

Art and Design

Intent – what do we want to achieve?

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. We aim for our children to be able to think critically and develop an understanding of art and design. They should also know how art and design are linked to history and culture, not only of our country, but also countries and cultures around the world. Our aim is for children to aspire to become the artists, creators and designers of the future.

KT Federation Curriculum Progression

<p>Implementation – how will we achieve this?</p>	<p>The teaching and implementation of the Art and Design curriculum at the KT Federation is based on the National Curriculum and linked to topics to ensure a well-structured approach to teaching. Our art and design curriculum shows progression of knowledge, skills and key vocabulary, with ‘flashbacks’ to prior learning highlighted.</p> <p>This all begins In the EYFS when children explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to explore textures, colour, media and materials, developing their understanding of them in order to create different effects. Children are encouraged to work independently and express their own ideas, exploring colour and developing skills to use simple tools and techniques.</p> <p>In KS1 children are taught:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, across a range of cultures, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>In KS2 children are taught:</p> <ul style="list-style-type: none"> • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To create sketches to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists and designers in history and from a range of cultures.
<p>Impact – What will be the impact on learning?</p>	<p>Children will be confident and independent artists and designers. We do not want our art & design curriculum to focus solely on the finished product, but also on the process. We do not want any of our children to impose their own barriers to learning such as “I can’t draw”, or “I’m not artistic”. We celebrate and showcase the creativity of all children in order to promote a sense of well-being and build self-esteem.</p> <p>Children will be encouraged to self and peer assess – with this process used as a tool to build confidence and develop evaluation in a safe environment. Teaching staff will also use feedback to develop children’s knowledge and skills, whilst assessing individual’s work. Outcomes will be seen in topic books, sketchbooks, through work on display and from photographic evidence.</p> <p>The Art and Design subject lead attends CPD and supports teaching staff.</p>

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Cycle 1 - EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
Cycle 1 – Year 1 & 2						
	Autumn		Spring		Summer	
Topic	Castles		Growing		Under the sea	
Knowledge	<p>The work of the German artist Paul Klee (1879-1940) Name the primary and secondary colours. Primary colours can be mixed together to make secondary colours. Name the colours of the rainbow.</p>		<p>The work of American artist Georgia O’Keefe (1887-1987). She painted abstract pictures in modernist style. Lines are used to create linear drawings. Objects can be used to observe and draw. Media to can be used to create line drawings.</p>		<p>The work of Spanish artist Becca Boyce. Becca Boyce is from Barcelona in Spain. She creates all of her artwork through print and focusses her pieces of art on animals and natural plants. Printmaking is making art by printing on paper. Prints can be made by rubbings or a use of objects to print.</p>	
Skills	<p>Painting Children can:</p> <ul style="list-style-type: none"> 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; 		<p>Drawing Children can:</p> <ul style="list-style-type: none"> 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; 		<p>Printing Children can:</p> <ul style="list-style-type: none"> Examine how artists and designers used colours, shapes and lines to create patterns. Create prints on a range of different materials and fabrics. use a variety of materials, e.g.sponges, fruit, blocks; Create repeating patterns demonstrate a range of techniques, e.g., rolling, pressing, stamping and rubbing 	

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<p>Skills taught in KS1 topics</p>	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> • respond positively to ideas and starting points; • explore ideas and collect information; • use key vocabulary that is used in the strand of work • describe differences and similarities and make links to their own work; • try different materials and methods to improve; • use digital media, creating images and video • take inspiration from the greats and be able to describe the work of notable artists and designers. • use some of the ideas of artists to create pieces. <p><u>Children will be taught:</u></p> <p>Painting Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. KS1 Art and Design National Curriculum: To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.</p> <p>Drawing Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. KS1 Art and Design National Curriculum: To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Collage Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g., paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. KS1 Art and Design National Curriculum: To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Textiles Children have the opportunity to look at and practise a variety of techniques, e.g., weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect. KS1 Art and Design National Curriculum: To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Sculpture Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. KS1 Art and Design National Curriculum: To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Printing Children use a variety of printing blocks, to explore what effect making their own blocks has on shape and texture. KS1 Art and Design National Curriculum; To improve their mastery of art and design techniques with a range of materials – printing</p>		
<p>Vocabulary</p>	<p>abstract, primary colours, secondary colours, neutral colours, tints, shades, cool colours, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>drawing, line, shape, observation, abstract, shape, still life, composition</p>	<p>print, printing tools, rubbings, pattern, technique</p>

