



The Flourish Federation

Art & Design Curriculum Progression & Sequencing Document

Adopted	September 2022	Review	September 2022
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Art & Design Curriculum Intent

At the Flourish Federation, our Art & Design curriculum intends to engage, inspire and challenge pupils, supporting children to experiment and explore with a variety of different forms of medias. We aim to give children the skills for drawings and painting alongside gaining experience with textiles, clays, printmaking and sculpture. Art & Design is planned to be taught in a carefully sequenced progression, ensuring children have the language and techniques in using colour, texture, lines, shape, form and space to build on prior knowledge. The curriculum is designed to enable children to think critically, understanding the place art has in history and how it contributes to the culture, creativity and wealth of our nation.

Pupils will develop powers to articulate observations about the work of a range of artists, craft makers, architects and designers in history. We aim to equip them with skills to become visually literate; to develop aesthetic sensibility to make judgements about art. This will inspire them to use their own imagination and original thought when creating their work. The curriculum is designed to provide meaningful opportunities to create unique art for different audiences in the school and wider community.

We aspire to make learning a celebratory, immersive and inclusive experience, recognising that Art & Design can be an area of the curriculum where children can truly shine and express themselves. Our teaching encourages opportunities, regardless of cultural capital, allowing them to be fully expressive in their individuality and to take ownership of their creativity and learning at all levels.



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Implementation

Aim 1 – Produce creative work, exploring their ideas and recording their experiences.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore	Children observe and explore patterns in the world around them. They are encouraged to recreate simple patterns they see. Children create art from personal experience and imagination. Children learn how ideas change, grow and develop as work is produced.	Children observe and explore patterns in artwork they are exposed to and the world around them. Children explore their use of the formal skills to become more accurate drawers. (people, manmade and natural objects). Children draw events and things that have happened to them, things they know, or things from their imagination, extending their ideas.	Children show greater skill and control when using formal elements of drawing, i.e. lines, geometric shape. Children can sustain their creations over longer periods of time. Children express their ideas and thoughts in the type of art they want to make.	Encourage close observation of objects in both the natural and man-made world. Observe and draw 2D & 3D shapes they have found in nature and the world around them. Children make records of the world around them, their ideas, thoughts, feelings and discoveries. Children make art from things they can see from observations; their environment, photographs etc, translating them into new materials. Children make art for expression, imagination and pleasure.	Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body Draw 2D & 3D shapes found in nature and the world around them. Imagine places and plan how they would look prior to drawing them. Children make art for expression, imagination and pleasure, developing initial ideas into final work, adapting work as it progresses.	Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, there is a wide range of forms of drawing and not one correct way. Can draw with increasing confidence awareness of the 2D and 3D geometric forms that comprise forms and objects. Children take risks when trying out materials, investigate and explore the properties of materials. Children produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.	Draw with increasing confidence and develop their own style. Learn more styles of drawing and learn how drawing is used in art. Such as: - Graphic (cartoon, graffiti, fashion design, etc.) - Realistic (portrait, still life, etc.) - Technical (architecture, product design, plans, diagrams, instructions) - Illustration (books, magazines) - Abstract (fine art) - Sculptural (3D, wire, card, architectural models.) - Digital (using computers, tablets, film) other materials. Children use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media.



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							Children make art from nature, their environment, still life or from photos they have taken. Children create inspiring work which projects the emotions and feelings of themselves and others (their hopes, dreams and fears).
Record	Use of plan, do, review to record through photos and pupil voice in their learning journals or floor books.	Individual art pieces are recorded and stored through the learning journals and floor books.	Children continue to draw a way of recording experiences and feelings.	Children begin to use a sketch book to collate ideas.	Children begin to include an element of scrap-booking within their sketchbooks to support ideas.	Children can use sketchbooks confidently to record, review and revisit ideas.	

