

## Curriculum Progression: Art

*'Every child is an artist; the problem is staying an artist when you grow up!' Pablo Picasso*

*Our children live in an ever-changing, rapidly advancing world where new knowledge and new skills need to be acquired, understood and mastered at a rate previously unheard of.*

*We aim to enable children to learn the full range of knowledge, skills and understanding in order to appreciate their world as well as recognising and embracing their role in becoming citizens who make a positive contribution to our society; now and in the future.*

*Our community and its environment help shape the way in which we structure learning opportunities. We balance the celebration of all positive aspects of our local context with the ability to look beyond the Furness Peninsula in order to understand and embrace the wider world.*

*We are totally committed to learning of the highest standard in academic, personal and social forms and have these aspirations for all children in our care.*

Our Art curriculum is based on the National Curriculum aims and subject content and uses CUSP (Curriculum with Unity Schools Partnership) as a foundation for our planning. Our aim is to provide children with a high quality art and design curriculum that engages, inspires and challenges children; equipping them with the knowledge and skills to experiment, invent and create their own pieces of art, craft and design. We want children to know how art and design reflects and shapes our history (and that of other places) and contributes to the culture, creativity, wealth and health of the nation. Throughout our lessons we look at the work of several great internationally famous artists from around the world. During Art Day, children are given the opportunity to work with many local artists. We are outwardly facing and enjoy participating in community art projects, as well as sharing Art Day with Y2 from Chapel Street Infants and Nursery School and completing a transition art project with Dowdales. We strongly believe that encouraging and developing creativity in art and design enables children to demonstrate creativity, imagination, resilience and lateral thinking across the curriculum. It also helps provide tactile, hands-on and physical learning experiences for children in an increasingly digitalised world.

Our curriculum is...

real-life  
and  
relevant

progressive  
and  
sequenced

broad  
and  
balanced

local,  
national &  
international

So our learners are...

excited  
and  
inspired

co-operative  
and  
collaborative

confident  
and  
proud

independent  
and strong

## Planning Progression:

<p><b>Y3/Y4</b> <b>Cycle A</b> CUSP 3A - Drawing and Painting (Vincent Van Gogh)</p>	<p>Children will know: There are lines and patterns in natural objects. A range of effects can be made with paint. Children will be able to: Identify lines and patterns in nature (rocks and fossils). Use a range of specific painting techniques In this block, pupils will continue to experiment by using a range of materials, including paint, to create different marks. They will also mix colours. Pupils will be taught how to use a variety of painting techniques, including tonking and sgraffito. They will explore how to combine techniques to create texture and shape.</p>
<p>CUSP 3B - Printmaking (Rocks - Pebble in My Pocket)</p>	<p>Children will know: How to use a printing slab and roller. How to create different printing blocks. Children will be able to: Make a variety of printed marks including: monoprinting and block printing. In this block, pupils will explore the range of marks that can be made through printing. They will make their own printing blocks and print on Land and Sea, Past and Present by Neil Bousfield (2019) different surfaces.</p>
<p>CUSP 3C - Textiles &amp; Collage (Mosaics)</p>	<p>Children will know: A mandala means circle in Sanskrit. Mandalas are designs used in Hinduism and Buddhism. Quilting is a way of conveying a message. Children will be able to: Create collaged patterns within concentric circles. Tell a story using textiles and collage. In this block, pupils will explore colour, texture and pattern by combining textiles and collage. They will look at the work of artist Faith Ringgold and create a collaborative story quilt.</p>
<p>CUSP 3D - 3D (Insects)</p>	<p>Children will know: Relief work is a sculptural technique where parts of a sculpture remain attached to a surface. Sculptures can be any size and created with a wide range of materials. When displayed, they are called an installation. Children will be able to: Produce relief work, placing objects into gesso. Make an insect installation using wire to create structure and form. In this block, pupils will combine form and texture to build relief images and then create 3D insects, taking inspiration from Louise Bourgeois.</p>
<p>CUSP 3E - Painting (Kehinde Wiley)</p>	<p>Children will know: Backgrounds can be painted for effect. Negative space is the area behind and around the main focus of the painting. Children will be able to: Use a range of techniques to create backgrounds for effect. Paint backgrounds that create a negative space. In this block, pupils will learn techniques to create a negative space using paint and explore the contrast between foreground and background.</p>
<p>CUSP 3F - Painting &amp; Printmaking (Creative Response)</p>	<p>Children will know: There are a series of steps in the creative process. Children will be able to: Use knowledge of techniques and skills to make creative choices using painting and printmaking. In this block, pupils will have the opportunity to reflect on the processes they have learnt in previous ones. They will make choices based on this, to form part of a whole school collaborative artwork.</p>
<p><b>Y3/Y4</b> <b>Cycle B</b> CUSP 4A - Drawing (Still Life)</p>	<p>Children will know: What is meant by still life. How to use a viewfinder to create a focal point or an area of interest. How to identify details. Children will be able to: Assemble objects to create an interesting composition. Use a viewfinder. Use fine control to add detail. In this block, pupils will refine their drawing skills, focusing on lines and detail. They will select drawing materials based on their understanding of the possible marks that can be made. They will use a viewfinder to select a focal point.</p>

