



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 - Nursery

Art is taught through 'Expressive art and design' (EAD) which is a specific area. It includes art, drama, music and DT. There are two areas within EAD:

- Exploring and using media and materials
- Being Imaginative

Art is part of the creative area in all EYFS classrooms and is part of continuous provision for children to access throughout the day. We assess each child in EAD every term using Birth to 5 Matters.

<p>Autumn All About Me</p>	<p><u>Colours – Brown Bear, Brown Bear</u> Experiment with colour to paint a bear and recognise colours for different animals.</p> <p><u>Animal Books - Walking Through The Jungle</u></p> <ul style="list-style-type: none"> Observational drawing of animals and habitats. <p><u>Autumn</u></p> <ul style="list-style-type: none"> Use a variety of natural materials to create Autumnal Pictures (e.g. Tree, Squirrel, Hedgehog) Experiment with colour, design, texture, form and function to create Autumnal pictures. <p><u>Bird Books – Owl Babies</u></p> <ul style="list-style-type: none"> Experimental with collage materials to make owls and nests. <p><u>Festival – Diwali</u></p> <ul style="list-style-type: none"> Experiment with mark making to design different Mendi Hand patterns. 	<p>Draw Paint Colour Mix Line Shape Pattern Texture Brush Art Create</p>
<p>Celebrations</p>	<p><u>Festival – Fireworks</u></p> <ul style="list-style-type: none"> Explore and experiment with colour and patterns to create own firework pictures. <p><u>Festival – Christmas</u></p> <ul style="list-style-type: none"> Safely use and explore a range of materials, tools and techniques to create festive crafts. 	



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<p>Spring Around the World</p>	<p><u>Winter</u></p> <ul style="list-style-type: none"> • Create snowflakes out of a range of materials. <p><u>Dinosaurs</u></p> <ul style="list-style-type: none"> • Observation drawings and paintings of dinosaurs. • Create dinosaurs out of shapes. <p><u>Dear Zoo</u></p> <ul style="list-style-type: none"> • Observation drawings and paintings of animals. • Create animals out of shapes. 	
<p>Growing and Changing</p>	<p><u>Spring</u></p> <ul style="list-style-type: none"> • Use a variety of natural materials to create Spring Pictures (e.g. Tree, Blossom, Easter) • Experiment with colour, design, texture, form and function to create Spring pictures. 	
<p>Summer Let's Investigate Let's Tell A Story</p>	<p><u>Mini-Beasts</u></p> <ul style="list-style-type: none"> • Create different collages and pictures of mini beasts. 	

Assessment

Range 4:

Enjoys and responds to playing with colour in a variety of ways.
Uses 3D and 2D structures to explore materials and/or to express ideas.

Range 5:

Continues to explore colour and how colours can be changes
Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.
Uses various construction materials.
Uses tools for a purpose.



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EYFS - Reception

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- Exploring and using media and materials
- Being Imaginative

Art is part of the creative area in all EYFS classrooms and is part of continuous provision for children to access throughout the day. We assess each child in EAD every term using Birth to 5 Matters.

<p>Autumn</p> <p>All About Me</p>	<p><u>Where do we live? - Three Little Pigs</u></p> <ul style="list-style-type: none"> Experiment with colour to make the Three Little Pigs Share their creations using the process that they have used <p><u>Senses - Goldilocks</u></p> <ul style="list-style-type: none"> Experiment with colour, design, texture to make the Three Bears and Goldilocks <p><u>Our body - The Brilliant Brain</u></p> <ul style="list-style-type: none"> Experiment with colour, design, texture, form and function to create a brain. <p><u>Me, myself and I - Giraffes Can't Dance</u></p> <ul style="list-style-type: none"> Experiment with colour, design, texture, form and function to create a self-portrait. <p><u>Family - Stickman</u></p> <ul style="list-style-type: none"> Use a variety of natural materials to create their own Stickman experimenting with form <p><u>Autumn</u></p> <ul style="list-style-type: none"> Use a variety of natural materials to create Autumnal Pictures (e.g. Tree, squirrel, hedgehog) Experiment with colour, design, texture, form and function to create Autumnal Pictures 	<p>Make</p> <p>Draw</p> <p>Paint</p> <p>Colour</p> <p>Mix</p> <p>Cut</p> <p>Stick</p> <p>Build</p> <p>Print</p>
<p>People Who Help Us</p> <p>Christmas</p>	<ul style="list-style-type: none"> Safely use and explore a range of materials, tools and techniques to create a Police Badge. Safely use and explore a range of materials, tools and techniques to create different festive crafts. 	



