



Art

Overview and Progression

Maps



Art Curriculum

Art Curriculum Intent

At Saxon Primary School the Art curriculum is designed to support children in expressing their individuality through taught skills. Our curriculum has been designed so that children will be building on their skills to create artworks using a range of media each year, including working with: charcoal, paints, cameras, watercolours, clay, paper, fabric, tie dye and chalk.

We value Art as an important part of the children's entitlement to a broad and balanced curriculum and throughout their 7-year journey, children will be exposed to artwork from a range of artists, including from different periods, styles and cultures. Our school's Learning Habits and 5Rs of Learning are developed through conversations about these artists and their artworks. Children are encouraged to not only value each piece of artwork created within the classroom but to also engage critically with peers when reviewing their own and other's finished pieces. Our Art curriculum supports children at Saxon with developing a passion for Art and provides them with opportunities to communicate their ideas, feelings and opinions through various media.

The core concepts for Art

Core Concepts in Art			
Inspire, engage and equip pupils with the knowledge, skills and understanding to create and evaluate art, craft and design.			
Skills	Vocabulary	Significant Artist	Media & Materials
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Improve mastery of art and design techniques with a wide range of materials (eg. Pencil, charcoal, paint and clay)	Use correct artistic vocab: primary colour, secondary colour, tone, tint, shade, pattern, print, texture, line, shape, space, sketch, light, dark and shadow As Key Stage 1 plus: Brush technique, mouldable, tessellation, mosaic, montage, replicate, perspective, tactile, realistic, impressionistic	Know about the work of a range of artist, craft makers and designers. Describe differences and similarities and make links to own work. Know about great artists, architects and designers in history Communicate ideas and comment on artworks using artistic language	Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share ideas, experiences and imagination Build on Key Stage 1 to include: painting, drawing, sculpture, collage, print, textile and digital media Create sketch books to record and observe observations

Art Overview



Term	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn – Art – Drawing / Painting	<p>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	<p>In pencil</p> <p>Draw lines of different length and thickness</p> <p>In painting</p> <p>mix colours to make secondary colours</p> <p>use thick and thin brushes to produce lines and shapes</p>	<p>Drawing</p> <p>Use range of pencils to draw lines of different lengths/thickness and show pattern using dots and lines</p> <p>Painting</p> <p>Use a variety of thick and thin brushes to produce lines and shapes, textures and patterns</p> <p>mix colours to make secondary colours and add white to make tints/black to make tones</p>	<p>Sketchbooks</p> <p>Create sketchbooks to record and revisit observations</p> <p>Painting</p> <p>Use white to make tints and black to make tones and create colour wheel</p>	<p>Sketchbooks</p> <p>Create sketchbooks to record and revisit observations</p> <p>Drawing</p> <p>Use a range of pencils and techniques to show effect, movement, perspective and reflection</p> <p>Painting</p> <p>Use watercolours to produce washes for background</p>	<p>Sketchbooks</p> <p>Capture artistic process</p> <p>Drawing</p> <p>Use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration</p> <p>Painting</p> <p>Use watercolours to suggest mood</p>	<p>Sketchbooks</p> <p>Capture artistic process</p> <p>Drawing</p> <p>Use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration</p> <p>Painting</p> <p>Combine colours, tones and tints to enhance mood</p>
Spring – Collage / print	<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function</p>	<p>Collage</p> <p>Sort and use a range of materials that are cut, torn and glued</p> <p>Print</p> <p>Use repeat or overlapping shapes (using objects to create print)</p>	<p>Collage</p> <p>Mix materials to create texture eg. Coiling, overlapping and montage</p> <p>Print</p> <p>Use repeat or overlapping shapes (using objects to create print)</p>	<p>Collage</p> <p>Consider the effect of chosen materials and technique</p> <p>Print</p> <p>Print, press, roll, rub and stamp and recreate print from environment, eg. Wrapping paper etc.</p>	<p>Collage</p> <p>Use mosaic and montage</p> <p>Print</p> <p>Use layers of two or more colours</p>	<p>Collage</p> <p>With increasing confidence, combine visuals and tactile qualities in collage</p> <p>Print</p> <p>Make printing blocks eg. From coiled string on card to create repeating pattern</p>	<p>Collage</p> <p>Combine visuals and tactile qualities in collage</p>
Summer – Sculpture / Textile	<p>Share their creations, explaining the process they have used</p>	<p>Sculpture</p> <p>Use techniques such as rolling, cutting, moulding and carving</p> <p>Textile</p> <p>Join materials using glue</p>	<p>Sculpture</p> <p>Create and combine shapes to make recognizable shapes</p> <p>Textiles</p> <p>Weave and join materials using glue or stitch</p>	<p>Sculpture</p> <p>Include texture that conveys feelings, expression or movement and refine use of tools</p> <p>Digital media</p> <p>Use a range of tools to create different lines, colours, shapes, tones and texture</p>	<p>Textile</p> <p>Use basic cross and back stitch</p> <p>Digital media</p> <p>Use a range of tools to create images, video and sound recordings</p>	<p>Sculpture</p> <p>Combine visuals and tactile qualities</p> <p>Digital media</p> <p>Enhance digital media by editing including sound, video, animation, still images and installations</p>	<p>Digital media</p> <p>Enhance digital media by editing including sound, video, animation, still images and installations</p>