<p>CUSP 4B - Painting (Flowers/plants)</p>	<p>Children will know: Similarities and differences between the work of two artists. Know that abstract art is more about the shapes, colours and feelings it expresses - it is not about it being a realistic depiction. Children will be able to: Make comparisons and form opinions. Create an abstract painting of a natural object. In this block, pupils will examine in detail a part of a flower using magnifiers and viewfinders before sketching and then enlarging it. They will develop the techniques of overpainting and wet on-wet, as well as make tertiary colours. They will respond to the work of artists.</p>
<p>CUSP 4C - Printmaking &amp; Textiles (African cloth/Greek repeating patterns)</p>	<p>Children will know: Kente cloth is a woven fabric from West Africa. Tie dye is a method used to create designs and colour. Textile artists use a range of materials to create textured designs and images. Children will be able to: Create printing to represent Kente designs. Use tie dye to create colour designs. Combine media to create texture. In this block, pupils will respond to the traditional designs of Kente cloth. They will create a range of surfaces, combining colour, texture and pattern. Pupils will explore the symbolic significance of colour.</p>
<p>CUSP 4D - 3D &amp; Collage (Giacometti)</p>	<p>Children will know: An illusion can suggest movement. Proportion will make a figure seem realistic. Children will be able to: Assemble pieces of paper to create the illusion of movement. Create figures that are in proportion and out of proportion. In this block, pupils will explore proportion and scale by creating images of the human form. They will also use shape and colour to create the illusion of movement.</p>
<p>CUSP 4E - Painting (Helen Frankenthaler)</p>	<p>Children will know: Painted images can be layered to create space. An ombre effect can be created with paint by changing the tint and tone. Children will be able to: Position images on a plane to create space. Add grey to a colour to create a tonal change. Add white to a colour to create tints. In this block, pupils will use their knowledge of how to make tints and tones to create an ombre effect with paint. They will explore and experiment with techniques used by other artists.</p>
<p>CUSP 4F - (Creative Response)</p>	<p>Children will know: There are a series of steps in the creative process. Running stitches can be joined together to create a fern stitch. Children will be able to: Refer to previous knowledge and skills to make creative choices. Apply and refine previously taught drawing and textile techniques. In this block, pupils will have the opportunity to reflect on the processes they have learnt in previous ones. They will make choices based on this, to form part of a whole school collaborative artwork. They will refine and improve their drawing and textile skills.</p>
<p><b>Y5/Y6</b> <b>Cycle A</b> CUSP 5A - Drawing &amp; Painting Frank Auerbach, Friedensreich Hundertwasser</p>	<p>Children will know: What is meant by subtractive drawing. What abstract art is. Lines can be used to suggest harmony. Children will be able to: Combine drawing techniques, making informed decisions based on knowledge of what could happen. Transfer and enlarge an image. Work in the style of an artist. In this block, pupils will learn a new technique called subtractive drawing. They will combine this with previously learned drawing techniques. In Lessons 2 and 3, they will look at the work of Hundertwasser. Using organic lines and spirals, along with bright colours and overlaying, pupils will create abstract landscapes.</p>
<p>CUSP 5B - Printmaking Andy Warhol, John Brunsdon)</p>	<p>Children will know: Reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last. Children will be able to: Create reduction prints and explain and record the process. In this block, pupils will learn a new printing process. This learning will be spread over the first two lessons. In Lesson 3, pupils will combine this new skill with printing techniques learned previously.</p>