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<p>Spring</p> <p>Barnaby's Bear Travels (Fantasy)</p>	<p><u>Dinosaurs – Harry and the Bucket Full of Dinosaurs</u></p> <ul style="list-style-type: none"> • Safely use and explore a range of materials, tools and techniques to create footprints of a dinosaur. • Safely use and explore a range of materials, tools and techniques with colour, design, texture, form and formation to create a dinosaur collage. <p><u>Pirates – Pirates Love Underpants</u></p> <ul style="list-style-type: none"> • Safely use and explore a range of materials experimenting with colour, design, texture, form and formation to create a pair of underpants. <p><u>Space – Whatever Next</u></p> <ul style="list-style-type: none"> • Experiment with colour, design, texture, form and formation to create planets. <p><u>Castles - Rapunzel</u></p> <ul style="list-style-type: none"> • Experiment with colour, design, texture, form and formation to create their own Prince and Princess. <p><u>Superheroes – Suoertato, Bubbly Trouble</u></p> <ul style="list-style-type: none"> • Safely use and explore a range of materials, tools and techniques to create a superhero tower skyline using toothbrushes. • Safely use and explore a range of materials and experiment with colour, design, texture, form and formation to create a superhero. <p><u>Spring</u></p> <ul style="list-style-type: none"> • Use a variety of natural materials to create Spring Pictures (eg. Tree, blossom, easter) • Experiment with colour, design, texture, form and function to create Spring Pictures. 	
<p>Growing and changing</p>	<p><u>Spring and New life - Monkey Puzzle</u></p> <ul style="list-style-type: none"> • Safely use and explore a range of materials experimenting with colour, design, texture, form and formation to create a jungle and jungle animals. <p><u>Healthy eating - Handa's Surprise</u></p> <ul style="list-style-type: none"> • Safely use and explore a range of materials experimenting with colour, design, texture, form and formation to create a still life picture of a fruit bowl. <p><u>Easter</u></p> <ul style="list-style-type: none"> • Safely use and explore a range of materials experimenting with colour, design, texture, form and formation to create a different easter eggs. 	



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<p>Summer</p> <p>Let's Investigate</p>	<p><u>Minibeasts - Mad About Mini-beasts</u></p> <ul style="list-style-type: none"> Experiment with colour and design to create different minibeasts. <p><u>Caterpillar life cycle - The Very Hungry Caterpillar</u></p> <ul style="list-style-type: none"> Safely use and explore a range of materials (pasta) to create a caterpillar life cycle. <p><u>Under the sea - Commotion in the Ocean</u></p> <ul style="list-style-type: none"> Safely use and explore a range of materials (coffee filters) and experimenting with colour to create an under the sea picture. <p><u>Animals and their habitats - The Gruffalo</u></p> <ul style="list-style-type: none"> Safely use and explore a range of materials experimenting with colour, design, texture, form and formation to create a Gruffalo. <p><u>Summer</u></p> <ul style="list-style-type: none"> Use a variety of natural materials to create Summer Pictures (eg. Beach, ice cream, sunglasses) Experiment with colour, design, texture, form and function to create Summer Pictures. 	
<p>All Around the World</p>	<ul style="list-style-type: none"> Safely use and explore a range of materials experimenting with colour, design, texture, form and formation to create: Different modes of transport The World (Earth) Seaside photo 	
<u>Assessment</u>		
<p>EXS</p> <p>ELG</p>	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	



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Key Stage 1

Pupils should be taught:

