

Art & Design Curriculum Statement

Intent

Our school believes that art is a vital part of children's education, with a significant and valuable role in the curriculum with enrichment opportunities we offer our pupils. The art curriculum seeks to develop children's critical abilities, as well as their understanding of their own and others' cultural heritages through the study of a diverse range of artists.

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.

Implementation

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and are progressive through the school. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists, as well as individual works and art movements. A similar systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

Whole-school project work ensures that art is given high status in the curriculum. This includes the school's participation in 'Rich Tasks' which enables enrichment children's artistic skills and knowledge.

The school's high-quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media. The school's unique locality is also utilised, with planned opportunities for learning outside the classroom, as well as the involvement of adults with specialist skills from the local and wider community.

Impact

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations at the end of their cohort year.

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor, as well as indoor, environment. The Art curriculum at Chillerton and Rookley Primary School contributes to children's personal development in creativity, independence, judgement and self-reflection. Children will achieve age related expectations in Art at the end of their cohort year.

Music Curriculum

Our school follows the Charanga Music programme. Charanga Musical School reflects the new National Curriculum stated **Purpose of Study** and **Aims**.

Through the Musical School programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources have been developed specifically to motivate and capture each individual's personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

There are 3 main resource areas: Units of Work, themed Topic songs and activities and instrumental Courses. The Units of Work are the main focal point for the music curriculum whilst the Topics and Courses provide a wealth of extension, enhancement and cross-curricular possibilities and experiences.

The Units of Work are divided into 6 steps, ideal to spread across a half term but can be used more flexibly to suit your school timetable. The activities and games cover the musical dimensions, (formerly elements – pulse, rhythm, pitch etc) through singing and playing instruments, listening and creating music – all intrinsically linked through a central song or piece.

Art and Design Progression of skills EYFS/Year 1 – 6 Chillerton and Rookley Primary and Godshill Primary

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Thread				
Early Learning Goal 16:				
<ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). about great artists, architects and designers in history. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). about great artists, architects and designers in history. 	

Art and Design Progression of skills EYFS/Year 1 – 6 Chillerton and Rookley Primary and Godshill Primary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Developing Ideas</u>	-Look and talk about what they have produced, describing simple techniques and media used.	-Start to record simple media explorations in a sketch book.	-Use a sketchbook to plan and develop simple ideas. -Build information on colour mixing, the colour wheel and colour spectrums -Collect textures and patterns to inform other work. -Develop and share ideas through drawing painting and sculpture. -Use drawing painting and sculpture to explore experiences and develop imagination.	-Use a sketchbook to record explorations with different media. -Use sketchbooks to record observations. -Try out ideas, plan colours and collect source materials for future projects and Art work. -Identify interesting aspects of objects as a starting point for work. -Know how to use a sketchbook to create a final piece of work. -Use a sketchbook to express feelings about a subject/theme. -Make notes in a sketchbook about techniques used by artists. -Annotate ideas for improving work through keeping	-Use sketchbooks to collect and record visual information from different sources. -Use sketchbooks to record observations. -Use sketch books to plan, try out ideas, plan colour themes, collect and source material for future work. -Use sketchbooks to review and revisit ideas. -Express likes and dislikes through annotations. -Use a sketchbook to adapt and improve original ideas. -Keep notes to indicate intentions and or a purpose of a piece of art work.	-Use sketchbooks to record observations. -Use sketchbook to plan, through drawing and other preparatory work. -Keep notes which consider how a piece of work may be developed further. -Use sketchbooks to collect and record visual information from different sources. -Use a sketchbook to plan, try out ideas, plan colours and collect and source material for future works. -Adapt work as and when necessary and explain why. -Review and revisit ideas through sketchbooks. -Learn how to express emotion in art.	-Use sketchbooks to record observations. -Use sketchbooks to collect and record visual information from different sources. -Use a sketchbook to plan and collect and source material. -Annotate work in sketchbook. -Review and revisit ideas through sketchbooks. -Know how to express emotion in art.

