

Art and Design Progression of Skills

Route A

	Autumn		Spring		Summer	
	Once Upon a Time! <i>Traditional Tales</i>	Walking Around the Zoo! <i>Zoo animals</i>	Travel through London <i>Transport/local area/cities</i>	We are Explorers! <i>Pirates/Space</i>	Under the Sea <i>Underwater animals and habitats</i>	We could be heroes! <i>People who help us and healthy eating.</i>
Nursery (See EYFS Curriculum Overview)	Create a beanstalk painting. Draw a self-portrait. Explore colour by creating paper plate worlds.	Draw portraits of animals and patterns. Explore colour through animal prints. Explore colour through painting Christmas wreaths.	Create London landmarks through paint, drawing and sculpture. Draw building or transport using lines and adding details.	Create space pictures using chalks and other materials. Create pirate ship with collage. Paint pirates, adding details and exploring colour mixing.	Use paint to print sea animal patterns e.g., turtles, starfish etc. Create and make ocean animals using a range of resources and materials.	Create a fire engine, ambulance and police car using different materials. Design a superhero mask. Draw or paint a church. Use sculpture to create tabernacles.
	Once Upon a Time! <i>Traditional Tales</i>	Walking Around the Zoo! <i>Zoo animals</i>	Travel through London <i>Transport/local area/cities</i>	We are Explorers! <i>Pirates/Space</i>	Under the Sea <i>Underwater animals and habitats</i>	We could be heroes! <i>People who help us and healthy eating.</i>
Reception (See EYFS Curriculum Overview)	Transient art gingerbread men – having a gingerbread man template to place on top. Create a boat for the gingerbread man to use to get across the river. Create paper plate worlds, exploring colour mixing and paint.	Fly swatter painting – colour mixing. Draw favourite animals using closed shapes and detail. Explore colour mixing through making animal patterns. Represent noises and movement through firework pictures. Draw family portraits.	Make a London bus by combining materials and textures. Create London landmarks using small world resources and blocks.	Use a range of art media e.g. collage to create big art, space, pirate ship, treasure island. Use materials to create a split pin easter egg.	Build an aquarium/enclosure using small world resources and blocks. Create patterns using print and paint. Use small world resources and sculpture to create enclosures.	Create superhero capes using different textiles and textures. Use paints to print with vegetables. Create paint patterns with kitchen utensils.
Oracy	Use talk during play to practice new vocabulary.	Use talk during play to practice new vocabulary. Opportunities to talk for an extended period about something which interests them.	Join ideas together using and, because or, but. Use talk during play to practice new vocabulary. To take turns in a conversation with a friend, adult or working in a group.	Use talk during play to practice new vocabulary. To take turns in a conversation with a friend, adult or working in a group.	Use talk during play to practice new vocabulary. To take turns in a conversation with a friend, adult or working in a group. Opportunities to talk for an extended period about something which interests them.	Use talk during play to practice new vocabulary. To speak to a partner during whole class teaching.
Year 1/2	My Family <i>History</i> <i>What was life like when our grandparents were children?</i>		Our Wonderful World <i>Geography</i> <i>What are the seven wonders of our world?</i>		Seasons <i>Geography</i> <i>What are seasons?</i>	
	Digital Media 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. Children to focus on using colour, line, shape, form and space. <u>Artist Study- Paul Klee</u> , Castle in the sky. Children can use IPAD/laptop to produce an image. Use key language of colours. Create their own piece of digital media in the style of Paul Klee using 'Castle in the Sky' for inspiration.		Printing Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Create a repeating tile print of one of the seven wonders of the world. Use a range of materials, textures and colours to create the print. Use roller and card.		Drawing Use drawing and painting to develop and share their ideas, experiences and imagination 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. <u>Artist Study - Henri Rousseau</u> , Study the work of Henry Rosseau, discussing colour, style, textures, space. Create rainforest painting in three sections; foreground, middle-ground, background to recreate the busy and layered style of Henry Rosseau's paintings. Focus use of pencil when drawing nature. Focus on colour of paints used to match the style of Henry Rosseau. Review work and likes/dislikes.	
Oracy	To pronounce a wide range of words correctly when speaking. To use vocabulary appropriate to the specific topic. To try out new words. To ask relevant questions when they haven't		To use vocabulary appropriate to the specific topic. To try out new words. To use conjunctions such as firstly, secondly, finally to organise and sequence ideas. To explain events in chronological order.		Listens to others and changes their mind based on what they have heard. Organise a group discussion without adult support. To give reasons for their opinions. To use the appropriate tone of voice in the right context.	

