

GHF Curriculum Coverage and Progression of Skills for Art

There are six art mediums that ensure progression and coverage of the new National Curriculum 2014. The areas and coverage are as follows:

Drawing
 Painting
 Printing
 Textiles
 Collage
 3D Sculpture

Although they may be reorganised to reflect the focus medium in the January Arts Week, these mediums are taught over a two-year cycle as follows:

Cycle A	Autumn	Spring	Summer
Y1/2	What would Dora the Explorer find exciting about Grantham? Why were Captain Scott and Arthur Blisset brave people?	Where have all the leaves gone?	Why do we love to be beside the seaside?
	Painting - Mix primary colours to create shades and tones. (L)	Printing – leaves and weather patterns (L)	Painting - inspired by Degas' Beach Scene. Experiment with tools and techniques, e.g. layering, mixing media, scrapping through. Create textured paint by adding sand etc. (L)
Y3/4	Who were the first people in Britain?	Why is water important?	Were the Vikings vicious?
	Painting - tints/shades/secondary colours/textures/brushes/mixing (cave paintings) L	Arts week – practise skills related to focus medium	3D sculptures - coil pots from clay (link to Vikings)
Y5/6	Who were the Maya and What did we learn from them? Brazil - Is Fairtrade really Fair?	What makes the Earth angry?	Does the punishment fit the crime? Shakespeare
		Painting - linked to moods and music (D) Textiles – Batiks to show individuality (D)	Drawing – detailed Crime and Punishment scenes (L)

Cycle B	Autumn	Spring	Summer
Y1/2	Why is the Wii more fun than Grandma and Grandad's old toys?	Where would you prefer to live – Africa or England?	What was it like when the Queen came to the throne?
	Drawing – Drawing toys, exploring light & dark and drawing shapes from observations. (L)	3D sculptures – Arts Week theme Textiles – dyeing techniques using natural dyes to create Tie-Dye t-shirts. (L)	Collage – (L) TBC
Y3/4	Were the Egyptians awesome?	What is the Battle of Britain?	Why do so many people go to the Mediterranean on their holidays?
	Textiles & Printing – Hieroglyphics (L)	-Arts week 3D sculptures – <i>Papier Mache</i>	Drawing – tones and shades, awareness of 3D shape (link with D and T food - still life).
Y5/6	How did the Victorian period (railways) help to shape the Grantham we know today? Why were the Romans so powerful and what did we learn from them?	Were the Greeks really groovy?	Why is Lincoln such a cool place to live/visit?
		3D Sculpture – Greek containers (L) Collage – Constable landscapes	Printing - symbols of Lincoln (L)

The skills and progression for each unit are indicated below.

Key Stage 1

<p>Exploring and Developing Ideas: Record and explore ideas from first hand observations. Discuss starting points for their work and try things out to develop their future ideas. Explore the work of</p> <p>Evaluating and Developing Work: Review what they and others have done and say what they think and feel about it. Explore the work of artists, craftspeople and designers working in different times and cultures, looking for similarities and differences.</p>					
Drawing	Painting	Printing	Textiles	Collage	3D sculptures
<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points and chalks on a range of surfaces.</p> <p>Observe and draw shapes from observations.</p> <p>Investigate tone by drawing light and dark lines, light and dark patterns and light and dark shapes.</p> <p>Investigate textures by describing, naming, rubbing and copying.</p>	<p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Experiment with tools and techniques, e.g. layering, mixing media, scraping through.</p> <p>Name different types of paint and when you would use them.</p> <p>Mix primary colours to create shades and tones.</p> <p>Create textured paint by adding sand etc.</p>	<p>Print with a range of hard and soft materials, e.g. corks, pen barrels and sponge.</p> <p>Rolling ink over objects to create patterns, e.g. stencil.</p> <p>Build repeating patterns and recognise patterns in the environment.</p> <p>Create simple (mono printing) blocks to press print.</p>	<p>Create cords and plaits for decoration and weaving using looms.</p> <p>Apply colour with printing, dipping, fabric crayons.</p> <p>Create and use natural dyes, i.e. onion skins, tea, coffee.</p> <p>Experience basic dyeing techniques, e.g. tie dye.</p>	<p>Use a range of media to create a 2D collage, eg. Tissue paper, paper, sugar paper, crepe paper etc.</p> <p>Select and group similar colours and textures.</p> <p>Use and find objects in our environment to create a collage.</p> <p>Use folding, tearing and overlapping of papers.</p>	<p>Manipulate malleable materials in a variety of ways, including rolling and kneading.</p> <p>Manipulate malleable materials for a purpose, e.g. a pinch pot, tile.</p> <p>Understand the safety and basic care of materials and tools, e.g. drying out.</p> <p>Change the surface of a malleable material, e.g. build a textured tile, using indentations, creating a raised pattern using slip to join.</p>