Art and Design Progression of skills EYFS/Year 1 – 6 Chillerton and Rookley Primary and Godshill Primary

<p>Drawing</p>	<ul style="list-style-type: none"> -Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. -Use and begin to control a range of media. -Draw on different surfaces and coloured paper. -Produce lines of different thickness and tone using a pencil. -Start to produce different patterns and textures from observations, imagination and illustrations. 	<ul style="list-style-type: none"> -Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. - Begin to control the types of marks made with the range of media. -Draw on different surfaces with a range of media. -Develop a range of tone using a pencil and use lines of different thickness alongside techniques of: hatching, scribbling, blending to create light/dark lines. -Use skills of drawing to share ideas, 	<ul style="list-style-type: none"> -Continue to investigate tone by drawing light/dark lines, light/dark shapes using a pencil. -Draw lines/marks from observations. -Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. - Understand tone through the use of different grades of pencils such as (HB, 2B, 4B) -Use a view finder to focus on a specific part before drawing. -Use skills of drawing to develop designs. -Use drawing to develop, share 	<ul style="list-style-type: none"> -Develop intricate patterns and marks with different media. -Show experience of using different grades of pencils and other implements to draw. -Explore techniques of drawing. -Use different grades of pencil to shade and show texture and tone. -Know how to show facial expressions in drawings. -Begin to show a choice in the grade of pencil they use. -show an awareness of different viewpoints of the same object 	<ul style="list-style-type: none"> -Further develop intricate patterns, lines and marks with different media and grades of pencil. -Explore and develop techniques of drawing. -Draw for a sustained period of time at an appropriate level. -Experiment with different grades of pencil to achieve marks showing tone/shade/line/ shape/colour. -Develop drawings using 3D and perspective. -Include a range of techniques in their drawing. -Show an awareness of texture through their marks and lines made. 	<ul style="list-style-type: none"> -Work in a sustained and independent way to create detailed drawings. -Identify and draw objects using marks and lines to produce texture. -Improve and start to master drawing techniques. -Develop a key element of their work: e.g. line, tone, pattern, texture. -Use different techniques for different purposes i.e. shading/ hatching within their own work. -Successfully use shading to create a mood or feeling. -Have opportunities to develop further simple perspective in their work using a single focal point and horizon. 	<ul style="list-style-type: none"> -Work in a sustained and independent way to develop their own style of drawing. -Improve and start to master drawing techniques. -Explore style through the development of: line, tone, pattern, texture. -Draw for a sustained period of time, over a number of sessions, working on one piece. -Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
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Art and Design Progression of skills EYFS/Year 1 – 6 Chillerton and Rookley Primary and Godshill Primary

		<p>experiences and show designs. -Use skills of drawing to show how people feel.</p>	<p>ideas, experiences and imagination.</p>		<p>-Attempt to show reflections in their drawings. -Use techniques and media to show movement in figures and forms. -Attempt to show facial expressions and body language in their sketches.</p>	<p>-Begin to develop an awareness of composition, scale and proportion in their drawings/paintings . -Use drawing techniques to work from a variety of sources including observation, photographs and digital images. -Develop close observation skills using a variety of view finders. -Use line/tone/shape to represent figures and forms in movements.</p>	<p>-Develop their own style using tonal contrast and mixed media. -Develop simple perspective using a single focus point or horizon. -Begin to develop an awareness of composition, scale and proportion in their drawings/ paintings. -Explain why they have used different tools to create art. -Explain why they have used specific drawing techniques. -Know how to use feedback to make amendments and improve their drawing.</p>
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Art and Design Progression of skills EYFS/Year 1 – 6 Chillerton and Rookley Primary and Godshill Primary

