



We all love, learn and grow together.
Mark 12:31: 'Love your neighbour as yourself.'



Pathways covered across the school – (2-year cycle: Cycle A/Cycle B) Based on the planning/skills from Access Art			
EYFS	KS1	LKS2	UKS2
EYFS run on a 1-year cycle	Painting: Exploring watercolour (Autumn) Drawing/collage: Flora and Fauna (Spring) Sculpture/3D: Stick transformation project (Summer) Printing: Simple Printmaking (Autumn) Collage/Drawing: Explore and draw (Spring) Making: Music and Art (Summer)	Making/drawing: Making animated drawings (Autumn) Drawing: Gestural drawing with charcoal (Spring) Painting: Exploring still life (Summer) Collage: Exploring pattern (Autumn) Sculpture: Telling stories through drawing and making (Spring) Printing: Working with shape and colour (Summer)	Drawing: Typography and maps (Autumn) Making: Making shadow puppets (Spring) Printing: Print and activism (Summer) Collage: Fashion design (Autumn) Sculpture: Using art to explore global issues (Spring) Drawing/Painting: Mixed media land and city scapes (Summer)



We all love, learn and grow together.
Mark 12:31: 'Love your neighbour as yourself.'



Skills progression - Art

Pupils are taught the knowledge, understanding and skills needed to engage in the process of creating art. Below are the skills and end points for each phase.

EYFS

Children at the expected level of development will:

- Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

	Year1/2	Year 3/4	Year 5/6
Exploring, Evaluating and Responding	• I can respond to ideas • I can develop my ideas in a sketchbook • I can comment on colour and shape in artwork • I can give my opinion about artists' work • I can comment on others' work, and I suggest ways of improving my own work. These objectives will be covered in all Art units.	• I can explore ideas using starting points. • I can comment on similarities and differences between my own and others' work. • I can adapt and improve my own work. • I make notes in my sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line. • I can develop and organise my ideas in my own art sketchbook. These objectives will be covered in all Art units.	• I can explore ideas and collect visual and other information independently. • I pursue my own line of artistic enquiry. • I use all my research in developing my work, taking account of the purpose. • I can develop, organise and refine my ideas in my own art sketchbook. • I can analyse and comment on ideas, methods and approaches used in my own and others' work. • I can adapt and refine my work and make suggestions to others about their work. • I can explore ideas and am critical of artwork. • My art sketchbook is creative, inspirational and reflects my learning journey as an artist. These objectives will be covered in all Art units.
Drawing	• I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes. • I can hold an object, and I can make a drawing thinking about the way the object feels. • I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.	• I have seen how artists use charcoal in their work. I have been able to talk about the marks produced and how I feel about their work. • I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. • I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.	• I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. • I have seen how other artists work with typography and have been able to share my thoughts on their work. • I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.



	• I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work. • I can look closely at insects and plants and make drawings using pen to describe what I see. • I can experiment using graphite and oil pastel and make my own insects. I can work with my classmates to make a shared drawing. • I can share my artwork with the class. I can listen to what my classmates like about it, and I can share what I like about their work. Artists: Rosie James, Alice Fox Medium: Graphite, Handwriting Pen, Watercolour /Brusho, Wax Resist Pathways: Flora and Fauna/Explore and draw Retrieval questions: 1. Name 2 different mediums that we can use to draw. Spring - A and Autumn B	• I can understand what Chiaroscuro is and how I can use it in my work. • I can use light and dark tonal values in my work to create a sense of drama. • I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same. • I have taken photographs of my work, thinking about focus, lighting, and composition. • I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates' work and how it makes me feel. Medium: Charcoal, Paper, Body Artists: Heather Hansen, Laura McKendry, Edgar Degas Pathway: Gestural drawing Retrieval questions: 1. Describe what chiaroscuro is. 2. What is shading, and why is it used? Spring - A	• I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have meaning to me. • I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting. • I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger. Medium: Pencil, Pen, Paper Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny Pathway: Typography and Maps Retrieval questions: 1. What are the different types of lines in art? 2. What is perspective in drawing? 3. Why is texture important in art? Autumn - A
Painting	• I can explore watercolour and understand the different effects I can achieve. • I can work without an end goal in mind – letting the paint lead me. • I have had the opportunity to see the work of other artists who use watercolour, and share my thoughts about their work. • I can name and use primary colours, and begin to understand how colours mix to make secondary colours.	• I have explored the work of contemporary and more traditional artists who work within the still life genre. • I have felt able to express my thoughts about other artists' work, and talk about the meanings of objects as artists present them. • I can use my sketchbook to make visual notes, record and reflect. • I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.	• I have seen how artists respond to land and cityscapes in various ways by using inventive mixed media combinations. • I have seen how artists work outside amongst the land and cityscapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work. • I can extend my sketchbook by thinking creatively about how I can change the pages, giving myself different sizes and shapes of paper to work on.



