



BEECHFIELD SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS ART




Throughout their time at Beechfield School, our children will be engaged, inspired and challenged by the art curriculum provided. This document should ensure children gain a range of knowledge and skills to experiment, invent and create their own works of art. This should support them in progressing each year.

Across the school, teachers encourage children to think critically by evaluating and analysing their own work as well as the work of great artists throughout history.

EYFS

Reception	Nursery
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>Explore what happens when they mix colours. Experiment to create different textures. Understand that different media can be combined to create new effects. Manipulate materials to achieve a planned effect. Construct with a purpose in mind, using a variety of resources.</p>

Key Stage 1


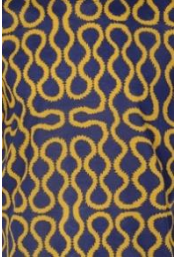


Year 1	Skills	Artists	Experiences and outcomes
Drawing	<p>Explore a variety of drawing tools (pencils/charcoal/soft pastels)</p> <p>Use drawings to tell a story (experiences and imagination)</p> <p>Observe and draw landscapes (use and create line/shape/colours/patterns/textures)</p>	<p>David Hockney</p> 	<p>Create a piece of art outdoors (en plein air) inspired by a landscape artist</p> <p>Describe the similarities and differences between two artists.</p>





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<p>Painting</p>	<p>Name colours (primary and secondary)</p> <p>Colour mix to create collections of colour</p> <p>Use a range of tools to apply colour to create pattern and texture (brushes, sponges, scraping cardboard)</p>	<p>Wassily Kandinsky</p>  <p>Vivienne Westwood</p> 	<p>Create a final piece using a repeated pattern, applying texture and colour mixing skills</p> <p>Describe similarities and differences between designing and painting</p>
<p>Sculpture</p>	<p>Explore weaving (textiles)</p> <p>Construct and use materials to make known objects for a purpose</p> <p>Use collage (sorting materials - pattern)</p>	<p>Gaudi buildings</p> 	<p>In groups, create a building inspired by Gaudi using paper collage (snipping from magazines) and weaving</p> 





Year 2	Skills	Artists	Experiences and outcomes
<p>Drawing</p>	<p>Experiment with new surfaces and tools (chalk/oil pastels)</p> <p>Sketch ideas to experiment (line/shape/form)</p> <p>Record experiences and feelings using portraits (line/shape/form)</p> <p>Discuss use of shadows, use of light and dark</p>	<p>Pablo Picasso + Edvard Munch (compare styles)</p>  	<p>Use drawing to create a portrait that represents feelings (shape/form/line/shadow)</p> <p>Compare the work of two artists with different styles</p>



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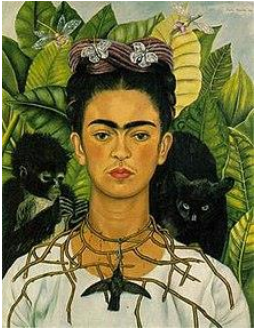


<p>Painting</p>	<p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours (without using black)</p> <p>Use colour/pattern/texture on a large scale thinking about how to use space (wheels of toy cars in paint/found objects to scrape)</p>	<p>Jackson Pollock</p>  <p>Basquiat</p> 	<p>Work collaboratively on a large scale inspired by Pollock</p>
<p>Sculpture</p>	<p>Use large eyed needles for running stitches (textiles)</p> <p>Overlap and overlay materials to create exciting effects</p> <p>Shape and form from observation using pattern and texture</p>	<p>Hundertwasser buildings</p>  	<p>Create a sculpture of a Hundertwasser inspired building using paint, textiles, cardboard and other materials</p> <p>Describe how their work has been inspired by an artist</p>



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Lower Key Stage 2

All key stage 2 children should be using their sketch books to record their observations and revisit their ideas to help them create a final piece. Their sketch book should show progression of ideas and skills from Y3-6.



Year 3	Skills	Artists	Experiences and outcomes
<p>Drawing</p>	<p>Experiment with different pencils (2B, 3H etc.)</p> <p>Close observation of objects (cross hatching, blending etc)</p> <p>Accurate drawings of people – focus on portraits with scale/proportion</p>	<p>Frida Kahlo (still life with portraits)</p> 	<p>Sketch a still life set up within the classroom and mix with a portrait.</p>
<p>Painting and printing</p>	<p>Make a colour wheel with notes to support future mixing</p> <p>Introduce different types of brushes</p> <p>New techniques: blocking in, dotting, dry brush, scraping</p> <p>Explore mono printing – print detail on top of a background</p>	<p>Turner</p>  <p>Constable</p> 	<p>Create a detailed painting inspired by Turner/Constable using new techniques</p> <p>Mono printing experience</p>

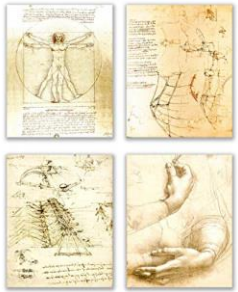
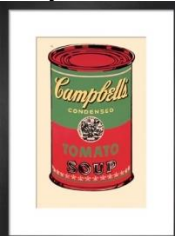