ART LEARNING MAP



Vocabulary

Year 1

Begin to develop artistic vocabulary eg primary / secondary colour, line, light, dark

Year 2

Use correct artistic vocabulary eg tone, tint, pattern, texture

Year 3

Use artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette

Year 4

•Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey

Year 5

Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate

Year 6

Use wide range of artistic vocabulary to evaluate own work and communicate ideas/comment on artworks eg atmosphere, symbolise, mastery, evocative

Skills Progression Map

YEAR 1

- Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials

YEAR 2

- Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials

YEAR 3

- Use and apply art and design techniques and improve their control and use of materials

YEAR 4

- Apply art and design techniques with creativity, experimentation and increasing awareness

YEAR 5

- Improve mastery of art/design techniques with wide range of materials

YEAR 6

- Master art/design techniques with wide range of materials



ART LEARNING MAP

Media and Materials Progression Map

YEAR 6

Capture artistic process in sketch book

- In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration
- In painting, combine colours, tones and tints to enhance mood
- In collage, combine visual and tactile qualities in collage
- Enhance digital media by editing including sound, video, animation, still images and installations

YEAR 1

- In pencil, draw lines of different length and thickness
- In painting, mix colours to make secondary colours •In painting, use thick and thin brushes to produce lines and shapes
- In collage, sort and use a range of materials that are cut, torn and glued
- In sculpture, use techniques such as rolling, cutting, moulding and carving
- In textiles, join materials using glue
- In print, use repeat or overlapping shapes (using objects to create print)

YEAR 2

- Use a range of pencils to draw lines of different lengths/ thickness and show pattern using dots & lines
- In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns •In painting, mix colours to make secondary colours and add white to make tints/black to make tones •In collage, mix materials to create texture eg coiling, overlapping and montage
- In sculpture, create and combine shapes to make recognisable shapes
- In textiles, weave and join materials using glue or stitch
- In print, use repeat or overlapping shapes (using objects to create print)

YEAR 5

Capture artistic process in sketch book

- In drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration
 - In painting, use watercolours to suggest mood
 - In collage, with increasing confidence, combine visual and tactile qualities in collage
 - In sculpture, combine visual and tactile qualities •In print, make printing blocks eg from coiled string on card to create repeating pattern
- Enhance digital media by editing including sound, video, animation, still images and installations

