



Art and Design Progression at Weeton St Michael's Primary School



CURRICULUM SUBJECT:	Art and Design	SUBJECT LEADS:	Nic Rillie
What are the Y6 end of school end goals?	<ul style="list-style-type: none"> To have developed their own skills in painting, drawing, 3D form and collage, working increasingly independently. To be able to explore, develop, plan and execute a final design. To have developed an enthusiasm and skill set in looking, thinking and talking about art. To have studied a wide variety of artists and to show consideration of the different, and sometimes difficult, issues which art can raise, such as beauty, the value of realism and identity. 		
How is the curriculum at Weeton St Michael's Primary School sequenced towards these end points?			
EYFS			
Portraits	1. Know how to explore outlines to create a portrait using brushes to show thick and thin detail.		
Combining Media Collage	1. Know how to roll, tear, splatter and print materials to create a collage.		
Still Life Drawing	1. Know how to use a range of crayons, pencils and paint to create a still life drawing,		
Year 1/2 Cycle A		Year 1/2 Cycle B	
How much detail can I get into my plant?	<ol style="list-style-type: none"> Know how to use a variety of drawing media to invent new lines, marks and Shapes. Can describe marks that they have made Understands that lines and shapes are used by artists in a range of different ways to create final pieces. 	How are lines and shapes used in drawings?	<ol style="list-style-type: none"> Know how to use a variety of drawing media to invent new lines, marks and shapes. Can describe marks that they have made. Children demonstrate control when drawing using chalk, wax crayons, pencils, colouring pencils and felt tips.
What are primary and secondary colours?	<ol style="list-style-type: none"> Know the primary and secondary colours. Understands how primary and secondary colours are presented on a colour wheel. Can name some warm and cold colours and explain why artists may use them. 	What is pointillism and how does it work?	<ol style="list-style-type: none"> Know of Georges Seurat is. Know how to use a range of skills and techniques to create a pointillism piece.
How can we manipulate malleable materials?	<ol style="list-style-type: none"> Knows that sculptures can be made from anything. Can describe how artists have used found materials to create sculptures. 	How can I create art from junk materials?	<ol style="list-style-type: none"> Knows how to manipulate materials in a variety of ways, e.g., rolling, cutting, kneading and shaping.



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Year 3/4 Cycle A		Year 3/4 Cycle B	
How are hatching and cross hatching methods used to create tone in drawing?	<ol style="list-style-type: none"> 1. Know different pencil grades and can select these for purpose. 2. Know how to use charcoal in different ways to create different effects. 3. Know how to use hatching and crosshatching to show tone and textures in drawings. 	What effects can I achieve with pastels?	<ol style="list-style-type: none"> 1. Know that oil pastels can be built on top of each other to create different colours and give the appearance of texture. 2. Explore blending with pastels and know that using fingers helps blend colours.
How to create a landscape of well-known local scenery?	<ol style="list-style-type: none"> 1. Create a sketch collection in books to record their observations. 2. Know how to create a background using a wash. 3. Know how to use a range of brushes to create different effects. 4. Master painting techniques through the creation of shapes, texture and lines, using thick and thin brushes. 	How to create a watercolour painting of a known scene?	<ol style="list-style-type: none"> 1. Knows how hues are created using watercolours. 2. Knows what tints, tones and shades are. 3. Know how to combine colours to create tints, tones and shades. 4. Know how to mix and match colours to objects in natural or artificial forms
How can we explore clay using different techniques?	<ol style="list-style-type: none"> 1. Knows key vocabulary: coil, score, slip and slab. 2. Know steps to create their 3D clay sculpture. 	What do we mean by using the environment for art?	<ol style="list-style-type: none"> 1. Knows that paper can be used in a range of different ways to create a sculpture. 1. Knows process of how to create a papiermâché sculpture.
Year 5/6 Cycle A		Year 5/6 Cycle B	
How effective will my drawings be if I use pen and ink?	<ol style="list-style-type: none"> 1. Know that I can use ink to enhance the quality of their drawing. 2. Know how to use a viewfinder to provide a focus. 3. Know how to create perspective in drawing. 	How do I get depth into my drawings by using perspective?	<ol style="list-style-type: none"> 1. Show confidence in using perspective in their drawings. 2. Know the impact that tone has on a piece of work. 3. Know which range of pencils to use for specific tasks.
Why is working with oil paint or acrylic paint so different?	<ol style="list-style-type: none"> 1. Introduce acrylic paints (substitute for oil paint) and experiment with texture. 2. Know how colour captures different moods in paintings. 3. Know I can use colour in their work to create different moods. 	What do we mean by surreal art?	<ol style="list-style-type: none"> 1. To know that Surreal art is a movement portraying the unconscious mind, imagination and dreams. 2. Can use colour in their work to create different moods.
How effective will my ceramic sculpture be?	<ol style="list-style-type: none"> 1. Know about, Johnson Tsang, focusing on his work with clay? 2. Know which technique to use to create a sculpture. 3. Plan a sculpture through drawing (exploded) and other preparatory work (including form, shape, modelling, and joining). 	How do we create sculptures from wire?	<ol style="list-style-type: none"> 1. Can explain how to use tools safely to create wire sculptures. 2. Know about famous wire sculptors and can discuss their work confidently.



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