

ART

Curriculum Path of Progression

In Y5, pupils begin by consolidating their learning about formal elements, by focusing on architecture. Pupils will develop a number of skills, such as: interpreting forms from direct observation, composing a print, transforming the look of a building in the style of a famous artist, as well as designing a building in an architectural style. Following this, pupils will continue to develop and enhance their art and design skills, by focusing on specific skills, such as imagination and visualisation, new inventions, as well as drawing techniques. Following this, pupils will work towards designing and presenting a product. Pupils will work collaboratively to make a specific design, looking at designing and changing purposeful spaces and products. Finally, pupils will explore the theme: 'Every picture tells a story', analysing and creating artistic pieces in the style of well-known artists, such as Banksy, Rorschach, as well as using the styles of pictographs and emojis.



In Y3, pupils will begin by developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making. Pupils will investigate the styles, patterns and characteristics of Ancient Egyptian art, whilst learning to apply and draw paintings in the style of an ancient civilisation. Following this, pupils will explore the topic of: 'Every picture tells a story, exploring and analysing the meaning of specific paintings and styles. Pupils will focus on different parts of the paintings, enabling them to tell and act out the stories behind the paintings. Finally, pupils will explore aspects of Craft, whilst learning how to use tie dying techniques. Pupils will learn how to create a mood board, tie dying techniques, paper weaving, as well as making their own personalised t-shirt.



Y6



Y5



Y4



Y3



In Y6, pupils will begin by using their previously learnt skills to research and adopt the style of a famous group of painters. Pupils will explore the style of Zentangles, using repeated patterns to create artwork, as well as creating a repeated pattern through printing. Following this, pupils will explore the life and work of William Morris, making observational drawings of his work, as well as investigating the symmetry found in much of Morris' work. Pupils will also create an image for printing, using a repeated design influenced by the work of William Morris. Following this, pupils will develop their photography skills, using text and image together to create meaningful and powerful photo posters. Pupils will learn about abstract art, using technology to develop a self portrait from a photograph. Finally, pupils will explore the many ways in which one can 'Make my voice heard,' through art. Pupils will explore different ways of making their voices heard, through graffiti art, drawing emotion, inspired by Kathe Kollwitz, as well as creating and producing pieces of art, related to Pablo Picasso.

In Y4, pupils will begin by learning about prehistoric art, looking at the man-made aspect, as well as applying these techniques to reflect this style in their work. Pupils will scale up drawings and sketches, applying and blending charcoal, as well as experimenting with pigments in natural products. Following this, pupils will continue to explore the formal elements of art, with a focus on the works of Orla Kiely. Pupils will develop a range of mark-making techniques, creating patterns using a variety of methods, such as: printing techniques, stamps, reflection and geometric patterns. Following this, pupils will be learning about sculpture, looking at the styles of various artists, such as Goldsworthy, Sokari Douglas Camp and El Anatsui. Pupils will learn to use recycled materials to create collages and sculptures. Finally, pupils will explore a number of different art and design skills, looking at specific individual artistic techniques. Pupils will create sculptures, still-life images and exhibits, as well as learning to paint in the style of a famous artist.



Autumn Term 1 – Craft and design: Ancient Egyptian scrolls

National Curriculum Coverage

- 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]

Coverage

- To investigate the style, pattern and characteristics of Ancient Egyptian art**
- To apply design skills inspired by the style of an ancient civilisation**
- To apply understanding of ancient techniques to construct a new material**
- To apply drawing and painting skills in the style of an ancient civilisation**
- To apply an understanding of Egyptian art to develop a contemporary response**

Pupils will begin by developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making. Pupils will investigate the styles, patterns and characteristics of Ancient Egyptian art, whilst learning to apply and draw paintings in the style of an ancient civilisation.

Progression pathway

This unit builds upon prior knowledge and skills gained in KS1 in which pupils began to use fine motor skills and experimented with artistic styles.

They build upon those skills this half term by investigating the styles, patterns and characteristics of Ancient Egyptian art, whilst learning to apply and draw paintings in the style of an ancient civilisation.

This will lead on to exploring architecture in craft and design in upper KS2.

Autumn Term 2 – Art and Design skills – shadow puppets

National Curriculum Coverage

- 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.

Coverage

- To use different materials to make a three-dimensional artwork - craft puppets**
- To use different materials to make a three-dimensional artwork - sock puppets**
- To use different materials to make a three-dimensional artwork - shadow puppets**
- To draw from observation**
- To draw cartoon characters, inspired by the style of other artists**
- To alter the tint and shade of a colour**

Throughout this unit, pupils will develop their art and design skills, as they study and construct shadow puppets. Pupils will use different materials to make 3D artwork, constructing craft, sock and shadow puppets. Pupils will also learn to draw cartoon characters.

