Twin Oaks
Primary School

Art and Design curriculum and progression framework

National Curriculum

Art, craft and design embody some of the highest forms of human creativity. 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation; at Twin Oaks, we encourage teachers to look at artists who represent and are within our local community.

Key stage 1
Pupils should be taught to use a range of materials creatively to design and make products.

Pupils should be taught:

- 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, describing the differences and similarities
- between different practices and disciplines, and making links to their own work.

Key stage 2
Pupils should be taught 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.

Pupils should be taught:

- to create sketch books 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, architects and designers in history.
-

At Twin Oaks, we encourage and foster children's creativity by providing them with a stimulating and exciting art curriculum which allows them to practice and hone their art skills and talents through a clear progression of skills. We have structured the curriculum below, so that each area of the art curriculum is broken down into smaller steps to allow for children to build on their skills and knowledge. The skills and knowledge progress in difficulty year upon year and gives teachers and leaders a clear view of where the children have come from and where the children need to get to in their art and design learning. We encourage teachers to provide the children with opportunities to study artists from a diverse range of backgrounds

Year group	Drawing	Painting	Sculpture	Clay	Printing	Collage	Artist knowledge
Rec	*Experiment with a range of drawing tools and name them *Draw from observation, memory and imagination *Draw on a large and small scale and use different shapes and colours of paper *Draw all kinds of objects *Draw upright and flat *Draw in sand, chalk on the playground etc *Use pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons	*Explore different types of paint – ready mixed, powder, finger, water colour etc. Use a range of applicators *Mix sawdust, sand, washing up liquid, paste etc into paint to change its consistency or texture *Paint flat and upright paint on a small and large scale using appropriate tools paint on different sizes, shapes and colours of paper *Name and recognise colours mix primary colours (red, yellow, blue) to	*Use a range of junk, found and natural materials to make models and structures *Use natural objects to make patterns on the ground and look at the work of Andy Goldsworty * Talk about the properties of materials, name tools and materials *Use glues, masking tape and other fastenings *Talk about sculpture in the environment, what it can be made of and what it is about *Use rolled up paper and art straws, pipe cleaners to create structures and objects *Talk about displays of three dimensional objects e.g. a display of clay	*Know how to use clay safely *Draw into clay with a range of tools *Compare clay with other modelling materials such as dough, plasticine etc Press objects into clay *Roll clay over fabrics with different textures *Name the tools used and describe how the clay feels using an appropriate vocabulary * Make rubbings and talk about texture Make a collection of objects made from clay and talk about them *Make thumb pots *Make tiles and press objects into them *Look at the work of	*Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks *Print sequential patterns *Use stencils to create patterns	*children will tear different types of paper to create collage.	*Look at some famous art and discuss how thee work makes them feel and what they can see

Twin Oaks Primary School

		make secondary colours (orange, purple, green) use a paint programme on the computer *Paint objects, places from observation, memory and imagination	objects, objects made from wood or metal etc	other artists such as Clarice Cliff			

Twin Oaks Primary School

1	*Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc. *Draw as an individual and as part of a group on a large drawing *Make drawings as a starting point for work in other areas such as textiles, mask making etc *Use pencil /crayons to create coloured drawings *Draw faces putting features in the correct places	*Experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds etc *Mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours. *Develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad etc *Paint a picture of something they can see. *Communicate something about themselves and moods in their paintings.	*Make models from balls of paper, tubes of paper and masking tape. *Cover with tissue paper and glue *Make a glue chart *Make mobiles, dress tress and make wind chimes *Make sculpture by slotting card together	*Cut shapes from clay and hang to create mobiles or decorate tiles *Make tiles with a theme such as one of the three little pigs houses *Cut clay into shapes and decorate such as fish, butterflies etc *Use patterns to decorate clay – diva pots, thumb pots, tiles etc *Know about health and safety rules (washing hands, keeping clay off the floor) Look at the work of other artists such as Antony Gormley *Draw first to create a design and transfer to a tile	*Design own blocks with card and print with sponge rollers *Use Press print *Develop mono printing by mixing colours *Develop printing using stencils and found objects by creating more complex patterns Print onto paper and textile	*Children will cut and tear paper and card for their collages *Gather and sort the materials that they will need	*Describe what they can see and like in artists work *Ask sensible questions about a piece of art *Describe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers

Twin Oaks Primary School

2	*Draw objects from observation, memory and imagination *Make drawings that focus on pattern or texture *Make drawings that show how something changes over time *Draw with wax crayon using different pressures *Draw with charcoal and pastel, blending and smudging C*an use ball point pen to make fine marks *Begin to show pattern and texture in their drawing	*Make paintings and draw on top to add detail (mixed media) *Mix tints, shades (adding black and white) and secondary colours *Look at the work of other artists and experiment with their approaches	*Talk about sculpture, what it is made of, what it is for etc *Make bowls and structures from plastic bowls decorated with tissue paper and glue *Make junk models and know how to make them strong by stuffing boxes with newspaper, turn boxes inside out	*Able to make a clay pot *Begin to join finger pots together *Begin to add line and shape to their work	*Begin to create screen prints *Continue to develop mono printing by mixing colours *Create prints by pressing, rolling, rubbing and stamping *Re-create a print like a designer/artist	*Children can create individual and group collage. *Use different types of materials on their collage and explain why. *Use repeated pattern in a collage	*Link colours to natural and man-made objects. *Say how other artists have used shape colour and pattern (can be evidenced in sketch book) *Create a piece of work in response to another artists work *Can describe how their work is similar and different to the work of a well-known artist and designer *Can link colour to natural and man-made objects *To recreate the Impressionist style of art (Monet, Degas, Renoir). *To recreate Pointillist art and look at the work of pointillist artists such as Seurat. *To learn about the work of Piet Mondrian and recreate the style using the lines template. *To learn about the work of William Morris and recreate the style using the patterns template.