Aim 2 – Become proficient in drawing, painting, sculpture and other art, craft and design techniques.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, crayons, felt tips, pastels, chalk, etc. Use drawings to tell a story. Investigate different lines - thick, thin, wavy, straight. Explore different textures and experiment with mark making to illustrate these. Encourage the children to put meaning to their mark making.	Extend the variety of drawing tools to include charcoal. Are able to describe the similarities and differences between the drawing tools. Explore different textures and experiment with mark making - building on previous experience. Explore light and dark shading and making tones by understanding how pressure can impact this.	Continue as Year 1 to experiment with tools and surfaces. Including using different materials and digital imagery. To recognise the benefit of using hard and soft pencils. Begin to sketch to make quick records of something. Work out ideas through drawing Children can control pressure to create lighter and darker tones when sketching. Children can begin to shade areas neatly without spaces or gaps.	Continue to experiment with the potential of various pencils (2B - HB) to show tone, texture etc. Selecting the best drawing tool for purpose independently. Make initial sketches as a preparation for painting and other work. They can more effectively blend shading tones with few gaps that are neat to the edges. They can more effectively blend shading and can rub out	Identify tools that help draw the effect of light (shadows) on a surface, on objects and people. Introduce the concepts of scale and proportion. Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions) Computer generated drawings. Drawing from direction.	Can draw lines, shapes and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. The children can control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Produce increasingly detailed preparatory sketches for painting and other work. Introduce the concept of perspective. Work on a	Know what tools and media would have the best outcome when completing their artwork. They know how and when to sketch and when to render more confident lines, using a developing ability to skilfully control the outcomes.



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				rough edges or refine them.		variety of scales and collaboratively.	
Painting	Children to experiment with and use primary colours. Children to name different colours. Children to learn the names of different tools that bring colour, Children to use a range of tools to make coloured marks on paper. Children to be able to mix colours.	Children to start to use a variety of tools and techniques including the use of brush sizes and types. Children to mix a range of secondary colours, shades and tones. Children to begin to experiment with tools and techniques, inc. layering, mixing media. Children to begin to name different types of paint and their properties. Children to work on a range of scales eg. large brush on large scales. Children will mix and match colours using artefacts and objects. Children can create different textures.	Children can name different types of paint and their properties. Children to have the correct language for equipment and media they use. Children are confident at mixing and predicting colours. Children are confident about lightening and darkening colours. Children to confidently work independently, in groups and as a class Children to experiment with watercolour techniques to create different effects. Children to select the best material for the job.	Children to start to make and match colours with increasing accuracy and know which primary colours make secondary colours. Children will begin to use specific language eg. tint, tone, shade, hue. Children will use different effects and textures including blocking in colour, washes, thickened paint. Children to begin to choose paints and implements appropriately. Children to begin to plan and create different effects and textures with paint according to what they need for their task. Children to begin to show increasing independence and creativity with the painting process.	Children to predict what colour will be mixed and recreate it later. Children to purposefully select brush techniques to create different effects. Children to predict the effect of the colour/size/texture of paper will have on their painting. Children to understand the different properties of different paints, Children to create mood in a painting. Children to use shade to create depth in a painting.	Children to understand primary and secondary colours and predict colour mixing in their work. Children to identify different painting styles and how artists are influenced by these styles over time. Children to understand how different medias can be combined and work together.	Children to explain what their own style is. • Children to use a wide range of techniques in their work and explain why they have chosen these techniques. Children have a strong understanding of colour theory and how to use it to create a balanced painting. Children to choose to a limited range of colour to produce a chosen effect. Children to begin to use perspective in both abstract and real life art.
Sculpture	Children explore creating form by cutting and joining familiar 3D shapes i.e. junk modelling, into desired effects. Children form simple shapes by modelling soft materials.	Children cut, tear, join and shape a range of materials to create form to make things they have invented or designed. (clay, card, wire, natural collage, junk modelling)	Children continue to use known sculpture materials to create form to make things they have invented or designed, and can modify and correct things with more control over their resources.	Children design and make form in 3D using known sculpture materials and other modelling materials, understanding how to finish and present their work to a good standard.	Children show more accuracy and confidence in their modelling work. Children work safely and sensibly, persevering when work is challenging.	Design and create more complex forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.	Design and make more complex forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.



