LONGMAN'S HILL CP SCHOOL CURRICULUM PROGRESSION TABLE

ART EYFS Expressive Arts & Design: Creating with Materials & Physical Development			
EYFS Development Matters Statements for Reception Children…	Examples of how we might support this…	Enabling Environments	Specific Longman's Hill examples…
  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.   Create collaboratively, sharing ideas, resources and skills. **[EAD P73]**	Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see. Provide opportunities to work together to develop and realise creative ideas. Visit galleries and museums to generate inspiration and conversation about art and artists.	• Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. • Provide children with opportunities to use their skills and explore concepts and ideas through their representations. • Provide resources for mixing colours, combining materials, demonstrating where appropriate. • Provide children with opportunities to use their skills and explore concepts and ideas through their representations. • Have a 'holding bay' where models or sculptures can be retained for a period for children to enjoy, develop, or refer to.	• Children will have the opportunity to use different malleable materials like playdough, clay, plasticine and flour and water. • Visit a local art gallery or museum. • Take part in the Selby in Bloom art competition. • Take part in other local art competitions. • Create natural art in forest school sessions. • Take part in local artist workshops. Be inspired by local artists or artists that reflect concepts taught in other curriculum areas. EG: Studying Mondrain when doing shape in maths.

ELG: Creating with Materials (Expressive Arts and Design)

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

- Share their creations, explaining the process they have used

ELG: Fine Motor Skills (Physical Development)

Children at the expected level of development will:

- Use a range of small tools, including scissors and paint brushes;

- Begin to show accuracy and care when drawing.

ART		YEAR 1 & YEAR 2	YEAR 1 & YEAR 2	YEAR 3 & YEAR 4	YEAR 3 & YEAR 4	YEAR 5 & YEAR 6	YEAR 5 & YEAR 6
THRESHOLD CONCEPTS FOR ART		Developing Ideas					
		Taking Inspiration from Other Artists					
		Mastering Practical Skills					
		(CYCLE A)	(CYCLE B)	(CYCLE A)	(CYCLE B)	(CYCLE A)	(CYCLE B)
THRESHOLD CONCEPT: DEVELOPING IDEAS	KNOWLEDGE (Semantic)	Know how to use a range of materials creatively to design and make products Know how to use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space- **SCULPTURE & TEXTILES** **African animals/Making jewellery/Weaving** **Study: Edward Saidi Tingatinga** **PAINTING PRINTING & DRAWING** to develop and share their ideas, experiences and imagination. **Painting postcards of Selby/Local landscapes:**	Know how to use a range of materials creatively to design and make products Know how to use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space- **SCULPTURE & TEXTILES** **Building structures eg bridges and making them strong.** **Wool/ felt landscapes/ sewing decorations** **PAINTING PRINTING & DRAWING** to develop and share their ideas, experiences and imagination- **winter landscape pencil drawings**	Know how to create sketchbooks to record their observations and use them to review and revisit ideas Know how to improve their mastery of art and design techniques including **SCULPTURE & COLLAGE** with a range of materials: **(Carnival masks)** **(Clay brooches)** **PAINTING PRINTING & DRAWING** with a range of materials **Painting landscapes of Selby/Local landscapes/Local architecture** **DIGITAL MEDIA** with a range of materials Art in digital media**: (Andy Warhol style-computing links)**	Know how to create sketchbooks to record their observations and use them to review and revisit ideas Know how to improve their mastery of art and design techniques, including **TEXTILES** with a range of materials **Making cushions** **Viking purses** **PRINTING & PAINTING & DRAWING** with a range of materials **Printing: Willow pattern printing and painting landscapes of Britain/ landscapes/famous architecture** **Drawing: buildings and architecture/bridges/structures** **DIGITAL MEDIA** with a range of materials Art in digital media **Andy Warhol Pop art**	Know how to create sketchbooks to record their observations and use them to review and revisit ideas Know how to improve their mastery of art and design techniques, including creative use of **TEXTILES** with a range of materials- create own embellished clothing. **Study: American fashion designers/textile artists. Children research own designers.** **PAINTING** & **DRAWING** with a range of materials **Painting: cave paintings links to history Stoneage** **Drawing: famous buildings and structures**	Know how to create sketchbooks to record their observations and use them to review and revisit ideas Know how to improve their mastery of art and design techniques, including **COLLAGE** with a range of materials: **mosaic patterns links to Greece geography** **PAINTING** with a range of materials **Painting: Portraits of Henry VIII and other Tudors** **Painting: Santorini paintings- watercolour** **DIGITAL MEDIA** with a range of materials Art in digital media:

THRESHOLD CONCEPT: TAKING INSPIRATION FROM OTHER ARTISTS	KNOWLEDGE (Semantic)	Know about the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.- **Study: Kay Harden and compare to Study: famous impressionist landscape artists- Monet, Van Gogh** Know how to use some ideas of these artists/craftsmen studied to create pieces of their own	Know about the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.- **Study: David Hockney, Greta Laundy Herbomel-Fruit and veg sculpture Archimboldi-Paintings of fruit/fruit faces Drawing lines and texture artists: Diane Wright Compare artists styles.** Know how to use some ideas of these artists/craftsmen studied to create pieces of their own.	Know about great artists, architects and designers in history **Study: Beatriz Milhazes, Clarice Cliff, Clare Haley and local artist Paul Talbot-Green**	Know about great artists, architects and designers in history **Study: Josiah Spade, JMW Turner, Randy Walker and local artist Peter Hicks**	Know about great architects in history **Link to American architecture eg Empire state, freedom tower, statue of liberty, Golden gate bridge**	Know about great artists, architects and designers in history : **Study (Hans Holbein). Also Rembrandt and Freud**

