



Our Golden Threads: vocabulary, knowledge of the world and promoting diversity

Our curriculum is knowledge based and designed to have an impact on long term memory. See long, medium, short term plans and knowledge mats regarding curriculum content and coverage. The following outlines the progress expected within the subject and helps to provide progression throughout the school in our mixed age classes.

Due to the impact of Covid, teachers assess children at the beginning of units of work and track back through the colours when necessary, to fill gaps and ensure sound understanding before moving on.

Curriculum Progression in Art

| | Rainbow reference | EXPLORING AND DEVELOPING Children can: | USING MATERIALS Children can: | EVALUATING Children can: | CONTROL AND EXPERTISE Children can: |
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| Pre-school | White | Enjoy exploring a range of media | Use stage and age-appropriate materials and tools to create | Talk about what they have done | Mark make and apply colour |
| Reception | Red | Enjoy exploring in paint area Use construction kits and materials | Mix paint and materials | Talk about what they have done and what they would do next | Show more control or refinement |
| Year One | Orange | Respond to ideas Explore different drawing and painting tools Explore simple pattern Design and make images / artefacts | Use primary and secondary colours Use and investigate a variety of visual and tactile materials | Talk about drawings and paintings and say what they feel | Mix colours randomly Use some control when drawing and painting |
| Year Two | Yellow | Communicate ideas and meanings very simply Investigate pattern and shape in the environment Explore ideas and collect information in a sketch book Reproduce from memory, observation or imagination Identify different ways to express ideas | Use a range of materials / processes to show ideas / meanings Select the best materials for the job Create collage with range of materials and textures | Talk about their work and explain it Describe what they think or feel about their own and others' work Think of ways to adapt and improve own work Begin to use ways to improve work Explore ideas and change what they have done to give a better result | Use a range of pens, pencils, pastels and charcoal Make a variety of lines, using different sizes and thicknesses Mix secondary colours to make a wide range of new colours Use shading to create different effects |

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| Year Three | Green | <p>Make their own choices</p> <p>Begin to work more abstractly</p> <p>Collect visual and other information</p> <p>Use a digital camera to collect ideas</p> <p>Experiment in many different ways</p> <p>Use a sketchbook to make notes about artists, skills and techniques</p> <p>Annotate a sketch book</p> <p>Experiment with mood using colour</p> <p>Create artwork following an idea or towards a specific purpose</p> | <p>Mix and use tertiary colours</p> <p>Design, draw, paint or make images for different purposes using knowledge and understanding</p> <p>Use watercolour to produce a wash</p> <p>Use an ICT paint program with edit</p> <p>Use a digital camera to produce art work</p> <p>Use mosaic, montage and other effects</p> <p>Use a range of materials and techniques in 3D work</p> | <p>Make comments on the work of others, including both ideas and techniques</p> <p>Apply previous knowledge to improve work</p> <p>Adapt and refine work to reflect purpose</p> | <p>Use art to illustrate in other subjects</p> <p>Practise to improve skills</p> <p>Create texture by adding dots and lines</p> <p>Make different tones of colour using black and white</p> <p>Use pencils of different grades and at different angles to create different effects</p> <p>Use brushes in different ways</p> <p>Use repeat pattern in design</p> <p>Indicate movement using lines</p> |
| Year Four | Blue | <p>Plan work carefully before beginning</p> <p>Use other cultures and times as a stimulus</p> <p>Experiment with the styles of different artists</p> | <p>Use a combination of visual and tactile ideas</p> <p>Combine different materials in different ways</p> <p>Make specific choices between different processes and materials</p> | <p>Compare others' work with their own</p> <p>Appraise the ideas, methods and approaches used in others' work, using a critical approach</p> <p>Use the appraisal of others for improvement</p> | <p>Show tone and texture using hatching and cross hatching</p> <p>Use a program to create mood within digital photography</p> <p>Show shadow or reflection by shading</p> <p>Select appropriate drawing materials</p> |
| Year Five | Indigo | <p>Make and support their own decisions and choices</p> <p>Use inspiration from other cultures</p> <p>Experiment with combinations of materials and techniques</p> <p>Keep and use detailed notes in sketch book</p> | <p>Understand the importance of preparing materials before working</p> <p>Produce work that sometimes can be both visual and tactile</p> | <p>Evaluate own and others' work, explaining and justifying their reasons</p> <p>Use analysis when commenting on ideas</p> <p>Consider the end point when adapting and improving their work</p> | <p>Develop and improve their own style</p> <p>Use drawings to show movement</p> <p>Combine a range of colours, tints, tones and shades</p> <p>Get across feeling and emotion through their work</p> |
| Year Six | Violet | <p>Use a full range of design, experimentation, exploration alongside the work of others to develop their own work</p> | <p>Make specific decisions about using different visual and tactile effects towards an end point</p> | <p>Analyse and comment on their own and others' ideas, methods and approaches</p> <p>Make on-going revisions Refine their work, often with several</p> | <p>Choose to use a limited range of colour to produce a chosen effect</p> <p>Begin to use perspective in both abstract and real life art</p> <p>Work with care and precision towards an end point, but make</p> |

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| | | | | adaptations, to move towards an end point | adaptations following their own reflections and the comments of others |
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