

Art Knowledge, Skills, Sequencing and Progression

| | EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
|-----------------------------------|---|---|--|--|
| Materials | | <p>Explore the impact of materials including pencils, paper, different paints, ink, chalk, pastels and materials.</p> <p>Use a range of materials creatively to design and make products using drawing, painting, collage, printing and sculpture.</p> | <p>Use a variety of materials for different techniques with creativity and experimentation.</p> <p>Explore and create images and objects with an extended range of materials such as pencil, charcoal, paint, clay and other materials. Give reasons for choices.</p> | <p>Use a variety of materials for different techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Explore and create images and objects with an extended range of materials such as pencil, charcoal, paint, clay and other materials.</p> |
| Expression and Imagination | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | <p>Respond to a range of stimuli.</p> <p>Create art from imagination. Begin to give reasons for choices.</p> | <p>Use sketch books to create, record and evaluate ideas.</p> <p>Respond to the work of others and say how it makes them think or feel, giving reasons. Begin to apply this to their intentions for their own work.</p> | <p>Use sketch books to collect, record, review, revisit and evaluate ideas. Use art to express an emotion or abstract concept.</p> |
| Techniques | | <p>Develop techniques of colour, pattern, texture, line, shape, form and space. Use line to represent objects seen, remembered or imagined. Experiment and enjoy colour using a variety of tools to spread paint. Experiment with different materials, textures and patterns.</p> | <p>Improve mastery of techniques such as drawing, painting, sculpture, printing and collage with varied materials. Use line and tone to represent things seen, remembered or observed. Use colour to express mood using different tools, colour awareness and mixing skills.</p> | <p>Improve mastery of techniques such as drawing, painting, sculpture, printing and collage with varied materials. Use line, tone and shade to represent things that are real, imaginary or observed. Use different brushes for specific purposes and explores different paint effects. Show an awareness of, and select materials and tools, to create images or objects using texture, form and shape. Begin to use perspective.</p> |
| Artists | | <p>Learn about a range of artists, craftsmen and designers.</p> <p>Be able to give their opinion and say what they like / dislike. Make links to their own work.</p> | <p>Learn about great artists, architects and designers. Begin to include elements of other artists' work in their own.</p> | <p>Learn about great artists, architects and designers. Use the work of other artists as a stimulus for their own. Develop the techniques of other artists to use in their own work.</p> |

Art Knowledge, Skills, Sequencing and Progression

Key Stage 1

| | | | |
|--|--|---|---|
| <p>Materials</p> <p>Explore the impact of materials including pencils, paper, different paints, ink, chalk, pastels and materials.</p> <p>Use a range of materials creatively to design and make products using drawing, painting, collage, printing and sculpture.</p> | <p>Expression and Imagination</p> <p>Respond to a range of stimuli.</p> <p>Create art from imagination.</p> <p>Begin to give reasons for choices.</p> | <p>Techniques</p> <p>Develop techniques of colour, pattern, texture, line, shape, form and space.</p> <p>Use line to represent objects seen, remembered or imagined.</p> <p>Experiment and enjoy colour using a variety of tools to spread paint.</p> <p>Experiment with different materials, textures and patterns.</p> | <p>Artists</p> <p>Learn about a range of artists, craftsmen and designers.</p> <p>Be able to give their opinion and say what they like / dislike.</p> <p>Make links to their own work.</p> |
|--|--|---|---|