Lower Key Stage 2

<p>Exploring and Developing Ideas: Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about a starting point, what to include and what not to include in work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and Developing Work: Compare their own and others work and say what they think and feel about them. Adapt their work according to their view and make suggestions how to develop it further. Annotate work in their sketchbooks.</p>					
Drawing	Painting	Printing	Textiles	Collage	3D sculpture
<p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Experiment and apply different grades of pencil and other implements to create lines and marks and shades and tones.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Apply simple use of pattern and texture in a drawing.</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes and thickened paint to create textural effect.</p> <p>Work on a range of scales, e.g. using thin brushes on a small picture.</p> <p>Mix colours and know which colours make secondary colour. Use restricting colour palettes.</p> <p>Mix and use different tints and shades.</p>	<p>Create printing blocks using a relief or impressed method, e.g. polystyrene, string, line.</p> <p>Make simple marks on rollers and printing palettes.</p> <p>Print with two colour overlays, using rollers and printing blocks.</p> <p>Experiment with marbling.</p>	<p>Use a variety of techniques, e.g. printing, dyeing and weaving to create different textural effects.</p> <p>Experiment with paste resist.</p>	<p>Use collage as a means of collecting ideas and information and building a visual vocabulary, e.g. mood boards.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping, layering, to create images and represent textures.</p> <p>Experiment with fringing and curling a range of materials, e.g. card, curling ribbon, textiles.</p>	<p>Plan, design and make models from observation and imagination.</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes, e.g. a coil pot.</p> <p>Use papier mache to create a simple 3D object.</p>

Upper Key Stage 2 Progression in Art Skills

<p>Exploring and Developing Ideas: Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and Developing Work: Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbooks.</p>					
Drawing	Painting	Printing	Textiles	Collage	3D sculpture
<p>Create a detailed drawing (using observation, photos & digital images)</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use a sketchbook to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching</p> <p>Begin to use simple perspective using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their work.</p>	<p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and mixing colours.</p> <p>Create imaginative work from a range of sources (Observational drawings, themes, poetry, music)</p> <p>Colour Mix and match colours to create atmosphere and light effects.</p> <p>Identify primary, secondary, complementary and contrasting colours.</p> <p>Work with complimentary colours.</p>	<p>Create printing blocks by simplifying an initial sketchbook idea.</p> <p>Use relief or impressed method (inc use of lino tiles, screen printing)</p> <p>Create prints with 3 overlays.</p> <p>Work into prints with a range of media eg. Pens, paints, thread.</p>	<p>Use fabrics to create 3D structures.</p> <p>Experiment with batik techniques.</p> <p>Experiment with a range of media to overlap and layer, creating interesting colours, textures and effects.</p>	<p>Add collage to a painted, printed or drawn background.</p> <p>Use a range of media to create collages.</p> <p>Use different techniques, colours and textures when designing and making.</p> <p>Use collage as a means of extending work from initial ideas.</p>	<p>Shape, form, model and construct from observation or imagination.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Experiment with different paper joining techniques (slotting and folding)</p> <p>Develop skills in using clay inc slabs, coils, use of slip to join.</p> <p>Produce intricate patterns and textures in a malleable media (clay, mod roc, modelling material)</p>