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




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>https://www.projectswith-kids.com/chalk-pastel-techniques-for-beginners/</p>	<p>David Hockney</p>  <p>https://www.tate.org.uk/kids/artists/who-david-hockney</p>	<p>Create a piece of art outdoors (en plein air) inspired by Hockney</p>
			<p style="text-align: center;">Vocabulary</p> <p>David Hockney, landscape, artist, shapes, lines* (*straight, curved, zig-zag, wavy, dotted, curly, horizontal, vertical, thick, thin), patterns, plan, final piece, colours</p>
Painting	<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 style="text-align: center;">Vocabulary</p> <p>Wassily Kandinsky, Vivienne Westwood, abstract, artist, designer, repeated pattern, lines, shapes, primary colours, secondary colours, mix, similar, different, plan, final piece</p>






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<p>Sculpture</p>	<p>Manipulate paper in different ways (bend, fold, twist, cut)</p> <p>Join materials together so that they are secure</p> <p>Think about form and shape</p>	<p>Gaudi buildings</p> 	<p>In groups, create a building inspired by Gaudi and Bolus, using different joining and manipulating techniques</p> 
		<p>Michael Bolus</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> <p style="text-align: center;">Vocabulary</p> <p>Pablo Picasso, Edvard Munch, artist, portrait, oil pastels, soft pastels, proportion, features, emotion, colour, plan, final piece, abstract</p>
		 <p>https://www.tate.org.uk/kids/artists/who-pablo-picasso</p>	
<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</p>	<p>Jackson Pollock</p> 	<p>Work collaboratively on a large scale inspired by Pollock</p>



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	<p>use space (wheels of toy cars in paint/found objects to scrape)</p>	<p>https://www.tate.org.uk/kids/artists/who-jackson-pollock</p> <p>Jean-Michel Basquiat</p> 	<p style="text-align: center;">Vocabulary</p> <p>Jackson Pollock, Jean-Michel Basquiat, artist, tones, colour, complementary, darken, lighten, texture, pattern, scraping, dripping, dragging, flicking</p>
<p>Sculpture</p>	<p>Shape, form, model and construct using clay and tools</p> <p>Develop understanding of construction and joining with clay (pinching, rolling, smoothing, scoring)</p>	<p>Henry Moore</p>  <p>https://www.tate.org.uk/kids/artists/who-henry-moore</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> <p style="text-align: center;">Vocabulary</p> <p>Henry Moore, sculpture, sculptor, clay, forms, pinching, rolling, smoothing, shapes, tools, joining, plan, final piece</p>



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Lower 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.

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
Drawing	Experiment with different pencils (2B, 3H etc.) Close observation of objects (cross hatching, shading etc) Accurate drawings of people – focus on portraits with scale/proportion	Frida Kahlo (still life with portraits) 	Sketch a still life set up within the classroom and mix with a portrait.
			<p style="text-align: center;">Vocabulary</p> Frida Kahlo, artist, self-portrait, cross hatching, shading, tone, texture, observational drawing, still life, features, proportion, scale, plan, final piece, background, foreground
Painting	Mix colours, making notes to support future mixing (tertiary colours) Introduce different types of brushes New techniques: blocking in, dotting, dry brush, scraping	Turner 	Create a detailed painting inspired by Turner/Constable (of a local landscape) using new techniques
		Constable 	


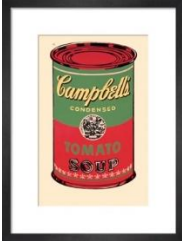



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Sculpture	<p>Plan and develop a foil sculpture using texture and movement</p> <p>Shape, form, model and construct using foil. Consider proportion</p>	<p>Alberto Giacometti</p> 	<p>Create a foil sculpture inspired by Giacometti</p>
			<p style="text-align: center;">Vocabulary</p> <p>Alberto Giacometti, sculpture, sculptor, artist, surreal, slender, sketch, texture, twisting, squashing, bending, manipulating, movement, observe, proportion, plan, final piece</p>



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>
			<p style="text-align: center;">Vocabulary</p> <p>Da Vinci, artist, Renaissance, accuracy, proportion, scale, anatomy, shading, shadow, stippling, scumbling, smudging, plan, final piece</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>Poly printing experience - complex prints with multiple colours</p> <p>Match colour by completing an artist's piece</p>
		<p>Yayoi Kusama</p> 	<p style="text-align: center;">Vocabulary</p> <p>Andy Warhol, Yayoi Kusama, Pop Art, artist, poly/block print, overlapping, matching, tints, tones, shades, plan, final piece, colour mixing, background, foreground</p>