<p>Painting</p>	<ul style="list-style-type: none"> -Enjoy using a variety of tools including different size brushes, rollers, sponges, brushes, fingers, twigs. -Recognise and name the primary colours being used. -Mix and match colours to different artefacts and objects. -Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. 	<ul style="list-style-type: none"> -Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. -Explore techniques such as lightening and darkening paint with white and black and without the use of black or white. -Begin to show control over the types of marks made with paint. -Paint on different surfaces with a range of media. -Name the primary and secondary colours. -Mix a range of secondary colours, moving towards the 	<ul style="list-style-type: none"> -Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. -Understand how to make tints using white and tones by adding black to make darker and lighter shades. -Experiment to make tints and tones with other colours and build confidence in colour mixing. -Understand the colour wheel and colour spectrums. -Be able to mix paint to create all the secondary colours confidently. -Know how to create brown with paint. -Use a suitable brush to produce 	<ul style="list-style-type: none"> -Use a range of brushes to demonstrate increasing control in the types of marks made and paint effects. -Explore techniques of painting. -Use light and dark within painting and begin to explore complimentary colours. -Mix colour, shade and tones with increasing confidence. -Become increasing confident in creating different effects with textures/colour, e.g. washes to create a background and thick textured paint. 	<ul style="list-style-type: none"> -Explore and develop techniques of painting. -Confidently control the type of marks made and experiment with different effects and textures, including blocking in colour, washes, thickened paint and creating textural effects. -Start to develop a painting from a drawing. -Begin to choose appropriate media to work with. -Use light and dark within painting and show understanding of complimentary colours. -Mix colour, shades and tones 	<ul style="list-style-type: none"> -Improve techniques of painting. -Confidently control the types of marks made and experiment with different effects and textures, including blocking in colour, washes, thickened paint creating textural effects. -Mix and match colours to create atmosphere, mood and light effects. -Mix colour, shades and tones with confidence building on previous knowledge. -Start to develop their own style using tonal contrast and mixed media. -Use colour/tone/ Shade to express emotion in their work. 	<ul style="list-style-type: none"> -Improve and start to master techniques of painting. -Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. -Explain how the style of work has been influenced by a famous artist. -Purposely control the types of marks made and experiment with different effects and textures including. blocking in colour, washes, thickened paint and creating textural effects.
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Art and Design Progression of skills EYFS/Year 1 – 6 Chillerton and Rookley Primary and Godshill Primary

		<p>predicting of colour results.</p> <ul style="list-style-type: none"> -Use skills to show how people feel in paintings. -Use paintings to share ideas and experiences. 	<p>marks appropriate to work. E.g. small brush for small marks.</p> <ul style="list-style-type: none"> -Use painting to develop, share ideas, experiences and imagination. 		<p>with increasing confidence.</p> <ul style="list-style-type: none"> -Work in the style of a selected artist (not copying) -Attempt to show facial expression and body language in their paintings. 		<ul style="list-style-type: none"> -Mix colour, shades and tones with confidence building on previous knowledge. -Understand which colour/effect/technique works well in their work and why. -Explain how/why different tools have been used to create a painting. -Explain why/how specific techniques have been used to create a painting. -Know how to use feedback to make amendments and improvements in paintings.
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Art and Design Progression of skills EYFS/Year 1 – 6 Chillerton and Rookley Primary and Godshill Primary