<p>CUSP 5D - 3D (Barbara Hepworth)</p>	<p>Children will know: An armature can be used to create a piece of 3D art. Clay can be joined by a score and slip method. Children will be able to: Use armatures to produce 3D forms. Join two or more pieces of clay. In this block, pupils will develop visual spatial skills as they look at the shape and form of 3D objects. They will use papier-mâché as well as develop skills to manipulate clay.</p>
<p>CUSP 5E - Painting (Martin Bulinya, Elisha Ongere)</p>	<p>Children will know: Different effects can be achieved with watercolour paint. Children will be able to: Select materials to create specific marks using watercolour paint. In this block, pupils will explore a range of effects which can be achieved using watercolour paint. They will create a bank of effects and select from these to make specific marks.</p>
<p>CUSP 5C - Textiles &amp; Collage (collage with natural materials)</p>	<p>Children will know: Appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture. Textile comes from the Latin word, <i>texere</i>, meaning to braid, weave or construct. Children will be able to: Combine fabrics in a range of ways. Weave, braid and construct art using natural objects. In this block, pupils will take inspiration from natural objects to create textile art. They will combine collage and appliqué techniques to create work that depicts textured surfaces. Pupils will use a variety of materials including items from nature.</p>
<p>Y6 E - Painting (Terry Gilecki)</p>	<p>Children will know: Depth can be created by layering effects one on top of the other. Children will be able to: Select and combine appropriate techniques to create the illusion of water and depth. In this block, pupils will combine techniques learnt in previous lessons to create the illusion of depth and represent the translucent qualities of water.</p>
<p><b>Y5/Y6</b> <b>Cycle B</b> CUSP 6A - Drawing (Frida Kahlo)</p>	<p>Children will know: The elements of art and design. Children will be able to: Work artistically using: shape, line, form, texture, colour, value and space. In this block, pupils will apply knowledge of techniques to draw in detail, using scale and proportion to modify their artwork. They will produce portraits.</p>
<p>CUSP 6B - Printing &amp; Collage (Patrick Caulfield, Pablo Picasso)</p>	<p>Children will know: Observation of still life can be responded to through a combination of different media and styles. Children will be able to: Create a still life using a variety of colours, textures and materials, including paint. In this block, pupils will complete a series of still life paintings, combined with collage. They will look at the still life work of Patrick Caulfield and compare it to the cubism work of Pablo Picasso.</p>
<p>CUSP 6C - Printmaking &amp; Textiles (Patrick Hughes)</p>	<p>Children will know: Batik is a method of making marks on cloth using hot wax. Perspective is a technique that enables artists to create the illusion of depth to a painting or drawing. Children will be able to: Apply wax to the surface of fabric and dye it to create coloured designs. Create a simple one-point perspective sketch. In this block, pupils will create a simple one-point perspective drawing and use selected parts to create a printed image as well as replicate line through batik.</p>
<p>CUSP 6D - 3D (Dale Chihuly)</p>	<p>Children will know: A 2D object can change its form and shape to become 3D. Asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important. Children will be able to: Use different media to create shapes and forms. Match visual and tactile elements to their intentions to create visual balance. In this block, pupils will create 3D forms using a variety of techniques. They will need to consider use of colour, pattern and texture as they combine their pieces made throughout the unit in Lesson 3, to form 3D structures.</p>

<p>CUSP 5F - Creative Response (Sarah Walton)</p>	<p>Children will know: There are a series of steps in the creative process. Mediums can be combined to create texture.          Children will be able to: Refer to previous knowledge and skills to make creative choices. Apply and refine printmaking and collage techniques.          In this block, pupils will work through the steps of the creative process as they combine printmaking and textiles to embellish a hand-shaped piece of fabric. This will be part of a collaborative piece of work.</p>
<p>CUSP 6F - Creative Response (Batik)</p>	<p>Children will know: There are a series of steps in the creative process. Mediums can be combined to create texture and detail.          Children will be able to: Refer to previous knowledge and skills to make creative choices. Apply and refine drawing and textile techniques.          In this block, pupils will work through the steps of the creative process as they combine drawing and batik to add detail to a hand-shaped piece of fabric. This will be added to a collaborative piece of work.</p>