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FLASHBACK –Links to previous learning			
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors			
Assessment Opportunities			
Cycle 1 – Year 3 & 4			
	Autumn	Spring	Summer
Topic	Rocks, Shocks and Shakes	From Snozzcumbers to Perfect Potions	Dress to Impress

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<p>Knowledge</p>	<p>Cave Art: Early humans, painted on cave walls, throughout prehistory, using natural drawing materials. That early humans used cave paintings to communicate.</p> <p>The Great Wave off Kanagawa: The work of Japanese Artist, Katsushika Hokusai; his famous series '36 Views of Mount Fuji'.</p>	<p>Surrealism and Sculpture: What Surrealism is, the key features and artists of this style. Why this movement came about, following WWII. The work of artists, including Joan Miro, Rene Magritte, Paul Nash and Salvador Dali. Spanish artist, Joan Miro (1893-1983) Name and describe some features of Miro's career and artistic style. Art work and sculpture can be used to respond to things happening in the world around us.</p> <p>Illustration: Quentin Blake (1932-) He has had a successful career as a famous illustrator. Pencil can be used effectively to create drawings and illustrations.</p>	<p>Colouring Fabric: That techniques for colouring and dyeing fabric have changed throughout history. During the early modern period, fabric was dyed using natural materials, including plants, vegetables, and fruits. Now, we use modern methods to dye fabric, which are easier, last longer and provide a greater variety of colour.</p> <p>Block printing: That block printing is a textile technique from the past, that was used to print patterns and designs onto fabric. It involved using wooden blocks and ink/dye to hand print patterns and designs onto material. This technique for printing onto fabric originated in China and did not come to Britain until the 12th century. As technology has developed, we have developed new, modern techniques for printing onto fabric.</p> <p>Weaving: What weaving is, what is used for and how this has developed and changed over time. Yinka Shonibare, (1965 -) aspects relating to the artist's life, career and famous artworks. Key features of his style, including his use of brightly coloured Ankara fabric. Artwork can be used to explore and express identity and culture.</p>
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<p>Skills</p>	<p>Painting Children can:</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns, and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. • Evaluate their own work, using artistic vocabulary. <p>Printing Children can:</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks • Make precise repeating pattern 	<p>Drawing Children can:</p> <ul style="list-style-type: none"> • explore different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. <p>Sculpture Children can:</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms. • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to create interesting detail. 	<p>Textiles Children can:</p> <ul style="list-style-type: none"> • Select appropriate material, giving reasons • Use basic cross stitch and back stitch. • Colour fabric. • Weaving and stitching to create different textural effects. • Quilt, pad and gather fabric. <p>Printing Children can:</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks • Make precise repeating pattern
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Skills taught in LKS2 topics

Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.

KS2 Art and Design National Curriculum

Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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

Children can:

- use sketchbooks to record information, resources and ideas;
- explore ideas from first-hand observations;
- question and make observations about starting points, and respond positively to suggestions;
- Develop, adapt and refine ideas;
- Use digital media, creating images and video
- Take inspiration from the great artists
- evaluate and analyse using key vocabulary to demonstrate knowledge and understanding

Children will be taught:

Painting Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g., shade, primary and tint. Children begin to experiment with colour for effect and mood. **KS2 Art and Design National Curriculum:** To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.

Drawing Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g., shading, thick and thin. **KS2 Art and Design National Curriculum:** To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.

Collage Children continue to explore creating collage with a variety of media, e.g., paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g., overlapping, tessellation, mosaic and montage. **KS2 Art and Design National Curriculum:** To improve their mastery of art and design techniques with a range of materials – collage.