<p>3D</p>	<ul style="list-style-type: none"> -Enjoy using a variety of malleable media such as clay, salt dough, plastercine, etc. -Impress and apply simple decoration. -Cut shapes using scissors and other modelling tools. -Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. 	<ul style="list-style-type: none"> -Experiment in a variety of malleable media such as clay, papier-mâché, salt dough, Modroc. -Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. -Continue to manipulate malleable materials in a variety of ways including cutting, rolling, pinching, coiling and kneading. -Impress and apply simple decoration techniques, including painting. -Use tools and equipment safely and in the correct way. 	<ul style="list-style-type: none"> -Use equipment and media with increasing confidence. -Use clay, Modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... -Know how to join two clay finger pots together. -Use a range of materials creatively to make products. -Use sculpture to develop, share ideas, experiences and imagination. -Use a range of materials creatively to design and make products. 	<ul style="list-style-type: none"> -Use equipment and media with confidence. -Begin to show an awareness of objects having a third dimension and perspective. -Explore techniques related to modelling and 3d form. -Learn to secure work to continue at a later date. -Join two parts successfully. -Produce more intricate surface patterns and use them when appropriate. -Identify techniques used by artists such as pinch/slab/coil techniques when producing clay work. -Use language appropriate to skill and technique. 	<ul style="list-style-type: none"> -Work in a safe organised way caring for equipment. -Explore and develop techniques related to modelling and 3d form. -Secure work to continue at a later date. -Make a slip to join two pieces of clay. -Use recycled natural and manmade materials to create sculptures. -Know how to sculpt clay and other mouldable materials. -Adapt work as and when necessary and explain why. -Use language appropriate to skill and technique. 	<ul style="list-style-type: none"> -Work in a safe, organised way, caring for equipment. -Secure work to continue at a later date. -Improve techniques related to modelling and 3d form. -Show experience in combining pinch, slabbing and coiling to produce end pieces. -Develop understanding of different ways of finishing work: glaze, paint, polish -Use recycled, natural and manmade materials to create sculptures. -Demonstrate experience in relief and freestanding work using a range of media. -Use recycled, natural and man-made materials to 	<ul style="list-style-type: none"> -Work in a safe, organised way, caring for equipment. -Improve techniques related to modelling and 3d form. -Secure work to continue at a later date. -Model and develop work through a combination of pinch, slab, and coil. -Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. – -Demonstrate experience in relief and freestanding work using a range of media. -Recognise sculptural forms
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Art and Design Progression of skills EYFS/Year 1 – 6 Chillerton and Rookley Primary and Godshill Primary

		<ul style="list-style-type: none"> -Use materials creatively to make products. -Use sculpture to share ideas and experiences. -Use a range of materials creatively to design and make products. 			<ul style="list-style-type: none"> -Demonstrate awareness in environmental sculpture and object art. 	<ul style="list-style-type: none"> create sculptures, confidently and successfully joining. -Use language appropriate to skill and technique. 	<ul style="list-style-type: none"> in the environment: Furniture, buildings. -Solve problems as they occur. -Use language appropriate to skill and technique. -Explain why particular tools have been used to create art/sculpture. -Explain why particular techniques have been used to create a sculpture. -Know how to use feedback to make amendments and improve 3d art work.
<u>Printmaking</u>	<ul style="list-style-type: none"> -Enjoy taking rubbings: leaf, brick, coin. -Create simple pictures by printing from objects. 	<ul style="list-style-type: none"> -Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. 	<ul style="list-style-type: none"> -Continue to explore printing simple pictures with a range of hard and soft materials e.g. 	<ul style="list-style-type: none"> -Continue to explore print using different techniques. -Continue to explore both mono 	<ul style="list-style-type: none"> -Increase awareness of mono and relief printing. -Demonstrate experience in fabric printing. 	<ul style="list-style-type: none"> -Use tools in a safe way. -Continue to gain experience in overlaying colours. -Start to overlay 	<ul style="list-style-type: none"> -Demonstrate experience in a range of printmaking techniques.

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	<ul style="list-style-type: none"> -Develop simple patterns by using objects. -Use stencils to create a picture. 	<ul style="list-style-type: none"> -Use equipment and media correctly and be able to produce a clean printed image. -Explore printing in relief: e.g. create a printing plate using string, objects and card. -Begin to identify forms of printing: Books, posters pictures, fabrics. -Use printmaking to create a repeating pattern. 	<ul style="list-style-type: none"> cork, pen barrels, sponge. -Create printed pieces by: drawing into a material or surface and printing from it. -Create printed pieces by pressing rolling, rubbing and stamping. -Use equipment and media correctly and be able to produce a clean printed image. -Make simple prints i.e. mono printing. -Experiment with overprinting motifs and colour. 	<ul style="list-style-type: none"> printing and relief printing. -Demonstrate experience in 3 colour printing. -Demonstrate experience in combining prints taken from different objects to produce an end piece. 	<ul style="list-style-type: none"> -Expand experience in 3/4 colour printing. -Continue learning how to combine prints taken from different objects to produce an end piece. -Create repeated patterns. 	<ul style="list-style-type: none"> prints with other media. -Use print as a starting point. -Show experience in a range of mono print techniques. -Know how to create an accurate print design following criteria. 	<ul style="list-style-type: none"> -Describe techniques and processes. - Adapt their work according to their views and describe how they might develop it further. -Develop their own style using tonal contrast and mixed media. -Know how to over print to create different patterns. -Explain why particular tools and materials have been used to print with. -Explain why specific techniques have been used. -Know how to use feedback to make amendments and improve artwork.
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Art and Design Progression of skills EYFS/Year 1 – 6 Chillerton and Rookley Primary and Godshill Primary