YEAR 4

Create sketchbooks to record and revisit observations

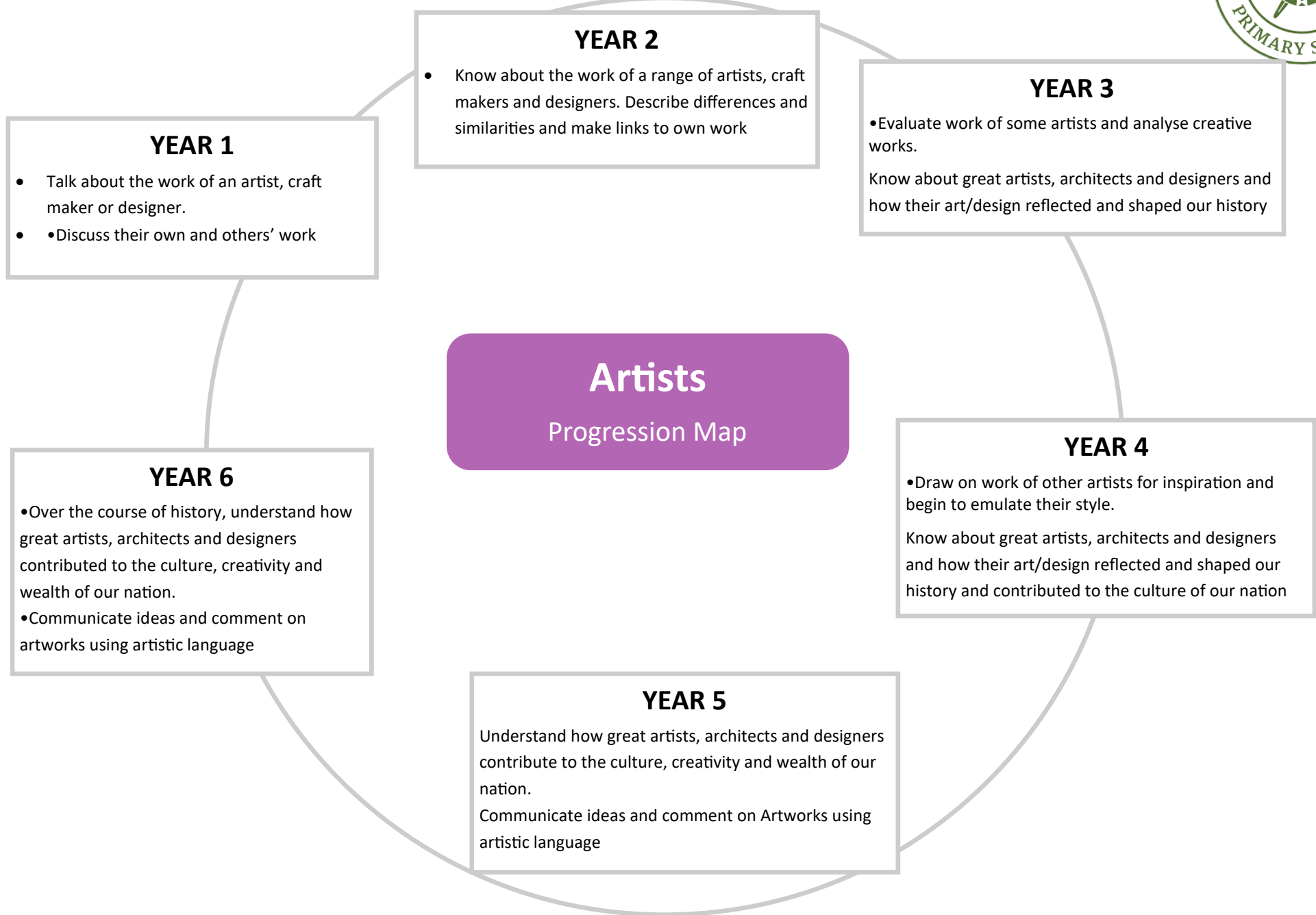
- In drawing, use a range of pencils & techniques to show effect, movement, perspective and reflection •In painting, use watercolours to produce washes for backgrounds
 - In collage, use mosaic and montage
 - In textiles, use basic cross and back stitch
 - In print, use layers of two or more colours
- In digital media, use a range of tools to create images, video and sound recordings

YEAR 3

Create sketchbooks to record and revisit observations

- In painting, use white to make tints and black to make tones and create a colour wheel
 - In collage, consider the effect of chosen materials and technique
 - In sculpture, include texture that conveys feelings, expression or movement and refine use of tools
 - In print, press, roll, rub and stamp and recreate print from environment, eg wrapping paper etc.
- In digital media, use a range of tools to create different lines, colours, shapes, tones and textures)

ART LEARNING MAP



YEAR 2

- Know about the work of a range of artists, craft makers and designers. Describe differences and similarities and make links to own work

YEAR 1

- Talk about the work of an artist, craft maker or designer.
- Discuss their own and others' work

YEAR 3

- Evaluate work of some artists and analyse creative works.
- Know about great artists, architects and designers and how their art/design reflected and shaped our history

Artists

Progression Map

YEAR 4

- Draw on work of other artists for inspiration and begin to emulate their style.
- Know about great artists, architects and designers and how their art/design reflected and shaped our history and contributed to the culture of our nation

YEAR 5

Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation.