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<p>Sculpture</p>	<p>Plan and develop a sculpture using paper mache and colour</p> <p>Think about proportion</p> <p>Use construction techniques (smoothing, layering, arranging)</p> <p>https://www.artbarblog.com/sculpture-with-kids-ugo-rondinone-artist-study-part-1/</p>	<p>Ugo Rondinone</p> 	<p>Use paper mache to create a sculpture inspired by Rondinone</p>
			<p style="text-align: center;">Vocabulary</p> <p>Ugo Rondinone, sculpture, sculptor, artist, contemporary, papier mache, smoothing, layering, plan, final piece, colour, texture, shapes, arranging, skeleton</p>




Upper 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.

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>https://www.bbc.co.uk/bitesize/articles/zx74bqt</p>	<p>Lowry</p> 	<p>Create a perspective drawing inspired by real buildings and Lowry</p> 
		<p>Zaha Hadid (architect)</p> 	<p style="text-align: center;">Vocabulary</p> <p>L.S Lowry, Zaha Hadid, artist, architect, perspective, scale, proportion one-point, focal point, horizon, shading, light, shadow, blending, cross hatching, composition, plan, final piece</p>



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<p>Painting and printing</p>	<p>Develop colour mixing looking at hues, tint, tone, and shades</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</p> <hr/> <p style="text-align: center;">Vocabulary</p> <p>Alphonse Mucha, Coco Chanel, artist, designer, Art Deco, Art Nouveau, hue, tint, tone, shade, Batik, wax, resist, pattern, plan, final piece, foreground, background, brush, mood</p>
<p>Sculpture</p>	<p>Plan and develop a detailed cardboard sculpture</p> <p>Shape, form, model and construct using cardboard (a more rigid material)</p> <p>Join and layer appropriate materials, thinking about thickness and strength</p> <p>https://www.darrellwakelam.com/</p>	<p>Darrell Wakelam</p>  <p>https://www.darrellwakelam.com/</p>	<p>Create a detailed, layered cardboard sculpture inspired by Wakelam</p> <hr/> <p style="text-align: center;">Vocabulary</p> <p>Darrell Wakelam, sculpture, sculptor, arrange, snap, shape, layer, join, form, construct, thickness, strength, plan, final piece</p>



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Year 6	Skills	Experiences and outcomes
Drawing (puppets)	Refine skills developed from Y1-5: - Perspective - People (accuracy and proportion) - Shadow - Effect of light Independently select materials best suited for a piece (E.g. pencil type/chalk/charcoal/pastel) Interpret textures using drawing	To sketch and design a puppet, puppet costume, backdrops and props. 
		<p style="text-align: center;">Vocabulary</p> Perspective, proportion, scale, shadow, light, shading, blending, cross-hatching, texture, puppet, prop, foreground, background, backdrop, emotion
Painting (puppets)	Refine skills developed from Y1-5: - Colour mixing - Darkening and lightening - Sketching before painting - Painting techniques - Choosing brush sizes - Colour for mood and emotion Combine skills of drawing and painting (multimedia work). Work collaboratively on a large scale (backdrops).	To paint their puppet, considering careful colour mixing for skin tone. To paint backdrops and props. 
		<p style="text-align: center;">Vocabulary</p> Colour mixing, darken, lighten, sketch, mood, emotion, technique, brush, scale up
Sculpture (puppets)	Refine skills developed from Y1-5: - Shaping, forming, modelling, joining - Designing from observation and imagination - Considering creating texture/movement - Textiles (variety of stitches) Work independently to produce a puppet using clay (head and feet), wooden body structure, textiles and sewing for clothes and string for hair. Create a range of props using clay.	Independently design and create a puppet considering colour, movement, texture, shape etc. 
		<p style="text-align: center;">Vocabulary</p> Modelling, improve, design, techniques, sculpting, joining, malleable, stringing