*We all love, learn and grow together.
Mark 12:31: 'Love your neighbour as yourself.'*



	• I can understand that we all see different things in the artwork we make. We all have a different response. • I can think about the marks I make and develop them further. Artists: Paul Klee, Emma Burleigh Medium: Watercolour Pathway: Exploring watercolour Retrieval questions: 1. Name the primary colours Autumn - A	• I can present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece. Medium: Acrylic or poster paint, pen, pencil, ink, clay (depending upon project chosen) Artists: Paul Cézanne, Peter Claesz, Melchior d'Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato Pathway: Exploring still life Retrieval questions: 1. Explain what the secondary colours are and how they are made. 2. Explain who Paul Cézanne is and give an example of his work. 3. What does the term "still life" mean in art? Summer - A	• I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work. • I have continued my exploratory work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper. • I can share my journey and discoveries with others and can reflect upon what I have learnt. • I can appreciate and be inspired by the work of my classmates, and I can share my response to their work. Medium: Soft B pencils, handwriting pens, Sharpies, coloured pencils, oil/chalk pastels, charcoal, water colour, acrylic paint, ink, assorted papers and envelopes, glue. Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones Pathway: Mixed Media Land And City Scapes Retrieval questions: 1. Describe what mixed media is. 2. What is the purpose of a sketchbook? 3. Describe what a landscape painting is. Summer - B
Collage	• I have seen how some artists explore the world around them to help them find inspiration. • I can explore my local environment (school, home, etc.) and collect things which catch my eye. • I can explore composition by arranging the things that I have collected. • I can talk about what I collected, and how and why I arranged the things I collected. • I can cut out and collage to explore composition.	• I can relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome. • I have explored the work of an artist who creates artwork inspired by pattern. I have thought about where we use pattern in our life to make our worlds brighter. • I can work in my sketchbooks to explore how I can make drawings inspired by "rules." I can generate lots of different types of patterns.	• I have explored the work of contemporary fashion designers, and I can see how their interests and experiences feed into their work. • I can share my own response to their work, articulating what I like or don't like about their work. • I can use my sketchbook to make visual notes to capture key ideas about how the designers work. • I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief.



*We all love, learn and grow together.
Mark 12:31: 'Love your neighbour as yourself.'*



	• I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again. • I can cut out shapes in different colours and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like. • I have enjoyed looking at art made by other artists inspired by flora and fauna. Artists: Eric Carle, Joseph Redoute, Jan Van Kessel Medium: Handwriting pen, Graphite, Oil pastel, Paper & Collage Pathways: Flora and Fauna/Explore and draw Retrieval questions: 1. Describe what a collage is. Spring - A	• I can make a tessellated design and think about colour and shape, exploring positive and negative shapes. • I can explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape and composition. Medium: Soft B pencils, handwriting pen, A2 cartridge paper, rulers, tape, string, coloured paper & card Artists: Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont Pathway: Exploring pattern Retrieval questions: 1. Explain what a pattern is and the effect it can have. 2. Name some materials that you could use in collage. Autumn - B	• I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage. • I can understand how 2d shapes can become 3d form and the relationship they have to our bodies. • I can share my designs and outcomes with my classmates and articulate my journey. I can listen to their feedback and respond. Medium: Paper, Acrylic Paint, Tape Artists: Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla Pathway: Fashion design Retrieval questions: 1. Name a contemporary fashion designer. 2. Describe how you can make a 2D form into 3D. 3. Explain how pattern can help create an effect. Autumn - B
Sculpture/3D	• I can take a familiar object like a stick, and use my imagination to think about what it might become. • I can use my sketchbook to generate ideas and to test ideas. • I can use a variety of materials to transform my object, thinking about form and colour. • I can cut materials with simple tools and fasten materials together to construct my sculpture. • I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates' feedback about my work.	• I have seen how artists are inspired by other artists often working in other art forms. • I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artist's work. • I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials. • I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.	• I have explored the work of artists who use art as a way of drawing attention to global matters, and I can share my responses with the class. • I can use my sketchbook to record and reflect how the artist's work makes me feel. • I can use my sketchbook to make drawings, working from still images, videos and from life, demonstrating close looking and drawing. • I can use these drawings to inspire my sculpture. • I can make a sculpture of an animal, understanding that by working in 3d my sculpture will be seen from different viewpoints. • I can explore and experiment using "Design through