Communicate ideas and comment on Artworks using artistic language

YEAR 6

- Over the course of history, understand how great artists, architects and designers contributed to the culture, creativity and wealth of our nation.
- Communicate ideas and comment on artworks using artistic language



ART LEARNING MAP

Collage/Textiles Vocabulary Progression Map

YEAR 1

- Collage
- Mixed media
- Layers
- Organic shapes
- Background

YEAR 2

- Collage, Organic shapes, Tissue, Crepe paper, Layer
- Background, Organic, Geometric shapes

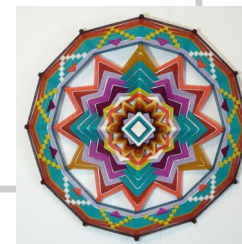
YEAR 3

- Loom, Warp and weft, Warp, Weft,
- Selvedge, Fibre, Yarn, Gads eye

Artists
Megan Coyle
Eric Carl



Artist
Jay Mohler Ojos
de Dios



Artists
Kurt Schwitters
Kaia Reid



YEAR 4

- Mosaic
- Tesserae
- Mortar
- Motif
- Pattern
- Geometric design
- Border
- Hardie

YEAR 6

- Batik
- Wax
- Tjanting
- Muslin
- Dye

Artists
Lowry

YEAR 5

- Closed Loose coils
- Open coils
- Tight coils
- Wheatears
- Alternate side looping

Artists

Artists

ART LEARNING MAP



Sculpture Vocabulary Progression Map

YEAR 1

Malleable Material Joining Models 3D
Roll Knead Squash Pinch

Artists

Tim Noble and Sue Webster
Robert Bradford



YEAR 2

Sculpture Natural materials Twist Knot
Tie Intertwine Colours Shapes Patterns

Artists

Andy Goldsworthy
Heather Jansch



YEAR 3

Clay Coil Score Slip Slab

Artists

Noriko Kuresumi
Barbara Hepworth

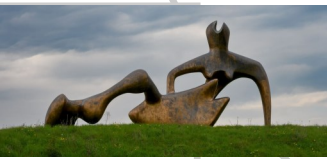


YEAR 6

Natural Materials Man-made
Materials Paper maché Shape
Form Join Coil Slab Score

Artists

Henry Moore
Jeff Koons



YEAR 5

Bend Shape Twist Braid Join Create

Artists

Antony Gormley
Alexander Calder

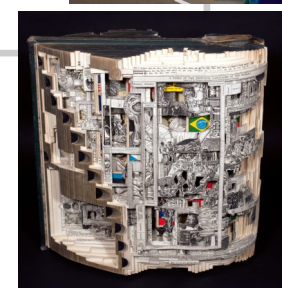


YEAR 4

Roll Loop Fringe Tabs Cone Curls
Spiral Fold Extrusions Slotted

Artists

Li Hongbo
Brian Dettmer




ART LEARNING MAP

YEAR 2
Landscape, Background, Horizon,
Middle ground, Foreground,
Observation, Blending

YEAR 3
Hatching /Cross hatching Textures
Reflection Shades First-hand observation
Secondary source images

YEAR 1
Drawing, Line, Shape, Observation
Abstract, Cartoon

Artists
David Hockney
Claude Monet



Artists
Giorgio Morandi



**Drawing
Vocabulary
Progression Map**

YEAR 4
Drawing mediums
Tone Graduating tones
Shading

YEAR 5
Architect Architecture Design Designers Viewfinder
First-hand Observation Secondary source images

Artists
Paul Caulfield




YEAR 6
Proportions Scale Enlarge
Observation

Artists
Antoni Gaudí
Zaha Hadid
William Morris



Artists
Jon Burgerman
Roger Hargreaves
Piet Mondrian



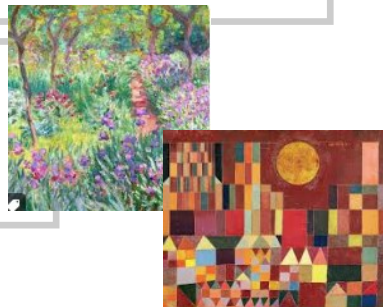
Artists
Hector Gonzalez
Leonardo da Vinci



ART LEARNING MAP

YEAR 2
Tint, Shade, Washes Blocking
Application Textures

Artists
Claude Monet
Paul Klee



YEAR 3
Colour wheel, . Primary colours,
Secondary colours, Tertiary colour,
Complementary colours

Artists
Vincent Van Gogh
Theresa Paden



**Paint
Vocabulary
Progression Map**

YEAR 1
Primary (colour), Light, Dark,
Thick, Thin, Tone, Warm, Cold,
Shade e.g. different shades of red,
green, blue, yellow, Bright

Artists
Joan Miro
Georgia O'Keeffe



YEAR 4
Tint , Tone, Shade, .Hue

Artists
Henry Rousseau



YEAR 5
Complementary colours
Mood colours Inspiration

Artists
David Hockney
Piet Mondrian



YEAR 6
Composition Tertiary colours
Tint/ Hue Tone/ Shade

Artists
Paul Cezanne



ART LEARNING MAP



Printing Progression Map