<p><u>Texture, pattern, colour, line and tone</u></p>	<p>-Enjoy playing with and using a variety of textiles and fabric. -Decorate a piece of fabric. -Show experience in simple stitch work using hole punch and threads. -Show experience in simple weaving: paper, twigs. -Show experience in fabric collage: layering fabric. -Use appropriate language to describe colours, media, equipment and textures.</p>	<p>-Explore techniques in using colour, pattern, texture, line, shape, form and space. -Investigate textures by describing, naming, rubbing, copying. -Produce an expanding range of patterns and textures. -Begin to understand how colours can link to moods and feelings in art.</p>	<p>-develop a range of techniques in using colour, pattern, texture, line, shape, form and space. -Demonstrate experience in surface patterns/textures and use them when appropriate. -Investigate textures and produce an expanding range of patterns. -Use line and tone in different media to consider shape, shade, pattern and texture. -Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) -Express links between colour and emotion. -Suggest how artists have used colour, pattern and shape.</p>	<p>-develop and improve techniques in using colour, pattern, texture, line, shape, form and space. -Create textures and patterns with a wide range of drawing implements. - Create art work from natural materials.</p>	<p>-Continue to improve techniques in using colour, pattern, texture, line, shape, form and space. -Experiment with different grades of pencil and other implements to achieve tone/line/ shape/colour. -Use complimentary and contrasting colours for effects. -Experiment with styles used by other artists.</p>	<p>-Include tones and tints, light and shade, becoming increasingly subtle and show understanding and skill in the techniques used.</p>	<p>-Consider the use of colour for mood and atmosphere</p>
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Art and Design Progression of skills EYFS/Year 1 – 6 Chillerton and Rookley Primary and Godshill Primary