*We all love, learn and grow together.
Mark 12:31: 'Love your neighbour as yourself.'*



	• I can listen to my classmates talk about their own artwork, and I can share my thoughts about their work. • I can take a photograph of my sculpture, thinking about focus. Medium: Twigs, Construction Materials, Paper, Wool, Drawing Materials Artist: Chris Kenny Pathway: Stick transformation Retrieval questions: 1. Name a famous sculpture in the UK. Summer - A	• I can reflect and share how the way I made my sculpture helps capture my feelings about the original character. • I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. • I can share my feedback about my classmates' work. Medium: Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine, etc.). Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake Pathway: Telling stories through drawing and making Retrieval questions: 1. Explain what a sculpture is and name a famous sculpture. 2. Name some materials that you can use to make a sculpture. Spring - B	Making", and I can discover how I can transform and construct with different materials to make my sculpture. • I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each other's ideas. Medium: Drawing Materials, Modelling Materials (incl. Modroc) Artists: Faith Bebbington, Frances Hatch, NOMINT Pathway: Using Art to Explore Global Issues Retrieval questions: 1. Name an artist/s who has produced sculptures. 2. Talk about what sculptures can represent. 3. Discuss how people can see sculptures in different ways. Spring - B
Printing	• I can make simple prints using my hands and feet. • I can explore my environment and take rubbings of textures I find. • I can use my rubbings to make an image. • I can push objects I find into plasticine and make prints. • I can cut shapes out of foam board and stick them on a block to make a plate. I can print from the plate. • I can draw on the surface of the foam board and print from the plate.	• I can explore an artwork through looking, talking and drawing. • I can use the "Show Me What You See" technique to help me look closely, working in my sketchbook, making drawings and notes using pencils and pens. • I can cut shapes directly into paper, using scissors, inspired by the artwork. • I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork. • I can add to my collage, using line, colour and shape made by stencils.	• I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. • I have explored how I can find out what I care about, and find ways I might share my ideas with us. • I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid. • I can create visuals and text which communicate my message. • I can use line, shape and colour to make my artwork. • I can use typography to make my messages stand out.



*We all love, learn and grow together.
Mark 12:31: 'Love your neighbour as yourself.'*