Year A

| | Prior Learning | Intent (children will learn) | Unit | Sequence of Lessons WALT (children will...) | Vocabulary | Outcome / Composite |
|-----------------|--|--|--|--|--|--|
| Autumn A | <p>EYFS</p> <p>Hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Kapow Y1 Art and Design Skills</p> | <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn 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.</p> | <p>Kapow Y1</p> <p>Formal elements of Art</p> | <p>1: Shape: Abstract Compositions</p> <p>2: Line 1: Exploring Line</p> <p>3: Line 2: Making Waves</p> <p>4: Colour 1: Making Colours</p> <p>5: Colour 2: Painting with Colour</p> | <p>Abstract</p> <p>Colours</p> <p>Composition</p> <p>Contemporary</p> <p>Modern art</p> <p>Optical illusions</p> <p>Op art</p> <p>Photorealism</p> <p>Pop art</p> <p>Primary colours</p> <p>Secondary</p> <p>Shape</p> | <p>Children put into practice their understanding of colour mixing to recreate their own versions of the artwork '0-9' by artist Jasper Johns.</p> |
| Spring A | <p>EYFS</p> <p>Explore and play with a wide range of media and materials.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Kapow Y2 formal elements of Art (Frottage)</p> | <p>Create simple 3D shapes and structures using familiar materials.</p> | <p>Kapow Y1 / Y2</p> <p>Sculpture and 3D: Paper Play</p> | <ol style="list-style-type: none"> 1. Roll paper to create 3D structures 2. Shape paper to make a 3D drawing. 3. Apply paper shaping skills to make a sculpture. 4. Work collaboratively to plan and make a sculpture. 5. Apply painting skills when working in 3D. | <p>3D (Three dimensional)</p> <p>Cylinder</p> <p>Detail</p> <p>Fold</p> <p>Overlap</p> <p>Roll</p> <p>Scrunch</p> <p>Sculpture</p> <p>Spiral</p> <p>Zigzag</p> | <p>Children will apply paper shaping skills to make different sculptures.</p> |

Art Knowledge, Skills, Sequencing and Progression

| | | | | | | |
|-----------------|--|--|---|---|---|--|
| Summer A | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Kapow Y1 Formal elements of Art Kapow Y1 Art and Design Skills | Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons based on the theme of 'The Seaside'. | Kapow: Y1 Landscapes using different media | <ol style="list-style-type: none"> 1. View work of different artists and develop and share ideas and experiences 2. Visit the beach to explore textures and colours 3. Use watercolours to create different tints, shades and hues 4. Add and images to watercolour background 5. Evaluate own and others work, comparing and contrasting | Figurative Horizon line Impressionism Landscape Post-impressionism Representation Shading Tones | Children will create a landscape beach collage |
| Year B | | | | | | |
| | Prior Learning | Intent (children will learn) | Unit | Sequence of Lessons WALT (children will...) | Vocabulary | Outcome / Composite |
| Autumn B | EYFS: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Use a range of small tools, including scissors, paintbrushes Kapow Y1 Formal Elements of Art | How to mix colour and create different textures using paint. The children will learn how to make collage art. | Kapow: Y2 Painting and Mixed Media: Life in Colour | <ol style="list-style-type: none"> 1. To develop knowledge of colour mixing. 2. To know how texture can be created with paint. 3. To use paint to explore texture and pattern. 4. To compose a collage choosing and arranging materials for effect. 5. To evaluate and improve artwork. | Collage Detail Mixing Overlap Primary colour Secondary colour Surface Texture | To produce a piece of collage art. |
| Spring B | EYFS Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Use a range of small tools, including scissors, paintbrushes and cutlery. Kapow Y1 Sculpture and collages unit | Pattern, texture and tone: creating printed patterns using everyday objects, taking rubbings using different media and creating 3D drawings. | Kapow Y2 Formal Elements of Art | <ol style="list-style-type: none"> 1. WALT: create repeating patterns (children will create repeat patterns with everyday objects) 2. WALT: create texture by taking rubbings (children will use media of their choosing to take rubbings of varying textures) 3. WALT: create texture by using the frottage technique (children will tear their previous rubbings to make Max Ernst style art) 4. WALT: create tone in 3D pencil drawings (children will use different gradients of pencil to add tone to a drawing) 5. WALT: create tone in 3D colour drawings (children use pastels and chalks to depict tones in colour) | 3D drawing Dada Frottage Overprinting Pop Art Repeating pattern Rubbing Surrealism Tessellation | To produce a piece of Chinese inspired art using techniques learned this term. |