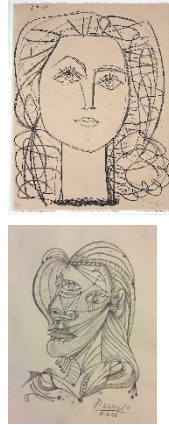

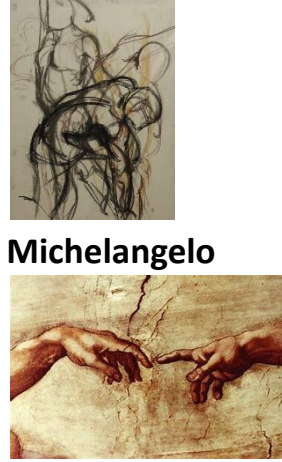



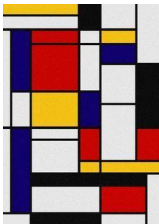





<p><u>Art through Technology</u></p>		<ul style="list-style-type: none"> -Take a self-portrait or a photograph. -Use a simple computer paint program to create a picture 	<ul style="list-style-type: none"> -Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it. - Know how to use different effects within an IT package. 	<ul style="list-style-type: none"> -Use printed images taken with a digital camera and combine them with other media to produce art work. -Use IT programs to create a piece of work that includes their own and that of others. (e.g. using the internet) -Take photos and explain their creative vision. 	<ul style="list-style-type: none"> -Create a piece of artwork which includes integrating a digital image they have taken. -Take a photo from an unusual or thought provoking viewpoint. 	<ul style="list-style-type: none"> -Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. -Compose a photo with thought for textural qualities, light and shade. -Know how to use images which have been created, scanned, found and altering where necessary to create art. 	<ul style="list-style-type: none"> -Have opportunity to explore modern and traditional artists using ICT and other resources. -Combine a selection of images using digital technology considering colour, size and rotation. -Know how to use a range of e-resources to create art.
<p><u>Responding to art</u></p>	<ul style="list-style-type: none"> -Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> -Look at and talk about their own work and that of other artists and the techniques they have used expressing their likes and dislikes. -Explore the work of a range of artists, craft makers and designers, describing the 	<ul style="list-style-type: none"> -Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. -Express thoughts and feelings 	<ul style="list-style-type: none"> -continue to explore the work of a range of artists, craft makers, architects and designers, describing the differences and similarities between practices and disciplines and making links to their own world. -Show knowledge and understanding 	<ul style="list-style-type: none"> -Discuss and identify modifications and changes and see how they can be developed further. -Know that their own and others work can express feelings. -Begin to explore a range of great artists, architects 	<ul style="list-style-type: none"> -Recognise the art of key artists and begin to place them in key movements or historical events. -Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see 	<ul style="list-style-type: none"> -Discuss and review own and others work, expressing thoughts and feelings explaining their views. -Explain why they have used different tools to create their own art. -Explain why they have

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		<p>differences and similarities between different practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> -Ask questions about a piece of art work. -Discuss and describe what they see and give an opinion about the work of the artist. 	<p>about a piece of art.</p> <ul style="list-style-type: none"> -Suggest how an artist has used colour, pattern and shape. -Reflect and explain the successes and challenges in a piece of art created. -Explain how a piece of art makes them feel – linking it to emotions. -Identify changes they might make or how their work could be developed further. -Know how to create a piece of art in response to the work of an artist. 	<p>of artists and techniques.</p> <ul style="list-style-type: none"> -Discuss own and others work, expressing thoughts and feelings -Respond to and recognise art from different cultures and periods of time. -Know how to compare the work of different artists. 	<p>and designers in history.</p> <ul style="list-style-type: none"> -Explain some of the features of art from historical periods. 	<p>how they can be developed further.</p> <ul style="list-style-type: none"> -Identify artists who have worked in a similar way to their own work. -Explore a range of great artists, architects and designers in history. -Compare different styles and approaches. - Research the work of an artist and use their work to replicate style. 	<p>chosen specific techniques in their own art.</p> <ul style="list-style-type: none"> -Explain how style has been influenced by a famous artist. -Know how to use feedback to make amendments and improvements in their own art. -Identify artists who have worked in a similar way to their own work. -Explore a range of great Artists, architects and designers in history.
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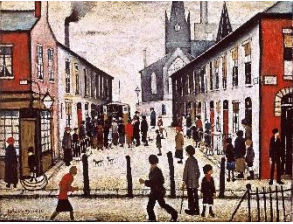





Progression of skills Art

Suggested artists/movements

	EYF S	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing ideas		Possible artists:	Possible artists:	Possible artists:	Possible artists:	Possible artists:	Possible artists:
Drawing		<p>George Seurat</p> 	<p>Edgar Degas</p> 	<p>Mary Cassatt</p> 	<p>Pablo Picasso</p> 	<p>Leonardo Da Vinci</p> 	<p>Human form sketches</p>  <p>Michelangelo</p>
Painting		<p>Paul Klee</p>  <p>Van Gogh</p>  <p>Claude Monet</p>	<p>Jackson Pollock,</p>  <p>Piet Mondrian</p> 	<p>Expressionism.</p> <p>Henri Matisse</p>  <p>Keith Haring</p>	<p>Gustav Klimt</p>  <p>Paul Cezanne</p> 	<p>Wassily Kandinsky</p> 	<p>Gustave Klimt</p>  <p>Joan Miro</p>