	<p>understood. To give reasons for their opinions. To disagree with someone else's opinion. Take part in group discussions. To be aware if others haven't spoken and invite them to join the discussion.</p>	<p>Listens to others and changes their mind based on what they have heard.</p> <p>Use visual aids to support talk e.g. turn taking, builder, challenger. Teacher modelling To ask specific questions to find out more.</p>	<p>Use appropriate sentence stems when building on the ideas of others or challenging them. Take part in group discussions. Use visual aids to support talk e.g. turn taking, builder, challenger. Teacher modelling</p>
Year 3/4	<p>Earthquakes and Volcanoes Geography <i>How does the Earth shake, rattle and roll?</i></p>	<p>Bronze Age/Iron Age History <i>Which was more impressive – the Bronze Age or Iron Age?</i></p>	<p>Our World Geography <i>Where on Earth are we?</i></p>
	<p>Sculpture Create sketch books to record their observations to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Learn about great artists, architects and designers in history. Improve their mastery of art and design techniques, including drawing and sculpture with a range of materials.</p> <p><u>Artist Study – Barbara Hepworth</u> Investigate her work and use of natural materials. Plan, design and sketch ideas into sketchbooks considering materials and technique needed. Create own sculpture in style of Barbara Hepworth</p>	<p>Drawing Create sketch books to record their observations to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Improve their mastery of art and design techniques, including drawing and painting with a range of materials.</p> <p><u>Location Study - The Magoura Cave</u> Cave paintings – children explore natural colours and making natural paints. Discuss colours. Plan and sketch ideas into sketch books. Children to use own natural paints, chalks and charcoal to recreate a cave painting.</p>	<p>Digital World Develop techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Investigate the traditional form of art and recreate using coloured card or natural objects then produce a piece using iPad or computer. Using shapes and blocks of colour. Use key vocabulary.</p>
Oracy	<p>Choose specialist language and vocabulary appropriately. Make precise language choices. To reflect on discussions and decide how to improve. Take on an expert role e.g. deliver a talk, explain to visiting parents/ buddy class children. Game 'articulate' with subject specific vocabulary. To work collaboratively to solve a problem. Receive feedback from peers/ audience member Consider the impact of their words on others when giving feedback.</p>	<p>Choose specialist language and vocabulary appropriately. Make precise language choices. Storytelling for buddy class. To use carefully considered words and phrases which matches the purpose of the talk. Receive feedback from peers/ audience member Consider the impact of their words on others when giving feedback.</p>	<p>Explain opinions which aren't their own during a debate. To reflect on discussions and decide how to improve. To be able to summarise a discussion. To reach a shared agreement during a discussion. To give evidence for their opinions. To ask probing questions. Receive feedback from peers/ audience member Consider the impact of their words on others when giving feedback.</p>
Year 5/6	<p>South America: The Amazon Geography <i>What is life like in the Amazon?</i></p>	<p>Journey: Trade Geography <i>Where does all of our stuff come from?</i></p>	<p>Our World in the Future Geography <i>How will our world look in the future?</i></p>
	<p>Sculpture – Jewellery Create sketch books to record their observations to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Learn about great artists, architects and designers in history. Improve their mastery of art and design techniques, including drawing and sculpture with a range of materials.</p> <p><u>Artist Study – Sinu People</u> Study, review and discuss the jewellery designs of the Sinu people, think about likes/dislikes. Plan, design and sketch ideas into sketchbooks considering materials and technique needed. Use clay or card to reproduce in this style. Think about metallic colours to use to paint and discuss why they were a certain way.</p>	<p>Colour Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 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.</p> <p>Investigate the opposite colour spectrum of warm and cold colours. Review primary and secondary colours and investigate with mixing colours. Discuss complementary colours. Mix colours and create a colour wheel.</p>	<p>Painting/Printing Develop techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Use sketchbooks to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing and painting with a range of materials Learn about great artists, architects and designers in history.</p> <p><u>Artist study – Banksy</u> Study Banksy style art – investigate the impact of 'graffiti'. Plan, design and sketch ideas into sketchbooks. Experiment with shapes, styles, colours and creativity. Create own style of graffiti - what does it represent – review.</p>
Oracy	<p>Draw on knowledge to support opinions and explore alternative points of view. Consciously adapt tone, pace and volume of voice within a situation.</p>	<p>Be comfortable using idiom and expressions.</p>	<p>Speak with passion about a topic which is important to them. Construct a detailed argument or complex narrative. Spontaneously respond to increasingly complex questions citing evidence.</p>