Textiles Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2. **KS2 Art and Design National Curriculum:** To improve their mastery of art and design techniques with a range of materials – textiles.

Sculpture Children still have the opportunity to use a variety of materials for sculpting. They experiment with Children begin to understand more about decorating sculptures and adding details through texture. They use a variety of tools to support the learning of techniques and to add detail. **KS2 Art and Design National Curriculum:** To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.

Printing Children use a variety of printing blocks, e.g., coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. **KS2 Art and Design National Curriculum:** To improve their mastery of art and design techniques with a range of materials – printing.

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Vocabulary	<p>abstract, primary colours, secondary colours, neutral colours, tints, shades, warm colours, watercolour wash, dab, bold brushstroke, foreground, middle ground, background, layer, detail, texture, water colour, abstract, emotion, warm, blend, mix, line, tone, fresco, mix,</p> <p>Printing: print, printing tools, rubbings, pattern, technique, line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p> <p>collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>light, sketch, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p>Moulding, modelling, form, sculpt, carve.</p>	<p>Printing, Dyeing, Colouring, Textiles, Fabric, Embroidery, Weaving, Cross Stitch, Back stitch, Quilt, Pad, Gather</p>
FLASHBACK –Links to previous learning	Year 1 and 2- Paul Klee		Year 1 and 2 Becca Boyce, Abigail Mill
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors	Marvellous Middle: Cave Art Experience (Andy Lawrence)		<p>Marvellous Middle: Textiles Day</p> <p>Fantastic Finish: Upcycling futuristic fashion designing</p>
Assessment Opportunities			
Cycle 1 – Year 5 & 6			
	Autumn	Spring	Summer
Topic	WWII	Ancient Egypt	Chocolate
Knowledge	<p>Henry Spencer Moore (1898-1986) was one of the most important British artists of the twentieth century and arguably the most internationally celebrated sculptor of the period. He is renowned for his semi-abstract monumental bronzes, which can be seen all over the world.</p> <p>Clarice Cliff (1899 – 1972). One of the UK's most prolific and important ceramicists, Clarice Cliff is best known for her innovative, colour-rich designs. The Art Deco movement</p>	<p>Howard Carter (1874 – 1939) was a British artist and Egyptologist, famous for his drawings and watercolours of animals and also for recording antiquities in Egypt over many years of working there.</p>	<p>Andy Warhol (1928-1987) was an American artist, film director and producer who was a leading figure in the visual art movement known as Pop art. He used a variety of media including painting, silk-screening, photography, film and sculpture.</p> <p>Frida Kahlo (1907-1954) was a Mexican artist who was known for her portraits, self-portraits and works inspired by the nature and artefacts of Mexico.</p>

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	<p>had a major influence on her work and her commercial success.</p> <p>Architects and Designers of this period- look at the rebuilding of Coventry Cathedral after the original was damaged in WWII. Look at the work of Sir Basil Spence, the architect of the project and John Piper, the designer of the stained-glass windows.</p>		
<p>Skills taught in UKS2 topics</p>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> • 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; • evaluate and analyse using key vocabulary to demonstrate knowledge and understanding <p>Children will be taught:</p> <p>Painting Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. KS2 Art and Design National Curriculum: To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Drawing Children continue to use a variety of drawing tools but are introduced to new techniques, e.g., creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g., shading, thick and thin. Children will rely on their sketch books to improve their drawing skills. KS2 Art and Design National Curriculum: To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Collage Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. KS2 Art and Design National Curriculum: To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Textiles Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. KS2 Art and Design National Curriculum: To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Sculpture</p> <p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum: To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials</p> <p>Printing Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. KS2 Art and Design National Curriculum: To improve their mastery of art and design techniques with a range of materials – printing</p>		