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
THRESHOLD CONCEPT: MASTERING PRACTICAL SKILLS	SKILLS (Procedural knowledge)	Draw lines of different sizes and thickness Colour (own work) neatly following the lines Show pattern and texture by adding dots and lines Show different tones using coloured pencils	Draw lines of different sizes and thickness using variety of media eg pencil, charcoal, chalk Colour (own work) neatly following the lines Show pattern and texture by adding dots and lines Show different tones using coloured pencils Begin to add detail to line drawings	Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes)] Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.	Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes)] Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. · Use shading to show light and shadow.	Use a variety of techniques to add interesting effects (EG: reflections, shadows, sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection Choose a style of drawing suitable for the work (EG: realistic or impressionistic)	Use first hand observations using different viewpoints, developing more abstract representations Introduce perspective, fore/back and middle ground Investigate proportions Use a range of mediums on a range of backgrounds Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight
	Drawing						
	Painting	Use thick and thin brushes Recognise and name primary and secondary colours Mix primary colours to make secondary Add white to colours to make tints and black colours to make tones Mix colour wheels	Use thick and thin brushes Mix primary colours to make secondary. Recognise warm and cold colours Add white to colours to make tints and black colours to make tones. Mix colour wheels Create washes to form backgrounds	Use a number of brush techniques effectively, using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Use watercolour paint to produce washes for backgrounds then add detail Experiment with creating mood with colour	Use a number of brush techniques effectively, using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively. Explore complementary and opposing colours in creating patterns Use watercolour paint to produce washes for backgrounds then add detail Experiment with watercolour, exploring intensity of colour to develop shades Experiment with creating mood with colour	Sketch (lightly) before painting to combine line and colour Create a colour palette based upon the colours observed in the natural or built world Use the qualities of watercolour or acrylic paints to create interesting pieces Combine colours tones and tints to enhance the mood of the piece Use brush techniques and qualities of paint to create texture Develop a personal style of painting, drawing upon others ideas and artists	**S**ketch (lightly) before painting to combine line and colour Create a colour palette based upon the colours observed in the natural or built world Use the qualities of watercolour or acrylic paints to create interesting pieces Combine colours tones and tints to enhance the mood of the piece Use brush techniques and qualities of paint to create texture. Develop fine brush strokes Develop a personal style of painting, drawing upon others ideas and artists Explore using limited colour palettes

	Printing	Finger print, sponge print, block/ potato print to form simple repeat patterns. Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns	Finger print, sponge print, block/ potato print to form patterns. experiment with amounts of paint applied and develop control Develop controlled printing against outline /within cut out shapes – start to form more abstract patterns or images	Make printing blocks (EG: from coiled string glued block or lino) Use layers of two or more colours Replicate patterns observed in natural or built environments Make precise repeating patterns	Use roller and ink printing. Use simple block shapes formed by children Blend two colours when printing Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture Use printing techniques to form repeated patterns, tessellations and overlays		
THRESHOLD CONCEPT: MASTERING PRACTICAL SKILLS	Collage & Sculpture	Use a combination of shapes Include lines and texture Use rolled up paper, straws, paper, card and clay to create sculptures Use techniques such as rolling, cutting, moulding and carving	Use a combination of shapes Include lines and texture Use rolled up paper, straws, paper, card and clay to create sculptures Use techniques such as rolling, cutting, moulding and carving	Select and arrange materials for a striking effect Ensure work is precise Use coiling, overlapping, tessellation, mosaic and montage Create and combine shapes to create recognisable forms (Eg: Shapes made from nets or solid materials) Include texture that conveys, feelings or expression Use clay and other mouldable materials Add materials to provide interesting detail			Mix textures (rough, smooth, patterned) Combine visual and tactile qualities Use ceramic mosaic materials and qualities
	Digital media			Enhance digital media by editing (including sound, video and animation, still images and installations)	Enhance digital media by editing (including sound, video and animation, still images and installations)		Enhance digital media by editing (including sound, video and animation, still images and installations)
	Textiles				Shape and stitch materials Sew simple stiches using a variety of threads and wool eg Use basic cross stitch Colour fabric Create weavings Quilt, pad and gather fabric	Show precise techniques Choose from a range of stitching techniques Combine previously learned techniques to create pieces	

SUBJECT SPECIFIC VOCABULARY	Sculpt / sculpture Weave textile Design / designer Impressionist Shade Tone Texture Pattern Primary colour Tint Landscape portrait Technique Mould Carve Materials (not as in material / fabric)	Sculpt / sculpture Weave textile Design / designer Impressionist Shade Tone Texture Pattern Primary colour Tint Landscape portrait Technique Mould carve Materials (not as in material / fabric)	KS1 vocab plus : Sketch Digital media Annotate Shade Shadow Hatch / cross-hatch Watercolour Wash Mood Collage Coiling Over-lapping Form and shape Expression/ express (through art) Animate/ animation installations	KS1 / Y3 vocab plus: Print Architect / architecture Textile Quilt / quilting	KS1 / LKS2 vocab plus: Acrylic Realistic Impressionistic Perspective Reflection (of light in art)	KS1 / LKS2/ Y5 vocab plus: Visual qualities (in relation to collage) Tactile qualities (in relation to collage)