woman Cooking Eggs</i> to illustrate tints and shade of colour. <u>Prehistoric Art</u>.</p>	<p>Children will have the opportunity to: Reflect on preferences about their work in order to improve it and discuss art using an increasingly sophisticated use of language (formal elements)</p>	<p>Developing the ability to represent ideas and feelings. Representing feelings and emotions about favourite objects.</p>	<p>In Lower Key Stage Two, the children become more <b>confident</b> and proficient in their artistic skills and their <b>knowledge</b> of artists. Children become increasingly more <b>self-sufficient</b>, <b>reflective</b> and more <b>articulate</b> when discussing artwork and processes. The children continue to build their <b>resilience</b> throughout the creative process, enabling the children to continue to <b>thrive</b> and <b>flourish</b>, both personally and emotionally.</p>

4	<p>Children will have the opportunity to: Create geometric and mathematical drawings, still life drawing with tone, develop technical mastery of painting skills, use a range of different strokes and shades, making art from recycled materials, printing using different materials, learning how to present and display works of art, showing creativity in their choice of materials and composition and creating sculptures.</p>	<p>Children will have the opportunity to: Use sketchbooks for planning and refining ideas, recording ideas for materials and composition, develop skill and technique using various media in sketchbooks, use literary sources to convey ideas through art, express thoughts and feelings through tactile creation of own work, manipulate composition and materials to achieve a desired effect and represent ideas from multiple viewpoints and perspectives.</p>	<p>Colour: Children will analyse and describe the use of colour within artists' work, manipulate colour and pattern to create prints and describe how great artists mixed and applied paint. Form and Space: Children will analyse and describe the use of form within artists' work and further extending their ability to describe and model form and space in 3D using a range of materials. Line: Children will analyse and describe the use of line within artists' work and use knowledge of lines of symmetry to help draw accurate shapes. Pattern: Children will analyse and describe the use of pattern within artists' work and create original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns. Shape: Children will analyse and describe the use of shape within artists' work and express geometric compositions using mathematical shapes. Texture: Children will use a range of materials to express more complex textures. Tone: Children will analyse and describe the use of tone within artists' work, use a variety of tones to achieve different effects and understand of tone to create a 3D effect.</p>	<p>Children will look at the following artists: <u>Luz Perez Ojeda</u>: Lenticular prints as inspirations for creating optical illusion portraits. <u>Barbara Hepworth</u>: Using her work as inspiration for soap sculptures. <u>Paul Cezanne</u>: Learn about the life and work of the artist and how he influenced the shift to modern art. <u>Giorgio Morandi</u>: Explore composition for still life drawing through the work. <u>David Hockney</u>: Analyse the formal elements of the painting <i>My Parents</i> before re-enacting the scene depicted. <u>Paula Rego</u>: Explore the formal elements of <i>The Dance</i>. <u>Edward Hopper</u>: Analyse <i>A Table for Ladies</i>. <u>Pieter Brueghel</u>: Explore the painting <i>Children's Games</i> and recreating it as a photo collage with a modern twist. <u>Fiona Rae</u>: Analyse abstract art of the artist. <u>Giuseppe Arcimboldo</u>: Creating collages. <u>Sokari Douglas Camp</u>: Exploring the work of the artist and creating a word sculpture. <u>El Anatsui</u>: Explore the work and create sculpture using recycled materials.</p>	<p>Children will have the opportunity to: Use their own and other's opinions of their work to identify how to improve and build a more complex vocabulary when discussing art (formal elements).</p>	<p>Learning art from other cultures. Using art to tell stories.</p>	
5	<p>Children will have the opportunity to: Draw from observation, draw using the continuous line method, using 2D drawing to develop ideas for 3D work, drawing from different perspectives, create detailed drawings, draw using mathematical processes, improve skill and control when painting, use recycled materials within mixed media art and select materials for a given purpose.</p>	<p>Children will have the opportunity to: Work collaboratively to explore ideas for meeting a design brief, develop and discuss ideas through sketches, enhance knowledge of skill and technique using various media in sketchbooks, use the work of artists' to explore own ideas, express ideas and feelings about familiar products, design new architectural forms to satisfy their own ideas and intentions, designing and inventing new products, link artwork to</p>	<p>Colour: Children will define and use more complex colours and select and mix colours to depict own thoughts, feelings and intentions. Form and Space: Children will make progress in their ability to describe and model form and space in 3D using a range of materials. Line: Children will extend and express drawings using a developing understanding of line. Pattern: Children will construct images through various methods to further their knowledge and understanding. Shape: Children will compose original designs by adapting and synthesising the work of others and analyse and evaluate an artists' use of shape. Texture: Children will develop knowledge and understanding of texture through practical making activities. Tone: Children will develop an increasing sophistication in the use of tone to describe objects when drawing from observation and</p>	<p>Children will look at the following artists: <u>Friedensreich Hundertwasser</u>: Using the architect's work as inspiration for their own house design. <u>Banksy</u>: Analysing the message in <i>Clacton Pigeon Mural</i>. <u>Andy Warhol</u>: Creating symmetrical abstract prints in the style of <i>Rorschach</i>. <u>John Singer Sargent</u>: Develop the ability to read a picture with empathy through the analysis of the picture <i>Gassed</i>. <u>Magdalene Odundo</u>: Develop ideas for 3D work through 2D drawings, following method used by the artist.