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<p>Skills</p>	<p>Sculpture Children can:</p> <ul style="list-style-type: none"> 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, moulds, coils, slabs and slips to provide stability and form Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. <p>Drawing Children can:</p> <ol style="list-style-type: none"> 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 <p>Textiles Children can:</p> <ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. 	<p>Painting Children can:</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from artists' work. <p>Drawing Children can:</p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g., reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g., realistic or impressionistic). Use lines to represent movement. 	<p>Collage Children can:</p> <ul style="list-style-type: none"> plan and design a collage add collage to a painted or printed background; Mix textures (rough and smooth) create and arrange accurate patterns; use a range of mixed media; <p>Painting Children can:</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from artists' work. <p>Drawing Children can:</p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g., reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g., realistic or impressionistic). Use lines to represent movement.
<p>Vocabulary</p>	<p>Sculpture: form, structure, texture, shape, slip, mark, soft, join, tram, cast. line, texture, pattern, form, Drawing: shape, tone, smudge, blend, mark</p>	<p>Painting: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism Drawing: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait</p>	<p>Collage: shape, form, arrange, fix. Painting: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism Drawing: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait</p>
<p>FLASHBACK –Links to previous learning</p>	<p>Year 3 and 4- link to surrealism sculpture</p>	<p>Year 3 and 4- The Great Wave</p>	<p>Year 1 and 2 – Pop Art, Andy Warhol, Roy Lichenstein</p>
<p>Enrichment - Sparkling Starts/Marvellous</p>			

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Middles/Fantastic Finishes/Visits & Visitors						
Assessment Opportunities						
Cycle 2 - EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
Cycle 2 – Year 1 & 2						
	Autumn		Spring		Summer	
Topic	Where my trainers take me/Let's go wild		Once upon a time		Where in the World?	
Knowledge	American artist Megan Coyle, an illustrator, who specialises in the depiction of animals.		Art and Design has different styles through different time periods and that we are learning about new styles that began to emerge in the mid 20 th Century. Artists Bridget Riley and Victor Vasarely and the style of Art called Op Art. Pop Art and the work of Roy Lichenstein and Andy Warhol		To learn about the human form discipline of art in the specific area of portraits and self-portraits. Children will be learning about the work of Pablo Picasso, Paul Klee, Henri Matisse and the craftsperson, Edwina Bridgeman. They will learn about the different styles and techniques and tools they used to express personality. They will understand that a person can be called beautiful because of the way they behave and treat others. They will know that beauty can be found in many different things and in people who all look different.	
Skills	Collage Children can: <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • add texture by mixing materials; 		Drawing Children can: <ul style="list-style-type: none"> • draw lines of varying thickness; • Show pattern by using dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk, felt tips; 		Drawing Children can: <ul style="list-style-type: none"> • draw lines of varying thickness; • Show pattern by using dots and lines to demonstrate pattern and texture; • use different materials to draw, for Textiles Children can: <ul style="list-style-type: none"> • show pattern by weaving • decorate textiles with glue or stitching, to add colour and detail; Collage Children can: <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; 	

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			<ul style="list-style-type: none"> • sort and arrange materials; • add texture by mixing materials; <p>Sculpture Children can:</p> <ul style="list-style-type: none"> • 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;
Vocabulary	Collage, shape, texture, squares, gaps features, cut, place, arrange	Abstract Art, Op Art, Pop Art, optical illusion, sketching pencil, thick, thin, straight, wavy	<p>Drawing: Self-Portrait, portrait, collage, sculpture, fabric, craftwork, sketching pencils charcoal</p> <p>Sculpture: statue, model, work, work of art, 3D, sculptor, carving, sculpture</p> <p>Weaving: alternate, over, under</p> <p>Collage: Collage, shape, texture, squares, gaps features, cut, place, arrange</p>
FLASHBACK –Links to previous learning			
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors			
Assessment Opportunities			
Cycle 2 – Year 3 & 4			
	Autumn	Spring	Summer
Topic	What's Going on Inside?	Around the World in 80 Days	Invasion!