Art Knowledge, Skills, Sequencing and Progression

| | | | | | | |
|-----------------|---|--|-----------------------------------|---|---|----------------------------|
| Summer B | EYFS Share their creations, explaining the process they have used. Kapow Y2 Formal Elements of Art) | Developing drawing, design, craft and art appreciation skills; exploring two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain. | Kapow Y1 Art and Design Skills | <ol style="list-style-type: none"> 1. WALT: to use Lego to create their own prints 2. WALT: to explore and analyse the work of Louis Wain 3. WALT: create an abstract composition in response to Kandinsky's work 4. WALT: explore colour mixing to create shades of green 5. WALT: develop printing skills using a range of media to create a final piece | 2D shapes 3D shapes Abstract Contemporary Drawing mediums Narrative Printing Shade | Great Fire of London print |
|-----------------|---|--|-----------------------------------|---|---|----------------------------|

Art Knowledge, Skills, Sequencing and Progression

| Lower Key Stage 2 | | | | | | | |
|---|---|--|--|------|--|--|--|
| Materials Use a variety of materials for different techniques with creativity and experimentation. Explore and create images and objects with an extended range of materials such as pencil, charcoal, paint, clay and other materials. Give reasons for choices. | | | Expression and Imagination Use sketch books to create, record and evaluate ideas. Respond to the work of others and say how it makes them think or feel, giving reasons. Begin to apply this to their intentions for their own work. | | Techniques Improve mastery of techniques such as drawing, painting, sculpture, printing and collage with varied materials. Use line and tone to represent things seen, remembered or observed. Use colour to express mood using different tools, colour awareness and mixing skills. | | Artists Learn about great artists, architects and designers. Begin to include elements of other artists’ work in their own. |
| Year A | | | | | | | |
| | Prior Learning | | Intent (children will learn) | Unit | Sequence of Lessons WALT (children will...) | Vocabulary | Outcome / Composite |
| Autumn A | EYFS Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Kapow Y1 Formal Elements of Art Kapow Y2 Formal elements of Art | Children will explore different styles of art/techniques, experimenting with charcoal, berries, leaves and homemade paints. Children will get a sense of what it would have been like to create art thousands of years ago and why these pieces were created. | Kapow Y3 Pre-historic Art (Art & Design Skills) | | 1. WALT: understand the purpose of cave art. 2. WALT: use different mediums to produce a drawing of an animal. 3. WALT: create our own paints using natural materials. 4. WALT: paint a pre-historic animal using cave art techniques. 5. WALT: create a collaborative pre-historic piece of art (For display in gallery) | Cave artists Charcoal Geometric Iron Age Line drawings Pre-historic Proportions Stone Age | Children will produce a ‘cave art’ gallery open to visits from their peers and the wider school community. |
| Spring A | EYFS Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Kapow Y1 Formal Elements of Art Kapow Y2 Formal elements of Art | Children will explore use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art. Artist study will include Georgia O’Keeffe and Max Ernst. Also taking inspiration from taking inspiration from botanical drawings and scientific plants studies by Charles Darwin and Carl Linnaeus. | Kapow Year 3/4: Growing artists | | 1. WALT: Use shading to demonstrate a sense of light and dark in their work 2. WALT: Texture pictures. Try a range of drawing materials to create expressive marks using tools in an expressive way. 3. WALT: Artist study- observing artistic styles from Max Ernst and Georgia O’Keeffe. 4. WALT: Botanical drawing- to apply observational drawing skills to create detailed studies. 5. WALT: abstract flowers: Explore composition and scale to create abstract drawings (beginning final piece) 6. Completing final piece (abstract flowers/plants) | Abstract Blend Composition Line Light Texture Shading Tone Scale | To create an abstract piece of flowers or plants |