	• I can use colour, shape, and line to make my prints interesting. • I can create a repeat print. • I can create a symmetrical or sequenced print. • I can use my sketchbook to collect my prints and test ideas. Artist: William Morris. Medium: Paper, Printing Ink, Plasticine, Printing Foam Pathway: Simple printmaking Retrieval questions: 1. Describe what printing is. Autumn - B	• I can explore negative and positive shapes. • I can take photographs of my work. • I can share my work with my class. I can reflect and share what I like and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion Medium: Paper, Printmaking Ink, Stencils & Crayons Artist: Henri Matisse, Claire Willberg Pathway: Working with shape and colour Retrieval questions: 1. What tools can be used for printmaking? 2. Name a piece of work by Henri Matisse. Summer - B	• I can combine different techniques such as print, collage and drawing. • I can reflect and articulate about my own artwork and artwork made by my classmates. Medium: Paper, Pen, Paint Artists: Luba Lukova, Faith Ringgold, Shepard Fairey Pathway: Print & Activism Retrieval questions: 1. Describe what typography is. 2. Discuss how art can help to communicate messages. 3. What is a mural? Summer - A
Making	• I have seen how some artists are inspired by other art forms such as music. I can share my response to their work, and listen to others. • I can listen to sounds and use my mark-making skills to make marks in response. • I can draw from observation whilst listening to a piece of music, and let the music inspire my drawing. • I can use my imagination and work on a larger scale to make drawings of imaginative instruments, or I can use my hands to invent musical instruments made from construction materials. • I can share my work with the class. • I can reflect upon what I have made and share my work with the class. I can listen to their responses to my work and talk about my response to their work. • I can take photos of my artwork.	• I can talk about the work of other animators who make animations from their drawings. I can share what I like and how it makes me feel. • I can use my sketchbook to gather ideas from other artists and start to think about a simple moving drawing I might make. • I can use observational skills to look at source material to inspire my character and make drawings. • I can use my imagination to think about how my character might move. • I can create a background for my character. • I can use digital media to film my animation. • I can share my moving drawing, either through an animation or by showing classmates how it would move. • I can reflect and articulate my thoughts about my own artwork and that of my peers.	• I have seen how a variety of artists and craftspeople use their interest in cutouts to generate imagery. I can share my response to their work with my classmates. • I can use my curiosity to think about how I might adapt techniques and processes to suit me. • I can use my sketchbook to record, generate ideas, test ideas and reflect. • I can make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome. • I can manipulate the materials using tools so that the puppets I make have character and expression. • I can make my puppets move in simple ways by articulating them. • I can work with my peers to create a collaborative experience. • I can share my work as a team and share and listen to feedback.



We all love, learn and grow together.
Mark 12:31: 'Love your neighbour as yourself.'



	Medium: Paper, Drawing Materials, Paint, Construction Materials Artists: Kandinsky, Various "Projection Mapping" artists Pathway: Music and art Summer - B	Medium: Paper (Digital media) Artists: Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreibe Pathway: Making Animated Drawings Autumn – A	• I can give my feedback to the work of other teams, and share and listen to feedback. • I can give my feedback to the work of other teams, and appreciate the differences and similarities of their work to ours. • I can photograph or film our puppets and performance. Medium: Paper, Construction Materials Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Philipp Otto Runge, Pippa Dyrllaga, Thomas Witte Pathway: Shadow puppets Spring - A
Knowledge of artists	I can describe what I can see and like in the work of another artist/designer/craft maker. I can ask questions about artists' work. <i>I can say how artists have used colour, pattern and shape.</i> I can create a piece of artwork in response to another artist. <i>These objectives will be covered in all Art units.</i> Artists to focus on: *William Morris (Printmaking) *Eric Carle (Collage) *Paul Klee (Painting)	I can compare the work of two different artists. I can explore art from different cultures. I can explore art from other periods of time. I can experiment with different styles which artists have used. <i>These objectives will be covered in all Art units.</i> Artists to focus on: * Rosie Hurley (Sculpture) * Paul Cezanne (Painting) * Rachel Parker (Collage)	I can experiment with different styles that artists have used. I can use the internet, books, galleries and other sources of information to find out about the work of artists. I can make a record about the different styles of artists in my work. I can say what my work is influenced by. <i>These objectives will be covered in all Art units.</i> Artists to focus on: *Henri Matisse (Printmaking/Painting) * Louise Fili (Drawing) * Lotte Reiniger (Making/sculpture)
Vocabulary	Brush Clay Colour Draw Paint	Cool Line Materials Position Sculpture	Ceramic Charcoal Effect Experiment Impact



*We all love, learn and grow together.
Mark 12:31: 'Love your neighbour as yourself.'*

We all love, learn and grow together.



	<i>Pattern Pencil Picture Shape Glue Artist Collage Design Detail Drawing Image Print Printing Texture</i>	<i>Sketch Textiles Tone Visual Warm Appearance Dimension Equipment Illustrate Mixing Natural Opacity Tactile Techniques</i>	<i>Processing Proportion Reflection Scales Shadows Architect Atmosphere Complementary Discipline Dyeing Emotional Joining Mosaic Portraiture Precision</i>
--	--	---	--