</p>	<p>Children will have the opportunity to: Regularly analyse and reflect on their progress taking account of intentions and opinions and develop a greater understanding of vocabulary when discussing their own and the work of others.</p>	<p>Learning about the principles such as democracy and the rule of law. Inventing new products that will transform the world around them.</p>	<p>In Upper Key Stage Two, the children become increasingly more <b>confident, articulate</b> and <b>knowledgeable</b> when discussing artwork and processes. The children are encouraged to become more <b>inquisitive</b> and <b>honest</b> whilst showing <b>respect</b> to others when <b>articulating</b> their thoughts and ideas. Children are encouraged to become more <b>proactive, adaptable</b> and <b>self-sufficient</b> within art lessons and are <b>challenged</b> on an artistic level. <b>Creative, reflective</b> and <b>resilient</b> practice is encouraged, enabling the children to continue to <b>thrive</b> and <b>flourish</b>. The art curriculum</p>

		literary sources and create ideas for inventions for a purpose.	analyse and evaluate an artists' use of tone.				enables every child to grow academically, socially, morally, spiritually and culturally, preparing children for life beyond Primary School.
6	Children will have the opportunity to: Create detailed portraits, develop the continuous line technique, draw for expression, look at various sketching methods, create still life art using charcoal, draw using a negative medium and identifying areas of light and dark, develop colour mixing and tonal shading with colour, paint in an impressionist style, further improve skill and control when painting, create tonal paintings, create photomontages focussing on composition, use polyprint tiles to create repeating printed patterns, create digital art using photography to create abstract and self-portrait pieces, express ideas or emotions through 3D clay sculpture, create 3D sculptural forms from a purpose.	Children will have the opportunity to: Develop and discuss ideas through sketches, make personal investigations of interests and record observations in sketchbooks, record experiments with various media and try out techniques and processes in sketchbooks before applying them, learn ways that artists represent their ideas through painting, develop personal, imaginative responses to a theme, express ideas about art through messages, graphics, text and images, produce personal interpretation of cherished objects, expressing their own ideas and feelings through pattern and creating imaginative and expressive 3D forms to convey meaning.	Colour: Children will select colours to accurately reflect objects in a still life composition; express feelings, emotions and events through colour mixing and recreate colours used by impressionist painters. Form and Space: Children will convey, express and articulate a message or emotion through 3D sculpture and analyse and evaluate an artists' use of form. Line: Children will articulate their deeping knowledge of line to create portraits; develop continuous line drawing, develop control, expression, shape, form and details and adapt the techniques of other artists to create abstract drawings. Pattern: Children will use knowledge and understanding of patterns to represent feelings and emotions and extend and articulate their knowledge of pattern from multiple sources to create sophisticated original artwork. Shape: Children will sketch the key shapes from different angles when drawing still life and imitate the techniques of other artists and use simplified shapes and lines to create more abstract drawings. Texture: Children will understand how artists manipulate materials to create texture in a range of artwork. Tone: Children will deliberately manipulate tone to portray emotions using 'halo' and 'chiaroscuro' techniques and increase awareness of how to use tone to describe light and shade, contrast and shadow.	Children will look at the following ideas: <u>Claude Monet</u> : Research and adopt the style of impressionist painters. <u>William Morris</u> : Create a repeated pattern through printing inspired by the artist. <u>Edward Hopper</u> : Analyse and evaluate <i>Nighthawks</i> , looking at what the scene depicts and the formal elements of the piece. <u>Kathe Kollwitz</u> : Learn how to represent emotion through art. <u>Pablo Picasso</u> : Exploring symbolism and tone in <i>Guernica</i> . <u>Mark Wallinger</u> : Analyse <i>Ecce Homo</i> sculpture. <u>Hannah Hoch, Peter Kennard and Jerry Uelsmann</u> : Learn about photomontages. <u>Jenny Holzer</u> : Using art to communicate meaning in the style of the artist's truisms. <u>Edward Weston</u> : Analyse the work of the artist, observing abstract-looking images created through macro photography before creating their own in a similar style. <u>Edvard Munch</u> : Examine <i>The Scream</i> , looking at mood and expression. <u>Paul Cezanne, Jaromir Funke and Ben Nicholson</u> : Use as inspiration for still life composition and adding colour.	Children will have the opportunity to: Give reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work and use the language of art with greater sophistication to discuss art.	Articulating thoughts and feelings orally. Understanding the role of art in wider society. Making art with a wider message for society. Representing memories and experiences or their time at school.	