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Sculpture	<p>Record observations and ideas through sketches before making</p> <p>Shape, form, model and construct using clay or papier mache</p> <p>Develop understanding of construction with clay (pinching, rolling, smoothing)</p>	<p>Henry Moore</p> 	<p>Create a small sculpture using clay or papier mache techniques inspired by Henry Moore</p> 
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Year 4	Skills	Artists	Experiences and outcomes
Drawing	<p>Develop scale and proportion</p> <p>Create accurate drawings of whole people (pencil/charcoal/pastels)</p> <p>Work on a variety of scales (small and large)</p>	<p>Leonardo Da Vinci</p> 	<p>Sketch an accurate drawing of a person inspired by Da Vinci</p>
Painting and printing	<p>Colour mix through overlapping colour prints</p> <p>Explore poly printing – modifying and adapting prints to improve</p> <p>Colour mixing and matching; tint, tone, shade</p> <p>Use colour to reflect mood</p>	<p>Andy Warhol</p>  <p>Yayoi Kusama</p> 	<p>Poly printing experience - complex prints with multiple colours</p> <p>Match colour by completing an artist's piece</p>



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Sculpture	<p>Record observations and ideas through sketches before making</p> <p>Plan and develop a sculpture using texture (foil/wire/pipe cleaners/fabric/wool)</p> <p>Experiment with creating mood, feeling and movement</p>	<p>Alberto Giacometti</p>  	<p>Sculpt using foil/wire/pipe cleaners to show movement</p>
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Upper Key Stage 2

All key stage 2 children should be using their sketch books to experiment, record their observations and revisit their ideas to help them create a final piece. Their sketch book should show progression of ideas and skills from Y3-6.



Year 5	Skills	Artists	Experiences and outcomes
<p>Drawing</p>	<p>Explore the effect of light on objects and people from different directions</p> <p>Produce accurate drawings of buildings using scale and proportion (using pencils, chalk, charcoal and pastels)</p> <p>Develop the concept of perspective to support landscapes</p>	<p>Lowry</p>  <p>Zaha Hadid (architect)</p> 	<p>Create a perspective drawing in pairs inspired by real buildings and Lowry</p> 
<p>Painting and printing</p>	<p>Develop colour mixing looking at hue, tint, tone, and shades</p> <p>Use a story, piece of music or poem as stimuli</p> <p>Explore the use of colour for purposes and moods</p> <p>Select appropriate brush sizes</p> <p>Try using wax resist (Batik) techniques to create different effects</p>	<p>Alphonse Mucha</p>  <p>Coco Chanel</p> 	<p>Create a piece inspired by Mucha and Chanel using Batik/wax resist skills (candles and watercolour)</p>




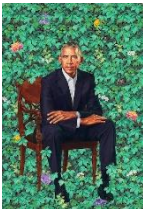


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Sculpture	<p>Plan and develop ideas for their own sculpture, using observation, experimentation and imagination</p> <p>Shape, form, model and join using rigid, malleable and found materials (e.g. cardboard/clay/recycling/wood/wool/string).</p> <p>Take inspiration from a variety of sculptors and compare their work</p>	<p>Andy Goldsworthy</p>  <p>Richard Shilling</p> 	<p>Design and build a collaborative sculpture using a variety of natural and man-made materials</p>
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Year 6	Skills	Artists	Experiences and outcomes
Drawing	<p>Refine skills developed from Y1-5:</p> <ul style="list-style-type: none"> - Perspective - People (accuracy and proportion) - Shadow - Effect of light - Perspective <p>Independently select materials best suited for a piece (E.g. pencil type/chalk/charcoal/pastel)</p> <p>Interpret textures using drawing</p>	<p>Janet Fish</p> 	<p>Select still life objects to draw using appropriate materials and techniques (texture and light)</p> 
Painting and printing	<p>Refine skills developed from Y1-5:</p> <ul style="list-style-type: none"> - Colour mixing - Darkening and lightening - Sketching before painting - Painting techniques - Choosing brush sizes - Colour for mood and emotion <p>Combine skills of drawing and painting (multimedia work)</p> <p>Work collaboratively on a large scale</p>	<p>Maggi Hambling</p>  <p>Kehinde Wiley</p> 	<p>Work collaboratively outdoors, combining ideas from sketch-books and using large brushes.</p>



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<p>Sculpture</p>	<p>Refine skills developed from Y1-5:</p> <ul style="list-style-type: none">- Shaping, forming, modelling, joining- Designing from observation and imagination- Considering creating texture/movement- Textiles (variety of stitches) <p>Work independently to produce sculpture for the school grounds after designing and planning in sketch books</p>	<p>Anthony Caro</p>  <p>Anthony Gormley</p> 	<p>Independently design and create a sculpture considering colour, movement, texture, shape etc.</p>
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