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			Children make simple plans for making, deciding which order to complete tasks based on importance.				
Craft & Design	Children handle, and manipulate materials. Children create simple collages, using a range of materials. Children select, sort, tear and glue items down.	Children experiment weaving simple materials, such as card and paper. Children experiment with ornamenting their weaving. Children build on skills of using various materials to make collages. Children develop their ability to select appropriate materials for a given product.	Children develop skills of overlapping and overlaying to create effects. Children explore the use of different sized stitching and thread. Children explore different types of stitching. Children explore creating pictures through collage.	Children use colour in their weaving to express an idea. Children explore colouring and patterning methods such as tie dye and batik.	Children use initial sketches to plan textile work. Children look at, and compare, fabrics from other countries.	Children can independently select and use materials to achieve a specific outcome. Children begin to embellish work using a variety of techniques. Children consider how they can make from fabric.	Children develop their experience of working with mixed media and methods. Children work collaboratively on a larger scale.

Aim 3 – Evaluate and analyse creative works using the language of art, craft and design.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluate & Analyse	Children will be able to say what they like/dislike about artwork they have created.	Children will review what they and others have done and say what they think and feel about it. Children will identify what they might change in their current work or develop in their next piece of work.	Children can review what they and others have done and say what they think and feel about it using basic subject language eg. light/dark. Children will identify what they would change in their current work or develop in their future work. Children will be able to annotate work they have created.	Children will begin to use specific language to comment on a piece of art. Children will begin to compare ideas, methods and approaches in their own work and say what they think and feel about them. Children begin to adapt their work according to their views and describe how they might develop it further.	Children will use specific language to comment on a piece of art. Children will compare ideas, methods and approaches in their own work and say what they think and feel about them. Children adapt their work according to their views and describe how they might develop it further.	Children will use specific language to comment on a piece of art they or their peers have created. Children will compare ideas, methods and approaches in their own work and say what they think and feel about them. Children adapt their work according to their views and describe how they might develop it further.	Children will use technical and subject specific language to comment and evaluate on creative works. Children will be able to articulate their ideas and be self-critical of their work. Justifying clearly why they have made decisions and annotations to their pieces.



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Aim 4 – Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists, Craft Makers & Designers	Artwork inspired by books: The Dot - Peter H. Reynolds Beautiful Opps - Barney Salzberg Andy Goldsworthy (natural sculpture)	Mondriaan (Primary Colours) Pollock (Paint) Michelle Reader (recycled sculptures)	Van Gogh (Pastels) Brenda Bogart (collage) Alexander Calder (Metal sculpture)	Georges-Pierre Seurat (Pointilism) Cath Kidson (Textile Design) Banksy (Stencils)	Kara Walker (Silhouette) Hokusai (Print) Anthony Gormley (Sculpture)	Studio Ghibli Team (Eastern Animation) Andy Warhol (Pop Art/Prints) Colleen Atwood (Fashion Designer)	David Hockney (Photo montage) Grayson Perry (Political Statement) Georgia Totto O'Keefe (Watercolour and line drawing)
Historical and cultural development	Children understand that some art has been made in the past. Children understand art can be made by anyone, including themselves.	Children begin to explore how and when significant works of art and design are made. Children discuss as a class, how different art makes them feel.	Children study significant works of art and design, learning how and when they were made. Children describe the content, feelings and emotions conveyed by the word to a more competent level.	Children study significant works of art, design or architecture and give personal oral opinions about it i.e. How has the artist produced this work? What was the background to the art? Children look at art for pleasure and purpose, talking about why they like it, developing their use of the language of art (formal elements - see vocabulary progression).	Children study significant works of art, design or architecture and give more complex personal oral responses. They ask questions like, Who made it? Where were they from? Why was it made? Children study how other artists' make art, and how the influence of people and culture impacts art, past and present. Children look at art for pleasure and purpose, talking about why they like it, developing their use of the language of art (formal elements - see vocabulary progression).	Children study significant works of art exploring the social, historical factors which affect the work. Children discuss when and how art was made, focusing on materials and techniques. Children discuss the formal elements different artists have used. Children discuss which emotions a piece of work conveys. Children begin to use techniques and processes used by the artists they have learnt about when creating their own, original pieces.	Children study significant works of art exploring the social, historical factors which affect the work. Children discuss when and how art was made, focusing on materials and techniques. Children confidently discuss the formal elements different artists have used. Children confidently discuss which emotions a piece of work conveys. Children confidently select techniques and processes used by the artists they have learnt about when creating their own, original pieces.



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Useful links:

<https://www.artandobject.com/slideshows/10-contemporary-black-artists-you-should-know-more-about>