Twin Oaks Primary School

3	*Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral) *Show facial expression in their drawing *Use small sketches to produce a final piece *Write an explanation of their sketch *Use shading to create tone *Use different pressures to create hard and soft lines	*Select an appropriate brush type, size and style depending on the task *Can mix colours with accuracy Know where the colours are on the colour wheel (primary and secondary) Create a background using a wash *Use different brushes for different effects *Explore links between colours and feelings *Use artists' work as a starting point and create work in the style of different artists *Work as an individual and as part of a group	*Add onto their work to create texture *Work with life size materials *Use nets to make cubes, cuboids etc and use in models	*Look at the changes in clay as it dries and is fired *Look at the work of other artists to generate ideas	*Make and print card blocks in 2 colours *Make texture blocks and print (sponge rollers) *Print onto paper and fabric	*Children are able to cut accurately *Begin to overlap materials to experiment with different final looks *Experiment using different colours *Begin to use mosaic and montage	*Compare different artists of the same style *Explore work from different cultures and time periods *Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling
4	*Draw demonstrating an understanding of line, tone, scale, texture and depth * Use mirrors, viewfinders, magnifying glasses etc to aid observation *Begin to show facial expression and body language in their	*Work in monochrome (shades of one colour) *Look at and make paintings with background, foreground and middleground and use perspective *Create moods in their paintings	*Research the work of different sculptors *Build up from a flat surface to make masks and panels. *Cover with tissue paper and glue *Can make a sculpture using a range of materials	*Make a simple slab pot *Look at the work of other artists to generate ideas *Begin to sculpt clay into other shapes	*Can print using 4 colours Can create accurate *print design *Print onto different materials	*Use ceramic mosaic to produce a piece of art *Combine visual and tactile qualitie	*Can discuss and describe well known artists work *Explain how their work is similar and different *Explain their reasons behind their choices *Explain art from other periods of history

Twin Oaks Primary School

	drawings Show reflections *Explain why they have chosen specific materials to draw with	*Use shading in their painting to create feelings *Mix and match colours for purposes (e.g. skin colours) *Mix different thicknesses of paints					
5	*Use new media such as pen and ink *Make a collection of drawings around a theme *Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber *Prepare a drawing surface to create a wax crayon image (e.g. colour a solid area, apply a top layer of black paint mixed with washing up liquid, drawing by scraping into the surface) *Draw with pastel and charcoal *Draw simple objects including texture Shade to show mood and feeling *Organise line, tone, shape and colour to represent figures and forms in movement	*Use layers of paint to add detail to background colours create mixed media work – work back into paintings create different skin tones *Create mood and feelings in their paintings Express their own emotions accurately through their painting	*Make maquettes (small prototype sculptures) and display in front of a photograph of a particular location *Work as part of a group to create large sculptures such as robots, animals, totem poles *Experiments and combine materials and process to design and make 3D art	Look at the work of other artists to generate ideas *Add colour to tiles using paint and PVA mixed together *Begin to sculpt clay into other shapes	*Print using a number of colours *Create a print that meets a given criteria *Print onto different materials *Develop screen printing by cutting masks *Work back into prints with stitching, collage, drawing etc.	*Use ceramic mosaic to produce a piece of art *Combine visual and tactile qualities	*Use research and knowledge on different artist styles to experiment in their own work *Learn about the work of others by looking at books, the internet and galleries. *Use observational skills to replicate artists work *Can explore the impact of well-known artists' work on the society at the time

Twin Oaks Primary School

6	*Use pastel and charcoal *Sketches communicate emotions and a sense of self within accuracy and imagination *Explain why they combined different tools to create their drawing *Explain why they have chosen specific drawing techniques	*Explain and establish their own style *Use a wide range of techniques in their work *Explain why they have chosen specific painting techniques * Can add texture into paint by adding PVA, sawdust, sand etc. *Use brushes in different ways with thickened paint *Create mixed media work – work back into paintings	*Use wood and card scraps to make panels *Create models on a range of scales *Create work which is open to interpretation by the audience Include visual and tactile elements to their work	*Look at the work of other artists to generate ideas *Research, design and make to a brief e.g. make a fruit bowl	*Children can overprint using different colours *Look carefully at the methods that they use and make decisions about the effectiveness of their printing method * Print for a specific purpose such as Christmas cards, wrapping paper etc. *Link printmaking with Maths by making a block and rotating it different degrees to make a design *Look at the work of other printmakers such as Andy Warhol, Paul Hipkiss	*Justify the materials they have chosen *Combine pattern tone and shape into their collage	*Make a record about the styles and qualities in their work *Say who and what their work has been influenced by *Include technical aspects in their work (e.g. architectural design) * Can use features of researched artists in their own work *Explore the impact of the artists work on society at the time.