Art Knowledge, Skills, Sequencing and Progression

| | | | | | | | |
|----------|---|---|--|---|---|--|---|
| Summer A | EYFS Hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases Kapow Y1 Formal elements of Art Kapow Y2 Formal Elements of Art | Children will begin to recognise and draw geometric shapes, using shading and tone - we will focus on objects that children come across on a daily basis. They will also explore working with wire to create a sculpture. | Kapow Year 3: Formal Elements of Art | WALT: Recognise and draw simple shapes found in everyday objects. WALT: Recognise and apply geometry when drawing. WALT: Create and form shapes using soft modelling wire. WALT: Apply even layers of pencil tone when shading. WALT: Show tone by shading. | | 2D Dark Geometric shapes Geometry Light Sculpture Seven Elements of Art Shading Tone | To create a final drawing piece using shading for an object they might find on their local beach. |
| Year B | | | | | | | |
| | Prior Learning | | Intent (children will learn) | Unit | Sequence of Lessons WALT (children will...) | Vocabulary | Outcome / Composite |
| Autumn B | Kapow Year 1 Art and Design unit Kapow Year 2 Formal Elements of Art Y2 Sculpture Unit Sculpture and 3D: Paper Play | We will be exploring the importance of Ancient Egyptian art, using sketchbooks to explore drawing techniques, producing a final design for a scroll and evaluating the outcome. | Kapow Y3 Craft and Design - Ancient Egyptian Scrolls | 1. WALT: investigate the sale, pattern and characteristics of ancient Egyptian art. 2. WALT: To apply design skills inspire by the style of an accent civilisation. 3. WALT: to apply drawing and painting skills in the style of ancient civilisation. | | 3d Shape Design Pattern Texture | Produce an Ancient Egyptian scroll |
| Spring B | EYFS Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Kapow Y1 Formal Elements of Art Kapow Year 2 Formal elements of Art | Exploring the use paint techniques, shadowing, tint and light and dark. Using knowledge of tint, shade, proportion and observation to create a still life painting. | | Kapow-painting and mixed media - light and dark (Year 4) | 1. To explore how paint can create different effects, mix tints and shades of a colour and investigate ways of applying paint. 2. To use tints and shades to give a three-dimensional effect when painting. To consider proportion and composition when planning and completing a still-life painting | composition hue proportion shade shadow still life tint tone | Still life composition |
| Summer B | Kapow Year 2 Human Form Kapow Y3 Egyptian 3D unit | Learning about the works of inspirational sculptors, creating 3D works of art, working with recycled materials and making collages. | | Kapow Y4 Art and Design Skills – Sculpture | 1. Create a sculpture in the style of the sculptor Sekari Douglas Camp. 2. Create a sculpture in the style of El Anastsui 3. Create a sculpture inspired by the athletes of Ancient Greece. | Composition Contrast Geometric Optical effect Recycle Upcycle Wax resist | Exhibition of artwork at Tremenheere Sculpture Gardens. |

Art Knowledge, Skills, Sequencing and Progression

Art Knowledge, Skills, Sequencing and Progression

Upper Key Stage 2

| | | | |
|---|---|--|---|
| Materials Use a variety of materials for different techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Explore and create images and objects with an extended range of materials such as pencil, charcoal, paint, clay and other materials. | Expression and Imagination Use sketch books to collect, record, review, revisit and evaluate ideas. Use art to express an emotion or abstract concept. | Techniques Improve mastery of techniques such as drawing, painting, sculpture, printing and collage with varied materials. Use line, tone and shade to represent things that are real, imaginary or observed. Use different brushes for specific purposes and explores different paint effects. Show an awareness of, and select materials and tools, to create images or objects using texture, form and shape. Begin to use perspective. | Artists Learn about great artists, architects and designers. Use the work of other artists as a stimulus for their own. Develop the techniques of other artists to use in their own work. |
|---|---|--|---|

Year A

| | Prior Learning | | Intent (children will learn) | Unit | Sequence of Lessons WALT (children will...) | Vocabulary | Outcome / Composite |
|-----------------|--|---|---------------------------------|--|---|--|---|
| Autumn A | Kapow: Y1 Landscapes using different media Kapow Year 4: Paintings and mixed media Kapow Y4 Art and Design Skills – Painting | To experiment with materials and techniques when adapting photo portraits, create a self-portrait that aims to represent something about them and show they have considered the effect created by their choice of materials and composition in their final piece. | | Y5: Painting and Mixed Media – Portraits | 1. To identify the features of self-portraits. 2. To try out at least three different ideas when adapting my photograph. 3. To use my chosen medium to create a self-portrait that represents an aspect of my identity | Collage Composition Evaluate Mixed media Mono-print Portrait Represent Self-portrait Texture Transfer | Create a self-portrait that aims to represent something about them. |
| Spring A | Kapow: Y1 Art and Design Skills Kapow Y4 Art and Design Skills – Painting Kapow Y6 Art and Design | Looking at the meaning behind art, children: analyse the intentions of Banksy; make ink symmetry prints inspired by psychologist Rorschach; tell a story using emojis; | | Kapow Y5 Every Picture Tells a Story | 1. I can evaluate and analyse a work of street art and relate it to the news and current affairs and to British Values 2. To create a symmetrical, abstract art form inspired by Rorschach 3. To use visual symbols to create a meaningful message 4. To evaluate and analyse creative works using the language of art, craft and design | British Values Companionship Emoji Facial expressions Graffiti Immigration Pattern Racism Tableau | To build sketch book pages that evaluate the work of an artist and create pieces of art work inspired by artists. |
| Summer A | Kapow Y1 Formal elements of Art Kapow Y2 Formal Elements of Art. | To apply an understanding of architecture to design a building | | Kapow Y5 Craft and Design – Architecture | 1. Observational drawing of houses using detail and proportion. 2. To apply an understanding of architecture to design a building. | Architect Architecture Commemorate Composition Elevation | Design a monument to themselves or a family member. |