Progression pathway

This unit builds upon prior knowledge and skills gained in KS1 in which pupils began to use fine motor skills and experimented with artistic styles.

They build upon those skills this half term by beginning to develop their art and design skills, as they study and construct shadow puppets. Pupils will use different materials to make 3D artwork, constructing craft, sock and shadow puppets.

This will lead on to exploring sculptures and still life, as they develop their art and design skills in Year 4.



Spring Term 2 – Every picture tells a story

National Curriculum Coverage

- to create sketch books to record their observations and use them to review and revisit ideas
- 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.

Coverage

- **To analyse and act out a famous painting**
- **To analyse and find meaning in a painting - the dance.**
- **To act out the story told in a painting**
- **To focus on different parts of a painting**
- **To analyse abstract paintings and describe the stories behind them**

During this unit, pupils will explore and analyse the meaning of specific paintings and styles. Pupils will focus on different parts of the paintings, enabling them to tell and act out the stories behind the paintings. Some of the paintings they will focus on are: My Parents, by David Hockney, Children's games by Pieter Brueghel and pieces by Fiona Rae.

Progression pathway

This unit builds upon prior knowledge and skills gained in KS1 in which pupils began to use fine motor skills and experimented with artistic styles.

They build upon those skills this half term by exploring and analysing the meaning of specific paintings and styles. Pupils will focus on different parts of the paintings, enabling them to tell and act out the stories behind the paintings.

This will lead on to more specific analysis of artist's styles, such as the styles of Orla Kiely and Goldsworthy.

Summer Term 2 – Craft – Tie dying materials

National Curriculum Coverage

- 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]

Coverage

- **To create a mood board**
- **To create tie-dyed materials**
- **To learn what paper weaving is and create a piece of art using this method**
- **To weave using different materials**
- **To sew designs onto a t-shirt to personalise it**

Throughout this unit, pupils will explore aspects of Craft, whilst learning how to use tie dying techniques. Pupils will learn how to create a mood board, tie dying techniques, paper weaving, as well as making their own personalised t-shirt.

Progression pathway

This unit builds upon prior knowledge and skills gained in KS1 in which pupils began to use fine motor skills and experimented with artistic styles.

They build upon those skills this half term by exploring aspects of Craft, whilst learning how to use tie dying techniques. Pupils will learn how to create a mood board, tie dying techniques and paper weaving.

This will lead on to a deeper understanding in future year groups, when pupils will experiment with prehistoric art and sculpture work.



Autumn Term 2 – Prehistoric Art

National Curriculum
Coverage

- 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]
- Pupils should be taught about great artists, architects and designers in history.

Coverage

- **To learn about prehistoric man made art and to reflect this style in their work**
- **To scale up drawings and sketches in a different medium**
- **To apply and blend charcoal to create tone and texture**
- **To experiment with the pigments in natural products to make different colours**
- **To develop painting skills**
- **To collaborate in small or large groups to create a joint piece of artwork**

During this unit, pupils will learn about prehistoric art, looking at the man-made aspect, as well as applying these techniques to reflect this style in their work. Pupils will scale up drawings and sketches, applying and blending charcoal, as well as experimenting with pigments in natural products.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt about the styles of specific artists.

They build upon those skills this half term by learning about prehistoric art, looking at the man-made aspect, as well as applying these techniques to reflect this style in their work. Pupils will scale up drawings and sketches, applying and blending charcoal, as well as experimenting with pigments in natural products.

This will lead on to exploring the formal elements of architecture, in Year 5.

Spring Term 1 – Formal Elements of Art (Orla Kiely)

National Curriculum
Coverage

- 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]
- Pupils should be taught about great artists, architects and designers in history.

Coverage

- **To develop a range of mark-making techniques**
- **To create patterns using printing techniques**
- **To create patterns using a stamp**
- **To create patterns using reflection and symmetry**
- **To create a geometric pattern**

Throughout this unit, pupils will continue to explore the formal elements of art, with a focus on the works of Orla Kiely. Pupils will develop a range of mark-making techniques, creating patterns using a variety of methods, such as: printing techniques, stamps, reflection and geometric patterns.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt about the styles of specific artists, such as David Hockney and Fiona Rae.

They build upon those skills this half term by exploring formal elements of art, with a focus on the works of Orla Kiely. Pupils will develop a range of mark-making techniques, using a variety of methods, such as: printing techniques, stamps, reflection and geometric patterns.

This will lead on to a deeper understanding of formal elements, with a focus on architecture.



Summer Term 1 – Sculpture (Goldsworthy)

National Curriculum Coverage

- 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]
- Pupils should be taught about great artists, architects and designers in history.