Route B

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	Once Upon a Time! <i>Traditional Tales</i>	Walking Around the Zoo! <i>Zoo animals</i>	Travel through London <i>Transport/local area/cities</i>	We are Explorers! <i>Pirates/Space</i>	Under the Sea <i>Underwater animals and habitats</i>	We could be heroes! <i>People who help us and healthy eating.</i>
Nursery (See EYFS Curriculum Overview)	Create a beanstalk painting. Draw a self-portrait. Explore colour by creating paper plate worlds.	Draw portraits of animals and patterns. Explore colour through animal prints. Explore colour through painting Christmas wreaths.	Create London landmarks through paint, drawing and sculpture. Draw building or transport using lines and adding details.	Create space pictures using chalks and other materials. Create pirate ship with collage. Paint pirates, adding details and exploring colour mixing.	Use paint to print sea animal patterns e.g., turtles, starfish etc. Create and make ocean animals using a range of resources and materials.	Create a fire engine, ambulance and police car using different materials. Design a superhero mask. Draw or paint a church. Use sculpture to create tabernacles.
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Reception (See EYFS Curriculum Overview)	Transient art gingerbread men – having a gingerbread man template and various art materials to place on top. Create a boat for the gingerbread man to use to get across the river. Create paper plate worlds, exploring colour mixing and paint.	Fly swatter painting – colour mixing. Draw favourite animals using closed shapes and detail. Explore colour mixing through making animal patterns. Represent noises and movement through firework pictures. Draw family portraits.	Make a London bus by combining materials and textures. Create London landmarks using small world resources and blocks.	Use a range of art media e.g. collage to create big art, space, pirate ship, treasure island. Use materials to create a split pin easter egg.	Build an aquarium/enclosure using small world resources and blocks. Create patterns using print and paint. Use small world resources and sculpture to create enclosures.	Create superhero capes using different textiles and textures. Use paints to print with vegetables. Create paint patterns with kitchen utensils.
Oracy	Use talk during play to practice new vocabulary.	Use talk during play to practice new vocabulary. Opportunities to talk for an extended period about something which interests them.	Join ideas together using and, because or, but. Use talk during play to practice new vocabulary. To take turns in a conversation with a friend, adult or working in a group.	Use talk during play to practice new vocabulary. To take turns in a conversation with a friend, adult or working in a group.	Use talk during play to practice new vocabulary. To take turns in a conversation with a friend, adult or working in a group. Opportunities to talk for an extended period about something which interests them.	Use talk during play to practice new vocabulary. To speak to a partner during whole class teaching.
Year 1/2	Our Local Area <i>Geography</i> <i>What's it like where we live?</i>		Great Inventions: Transport <i>History</i> <i>How did the first flight change the world?</i>		People and their Communities <i>Geography</i> <i>Where in the world do these people live?</i>	
	Mixed Media: Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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. <u>Artist study- Peter Mondiran</u> Use and study maps of the local area. Use masking tape to create lines (like maps) and paint over colours. Recreate a Peter Mondiran style painting to represent a map of the local area.		Sculpture and Colour Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Use a range of materials creatively to design and make products. 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. <u>Artist study – Jill Townsley</u> Study the work of Jill Townsley. Use a sketchbook to design a sculpture of a mode of transport of children's own choice, label the materials used to make the sculpture. Use a variety of materials to create sculptures of modes of transport.		Art from another culture Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <u>Mehndi Patterns</u> Children to explore and study the different shapes of Mehndi patterns. Use sketchbook to practise and create own Mehndi patterns. Children will explore creating texture and different lines. Use key vocab of texture. Children to create a Mehndi design onto an outline of their own hand and arm.	