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<p>Knowledge</p>	<p>Romero Britten – his life/career/art style</p>	<p>Aboriginal, African patterns and other world art The indigenous rock art styles and use of natural materials through history to create and pass on meaningful and powerful messages That it was used to communicate and pass things on Jack Britton – Aboriginal and his famous works, about his life and career and his artistic style. Kente Weaving - its origins and techniques.</p>	<p>Roman Mosaics The history of Roman mosaics – what they represented and how they were made Piet Mondrian (Nationality, dates and predominant art style)</p>
<p>Skills</p>	<p>Drawing Children can:</p> <ul style="list-style-type: none"> • 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; • show an awareness of space when drawing; 	<p>Painting Children can:</p> <ul style="list-style-type: none"> • 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; • Experiment with creating mood with colour <p>Printing Children can:</p> <ul style="list-style-type: none"> • use more than one colour to layer in a print; • replicate patterns from observations; • make printing blocks; • make repeated patterns with precision; <p>Textiles Children can:</p> <ul style="list-style-type: none"> • select appropriate materials, giving reasons; • use weaving to create different textural effects 	<p>Sculpture Children can:</p> <ul style="list-style-type: none"> • 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; • 3D mosaics using clay and design making and tile application; <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms • Include texture that conveys movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. <p>Collage Children can:</p> <ul style="list-style-type: none"> • Design their own mosaics using different media – paper and coloured pens, printing and using coloured tile/paper • Select and arrange materials to create effect, giving reasons for their choices; • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.
<p>Vocabulary</p>	<p>Portrait, outline, light, dark, tone, shadow, self-portrait, memorialize, subject, materials, realistic, detailed, features.</p>	<p>Painting: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, brush, technique, thick, thin, shape, texture, pattern, line, washes, detail, watercolour, mood, layers, print, natural, repeating patterns, weaving, aboriginal. Printing: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. Weaving: pattern, line, texture, colour,</p>	<p>Mosaic, Media, Model, Make, Apply, Abstract, Tiles, coiling, overlapping, tessellation, mosaic and montage, texture, expression, movement,</p>

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KT Federation Curriculum Progression

FLASHBACK –Links to previous learning	Year 1 and 2- portraits		Year 1 and 2 – collage Year 1 and 2- clay
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors			
Assessment Opportunities			
Cycle 2 – Year 5 & 6			
	Autumn	Spring	Summer
Topic	Marvellous Me	Solution to Pollution	Ancient Greeks
Knowledge	Roy Lichtenstein Pablo Picasso Kimmy Cantrell	Dale Chihuly (b.1941) is an American glass artist, who is best known for his large scale blown glass sculptures. Modern designers/architects: study architects who are working to design sustainable buildings	Orla Kiely (b.1963) is an Irish designer. She is well known for her print designs, which have been used on clothes, bags and home accessories.
Skills	<p>Collage Children can:</p> <ul style="list-style-type: none"> • add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. <p>Painting Children can:</p> <ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; <p>Drawing Children can:</p>	<p>Sculpture Children can:</p> <ul style="list-style-type: none"> • plan and design a sculpture; • show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations; • 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 frameworks (such as wire or moulds) to provide stability and form; <p>Textiles Children can:</p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. 	<p>Drawing Children can:</p> <ul style="list-style-type: none"> • 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; <p>Printing Children can:</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.

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	<ul style="list-style-type: none"> • 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; 		
Vocabulary	<p>Painting: blend, mix, line, tone, shape, abstract, absorb, colour,</p> <p>Drawing: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, dark, shadow, heavy, mural, fresco, portrait, graffiti.</p>	<p>Sculpture: form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p>Textiles: colour, fabric, weave, pattern.</p>	<p>Drawing: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, dark, shadow, heavy, mural, fresco, portrait, graffiti.</p> <p>Printing: line, pattern, repeating pattern, colour, shape, printing ink, polystyrene printing tiles, inking rollers.</p>
FLASHBACK –Links to previous learning	Year 1 and 2- Roy Lichtenstein and Picasso	Year 3 and 4 – dress to impress topic, re-using fabric Year 1 and 2- dressing peg dolls	Year 3 and 4- Dress to Impress Year 1 and 2- Becca Boyce, Abigail Mill
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors			
Assessment Opportunities			