Art Knowledge, Skills, Sequencing and Progression

| | Kapow Year 3: Formal Elements of Art | | | 3. Recognise Hundertwasser's work and develop ideas from it. 4. Design a monument for the future. | Legacy Monoprint Perspective Proportion Symbolism Transform | |
|-----------------|---|--|------------------------------------|---|--|--|
| Year B | | | | | | |
| | Prior Learning | Intent (children will learn) | Unit | Sequence of Lessons WALT (children will...) | Vocabulary | Outcome / Composite |
| Autumn B | Kapow Y2 Sculpture Unit Sculpture and 3D Paper Play Kapow Y4 Art and Design Skills – Sculpture | Exploring art with a message, looking at the works of Da Vinci, Caravaggio and Vermeer; exploring expressive drawing techniques; conveying message through the technique of chiaroscuro. | Kapow Y6 Make My Voice Heard | 1. Use imagery, pattern and colour ideas from Mayan art 2. Investigate mark making using natural material / homemade tools and explore expressive drawing techniques 3. Create a tile containing images which represents all aspects of themselves. 4. Use the technique of chiaroscuro (light and dark) to represent Mayan calendar names 5. Use an area the children feel strongly about (environment /charity/cause etc) to create an image to convey this message using techniques previously practised. | Abstract Chiaroscuro Composition Expressive Figurative Mark making Maya Shading Tone | Using technique of chiaroscuro create an artwork conveying a meaningful message. |
| Spring B | Kapow Y1 Art and Design Skills Y3 Pre-historic Art Unit (Art & Design Skills) Y4 Kapow Art and Design | Developing design, drawing, craft, painting and art appreciation skills; designing a hat, creating zentangle patterns and prints, painting in an impressionist style and exploring the work of Edward Hopper. | Kapow Y6 Art and Design | 1. Study Monet's The Japanese Footbridge and mix complex colours to recreate picture. 2. Investigate Zentangle patterns and create an abstract drawing using repetitive patterns. 3. Make a hat which has a purpose - emphasis on design process, reviewing, evaluating and modifying 4. Analyse Edward Hopper's 'Nighthawks' with an emphasis on scene, technique, form/shape and colour/light | Impressionism Claude Monet Prototype Realism Symbolism Zentangle Pattern | Zentangle Pattern Hat prototype |
| Summer B | Kapow Y2 Formal Elements of Art Unit Y4 Kapow Formal elements Unit Kapow Y5 Art and design skills Unit | Creating a variety of still life pieces influenced by different artists, using a range of mediums and showcasing work in the form of a memory box. | Kapow Y6 Still Life | 1. Create a still life composition using sketching. 2. Look at more abstract art and use charcoal to create a still life. 3. Looking at light and shade. 4. Create still life in colour with ref to Cezanne. 5. Assemble a memory box. | Cartoon Colour Wheel Composition Graphic Greyscale Hue Negative image Underpainting | Assemble a memory box to showcase their art for the half term. |

Art Knowledge, Skills, Sequencing and Progression

| | | | | | | |
|--|--|--|--|--|----------------|--|
| | | | | | Visual Minutes | |
|--|--|--|--|--|----------------|--|