<p>Oracy</p>	<p>To speak clearly and confidently in a range of contexts. To pronounce a wide range of words correctly when speaking. To use vocabulary appropriate to the specific topic. To try out new words. Scaffold turn taking e.g. pass talk around a circle, talking object. Introduce scaffolds for turn taking Use visual aids to support talk e.g. turn taking, builder, challenger. Teacher modelling</p>	<p>To use vocabulary appropriate to the specific topic. To try out new words. To use conjunctions such as firstly, secondly, finally to organise and sequence ideas. To ask relevant questions when they haven't understood. To give reasons for their opinions. To disagree with someone else's opinion. To explain events in chronological order. Use visual aids to support talk e.g. turn taking, builder, challenger. Teacher modelling To ask specific questions to find out more. Identify the audience and begin to target talk which might interest them.</p>	<p>To use vocabulary appropriate to the specific topic. To try out new words. Listens to others and changes their mind based on what they have heard. Organise a group discussion without adult support. Use appropriate sentence stems when building on the ideas of others or challenging them. Take part in group discussions. Use visual aids to support talk e.g. turn taking, builder, challenger. Teacher modelling To build on other people's ideas during discussions.</p>
<p>Year 3/4</p>	<p>Rivers and the Water Cycle <i>Geography</i> <i>How does the water go round and round?</i></p> <p>Painting Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 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. Learn about great artists, architects and designers in history.</p> <p><u>Artist Study - Claude Monet</u> Study, discuss and review a selection of paintings by Claude Monet. Investigate colour and colour mixing to produce different shades of paint, and mixing primary and secondary colours. Create their own version of Claude Monet's – The Japanese Footbridge.</p>	<p>The Americas <i>Geography</i> <i>Can you come on a Great American Road Trip?</i></p> <p>Printing/Collage Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 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. Use sketchbooks to record their observations and use them to review and revisit ideas. Learn about great artists, architects and designers in history.</p> <p><u>Artist Study – Georgia O'Keeffe</u> Investigate her life and study paintings showing landscapes of America. Sketch and design a landscape into sketchbooks considering shapes colours and materials needed to create their collage. Create a collage of a landscape using printing and colour</p>	<p>Climate and Weather <i>Geography</i> <i>Why is climate important?</i></p> <p>Drawing/Shadow Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 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. Use sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children to study shadows on pictures, discuss and review shape, direction and shading of the shadow. Children to practise shading using different tones with pencil and charcoal. Using your shadow outside could you create a drawing by creating shadows in the light? (Use charcoal to add detail). Using sketchbooks children and trees, plants, flowers outside, children to use the shadows to create images.</p>
<p>Oracy</p>	<p>Choose specialist language and vocabulary appropriately. Make precise language choices. Vary tone of voice in order to convey meaning, e.g. sad tone for a sad part of the story. To use carefully considered words and phrases which matches the purpose of the talk.</p>	<p>To reflect on discussions and decide how to improve To give evidence for their opinions. To ask probing questions. To reflect on their areas of strength/ development in oracy.</p>	<p>Choose specialist language and vocabulary appropriately. Make precise language choices. Adapt the content of their speech for a specific audience. To use carefully considered words and phrases which matches the purpose of the talk. Receive feedback from peers/ audience member Consider the impact of their words on others when giving feedback.</p>
<p>Year 5/6</p>	<p>Study of the Alpine Region <i>Geography</i> <i>Where should we go on holiday?</i></p> <p>Photography 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. Use sketch books to record their observations and use them to review and revisit ideas. Study great artists, architects and designers in history.</p> <p><u>Artist Study - David Hockney</u> Investigate Hockney and his work. In sketchbooks plan ideas and experiment by cutting photographs to create collage in the style of David Hockney.</p>	<p>Changes in our Local Environment <i>Geography</i> <i>How is our county changing?</i></p> <p>Drawing Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Use sketchbooks to record their observations and use them to review and revisit ideas. Learn about great artists, architects and designers in history.</p> <p><u>Artist Study – Giacometti</u> Look at a range of Giacometti's sketches and sculptures, discuss the effects, feelings about these, likes, dislikes. Experiment with the techniques of using charcoal in sketchbooks. Self-portrait's children can use charcoal and more detail. Discuss effect.</p>	<p>The Impact of War <i>History</i> <i>Did WWI or WWII have the biggest impact on our locality?</i></p> <p>Printing Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 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. Use sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Look at a range of different posters from wartime Use sketchbooks to record their observations about the posters – focus on style, colour, messages shown in posters Create posters to promote rationing and the war effort. Use a range of materials, mediums and colour.</p>

	Children to choose a theme, take their own photograph and create a piece of artwork using photograph in his style of the local area.		
Oracy	Use increasingly natural gestures. Consciously adapt tone, pace and volume of voice within a situation. Be comfortable using idiom and expressions.	Use an increasingly sophisticated range of sentence stems with fluency and accuracy. Vary sentence structures and length for effect when speaking.	Draw on knowledge to support opinions and explore alternative points of view. Speak with passion about a topic which is important to them. Construct a detailed argument or complex narrative. Spontaneously respond to increasingly complex questions citing evidence.