Coverage

- **To create a musical instrument from recycled materials**
- **To decorate musical instruments from recycled materials**
- **To create a collage in the style of an artist**
- **To create a sculpture in the style of sculptor Sokari Douglas Camp**
- **To create a sculpture in the style of El Anatsui**

During this unit, pupils will be learning about sculpture, looking at the styles of various artists, such as Goldsworthy, Sokari Douglas Camp and El Anatsui. Pupils will learn to use recycled materials to create collages and sculptures.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt about the styles of specific artists, such as David Hockney and Fiona Rae.

They build upon those skills this half term by learning about sculpture, looking at the styles of various artists, such as Goldsworthy, Sokari Douglas Camp and El Anatsui. Pupils will learn to use recycled materials to create collages and sculptures.

This will lead on to developing a greater understanding of construction, as pupils learn about architecture in Year 5.

Summer Term 2 – Art and Design Skills

National Curriculum Coverage

- 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.

Coverage

- **To create a small scale sculpture**
- **To arrange and draw a still-life image from observation**
- **To understand the role of a curator and to create an exhibit**
- **To create an image using an artistic process**
- **To paint in the style of a famous artist**
- **To recreate a traditional design style**

Throughout this unit, pupils will explore a number of different art and design skills, looking at specific individual artistic techniques. Pupils will create sculptures, still-life images and exhibits, as well as learning to paint in the style of a famous artist.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils explored the art and design skills of specific artists.

They build upon those skills this half term by exploring a number of different art and design skills, looking at specific individual artistic techniques. Pupils will create sculptures, still-life images and exhibits.

This will lead on to a deeper understanding in Y5, as pupils continue to develop art and design skills, as they construct collages and look closely at how artists work.



Autumn Term 1 – Formal Elements – Architecture

National Curriculum Coverage

- 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]

Coverage

- To draw by interpreting forms from direct observation**
- To compose a print from a larger observational drawing**
- To transform the look of a building in the style of a famous artist**
- To design a building in an architectural style**
- To design a monument**

During this unit, pupils consolidate their learning of formal elements, by focusing on architecture. Pupils will develop a number of skills, in relation to architecture, such as: interpreting forms from direct observation, composing a print, transforming the look of a building in the style of a famous artist, as well as designing a building in an architectural style.

Progression pathway

This unit builds upon prior knowledge gained in a previous year group, in which pupils explored formal elements, with a specific focus on an artist: Orla Kiely.

They build upon those skills this half term by consolidating their learning of formal elements, by focusing on architecture. Pupils will develop a number of skills, in relation to architecture, such as: interpreting forms from direct observation, as well as composing a print.

This will lead on to analysing the works of William Morris, his artistic contributions, as well as architectural influences, in Year 6.

Autumn Term 2 – Art and design skills

National Curriculum Coverage

- 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.

Coverage

- To use imagination and visualisation to create an original piece of artwork**
- To design a new invention**
- To create a continuous line drawing**
- To develop observational drawing**
- To create a collage and draw this from observation**
- To successfully upscale a drawing and paint accurately**

Throughout this unit, pupils will continue to develop and enhance their art and design skills, by focusing on specific skills, such as imagination and visualisation, new inventions, as well as drawing techniques, including continuous line, observational and collages.

Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored a number of different art and design skills, looking at specific individual artistic techniques. Pupils will create sculptures, still-life images and exhibits.

They build upon those skills this half term by continuing to enhance their art and design skills, by focusing on specific skills, such as imagination and visualisation, new inventions, as well as drawing techniques

This will lead on to analysing the works of William Morris, his artistic contributions, as well as architectural influences, in Year 6.



Summer Term 1 – Design for a purpose

National Curriculum

Coverage

- 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.

Coverage

- **To understand how visual language can be used to communicate personality and interests**
- **To work collaboratively to a specific design brief**
- **To work collaboratively to a specific design brief**
- **To design a product which is appealing and purposeful**
- **To present a product pitch**

Throughout this unit, pupils will work towards designing and presenting a product. Pupils will work collaboratively to make a specific design, looking at designing and changing purposeful spaces and products. Pupils will also develop presentation skills, when they present their product.

Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils designed sculptures for a purpose, as well as looking at the purpose of prehistoric art.

They build upon those skills this half term by working towards designing and presenting a product. Pupils will work collaboratively to make a specific design, looking at designing and changing purposeful spaces and products.

This will lead on to a deeper understanding in Year 6, as pupils continue to explore designing skills, as well as collaboration and presentational skills.