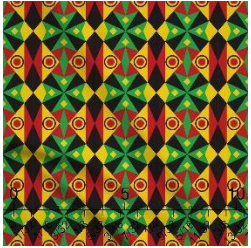



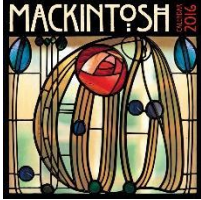



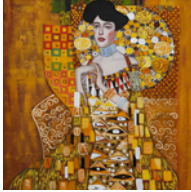
Progression of skills Art

Suggested artists/movements

	 <p>Mary Cassatt</p> 	<p>Henri Rousseau</p> 	 <p>David Hockney</p> 	<p>Henri Rosseau</p> 	 <p>Picasso</p> <p>Roy Lichtenstein</p>  <p>Pablo Picasso</p> 	 <p>L.S.Lowry</p> 
<p>3D</p>	<p>Giuseppe Arcimboldo</p> 	<p>Barbara Hepworth</p> 	<p>Kinetic sculpture</p> 	<p>Henri Moore</p> 	<p>Salvador Dali</p> 	<p>Andy Goldsworthy</p>  <p>Antonio Gaudi</p> 

Progression of skills Art

Suggested artists/movements

<p>Printmaking</p>		<p>Wassily Kandinsky</p> 	<p>Alexander Calder</p> 	<p>M.C. Escher</p> 	<p>Andy Warhol</p> 	<p>Banksy</p> 	<p>Edward Bawden</p> 
<p>Texture, colour, pattern, line</p>		 <p>Vincent Van Gogh</p>	<p>African pattern</p> 	 <p>Johannes Vermeer</p>	<p>Pablo Picasso 'Blue Period'</p>  	<p>Charles Rennie Mackintosh Wassily Kandinsky</p>  	  <p>Frida Kahlo William Morris Gustav Klimt</p> 

Music Overview 2021-22	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<u>Me</u>	<u>Introducing Beat</u>	<u>Exploring Simple Patterns</u>	<u>Developing Notation Skills</u>	<u>Interesting Time Signatures</u>	<u>Getting Started with Music Tech</u>	<u>Developing Melodic Phrases</u>
	Exploring who I am	How can we make friends when we sing together?	How does music help us to be friends?	How does music bring us closer together?	How does music bring us together?		
Autumn 2	<u>My Stories</u>	<u>Adding Rhythm and Pitch</u>	<u>Focus on Dynamics and Tempo</u>	<u>Enjoying Improvisation</u>	<u>Combining Elements to Make Music</u>	<u>Emotions and Musical Styles</u>	<u>Understanding Structure and Form</u>
	Exploring, using my imagination	How does music tell stories about the past?	How does music teach us about the past?	What stories does music tell us about the past?	How does music connect us with our past?		
Spring 1	<u>Everyone!</u>	<u>Introducing Tempo and Dynamics</u>	<u>Exploring Feelings Through Music</u>	<u>Composing Using Your Imagination</u>	<u>Developing Pulse and Groove Through Improvisation</u>	<u>Exploring Key and Time Signatures</u>	<u>Gaining Confidence Through Performance</u>
	Explore people around me	How does music make the world a better place?			How does music improve our world?		
Spring 2	<u>Our World</u>	<u>Combine Pulse, Rhythm and Pitch</u>	<u>Inventing a Musical Story</u>	<u>Sharing Musical Experiences</u>	<u>Creating Simple Melodies Together</u>	<u>Introducing Chords</u>	<u>Exploring Notation Further</u>
	Explore the world around me	How does music help us to understand our neighbours?	How does music teach us about our neighbourhood?	How does music help us get to know our community?			
Summer 1	<u>Big Bear Funk</u>						
	Transition unit	What songs can we sing to help us through the day?	How does music make us happy?	How does music make a difference to us every day?	How Does Music Shape Our Way of Life?		
Summer 2	<u>Reflect, Rewind, Replay</u>						
		How does music teach us about looking after our planet?	How does music connect us with our planet?	How Does Music Connect Us to Our Environment?			

Classes to follow:

Year ½ = Year 1

Year 2/3 = Year 2

Year 4 = Year 4

Year 5 = Year 5

Year 6 = Year 6