Summer Term 2 – Every picture tells a story

National Curriculum

Coverage

- 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 create sketch books to record their observations and use them to review and revisit ideas

LIs

- **To evaluate and analyse creative work using the language of art, craft and design - Banksy**
- **To create a symmetrical, abstract art form - inspired by Rorschach**
- **To use symbols to create a meaningful message - pictographs and emojis**
- **To evaluate and analyse creative works using the language of art, craft and design**
- **To demonstrate the meaning of a piece of artwork through drama**
- **To develop ideas for 3D work through sketching, drawing and visualisation in 2D**

Throughout this unit, pupils will explore the theme: 'Every picture tells a story', analysing and creating artistic pieces in the style of well-known artists, such as Banksy, Rorschach, as well as using the styles of pictographs and emojis. Pupils will also develop ideas through 3D work and demonstrate the meaning of art through drama.

Progression pathway

This unit builds upon prior knowledge gained in previous year groups, where pupils studied the story behind each picture and painting.

They build upon those skills this half term by analysing and creating artistic pieces in the style of well-known artists, such as Banksy, Rorschach, as well as using the styles of pictographs and emojis.

This will lead on to a deeper understanding in Year 6, as the pupils analyse and learn how to design art, using modern techniques, such as Zentangles and photography.



Autumn Term 1 – Art and Design skills – Zentangles

National Curriculum Coverage

- 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.

Coverage

- To research and adopt the style of a famous group of painters**
- To use repeated patterns to create artwork - Zentangles**
- To create a repeated pattern through printing - Zentangles**

During this unit, pupils will use their previously learnt skills to research and adopt the style of a famous group of painters. Pupils will explore the style of Zentangles, using repeated patterns to create artwork, as well as creating a repeated pattern through printing.

Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils enhanced their art and design skills, by focusing on specific skills, such as imagination and visualisation, new inventions, as well as drawing techniques

They build upon those skills this half term by researching and adopting the style of a famous group of painters. Pupils will explore the style of Zentangles, using repeated patterns to create artwork and creating a repeated pattern through printing.

This will lead on to developing self-confidence and a wide range of artistic skills.

Autumn Term 2 – Art and Design Skills – William Morris

National Curriculum Coverage

- 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 about great artists, architects and designers in history.

Coverage

- To be introduced to the life and work of William Morris.**
- To make observational drawings / sketches of Morris' work.**
- To investigate the symmetry found in much of Morris' work.**
- To create an image for printing.**
- To create an image for printing.**
- To print a repeated design influenced by the work of William Morris.**

Throughout this unit, pupils will explore the life and work of William Morris, making observational drawings of his work, as well as investigating the symmetry found in much of Morris' work. Pupils will also create an image for printing, using a repeated design influenced by the work of William Morris.

Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils learnt about architecture, as well as the styles and impact of specific artists.

They build upon those skills this half term by exploring the life and work of William Morris, making observational drawings of his work, as well as investigating the symmetry found in much of Morris' work.

This will lead on to a greater level of respect, understanding and skills based on a local influencer, William Morris. This will also enhance the cultural capital of pupils.



Summer Term 1 – Photography

National Curriculum Coverage

- 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.

Coverage

- To create a photo montage using secondary source photographs**
- To use text and image together to create meaningful and powerful photo posters**
- To understand abstract art through photography**
- To develop a self portrait from a photograph and translate it into a drawing**
- To replicate the mood and expression of a painting through photography**

During this unit, pupils will develop their photography skills, using text and image together to create meaningful and powerful photo posters. Pupils will learn about abstract art, using technology to develop a self portrait from a photograph.

Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils explored modern artistic techniques and designs, such as those of Banksy and pictograms and emojis.

They build upon those skills in this unit by developing their photography skills, using text and image together to create meaningful and powerful photo posters. Pupils will learn about abstract art, using technology to develop a self portrait from a photograph.

This will lead on to a wider variety of artistic skills, a purposeful skill in a technology-evolving world: photography.

Summer Term 2 – Make my voice heard

National Curriculum Coverage

- 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.

Coverage

- To create graffiti art**
- To draw emotions - Kathe Kollwitz**
- To create an impactful piece of art - Pablo Picasso**
- To produce a finished piece of art - Pablo Picasso**
- To create a sculpture.**

Throughout this unit, pupils will look at the many ways in which one can 'Make my voice heard,' through art. Pupils will explore different ways of making their voices heard, through graffiti art, drawing emotion, inspired by Kathe Kollwitz, as well as creating and producing pieces of art, related to Pablo Picasso.

Progression pathway

This unit builds upon prior knowledge gained in previous year groups, in which pupils learnt to draw portraits and still life images.

They build upon those skills this half term by exploring the many ways in which one can 'Make my voice heard,' through art. Pupils will explore different ways of making their voices heard, through graffiti art, drawing emotion, inspired by Kathe Kollwitz, as well as creating and producing pieces of art, related to Pablo Picasso.

This will lead on to a greater understanding and awareness of the impact of art on society and how art can enable you to make your voice be heard.