

Lilleshall Primary School – Progression in Art and Design KS1

End Point

Pupils should be taught:

- 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.

Traditional - Art that transmits the rules and conventions of skills, form and meaning. For example, Renaissance art

Modern - (1860-1960)- Art that rejects established practices and instead values originality and self-expression, for example abstract expressionism

Contemporary (present day) - Art that radicalises the modern, destabilising and deconstructing aspects of art; its mediums; conventions of viewing and even the boundary between art and everyday life, for example site-specific installations such as Tracey Emin’s ‘My Bed’.

Types of knowledge in art and design

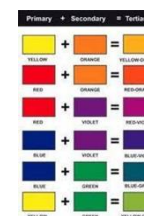
Substantive:

- **Practical** – knowledge about how we make art
- **Theoretical** – knowledge of art and its history

Disciplinary:

- knowledge of how quality and value have been expressed by experts

		Key Stage 1	
Strand		Year 1	Year 2
Using techniques to create effect	Drawing	<ul style="list-style-type: none"> • Developing their knowledge of mark making considering the use of pressure, shape creation, proportion and scale. • Record and explore ideas from first observation using drawing skills. Ensuring pupils look closely and make relevant observations of shape and relationships. (This will include self-portraits and drawings of plants linked to seasonal walks). • Ask and answer questions about the starting point for their work. • Explore the use of a range of media to mark make; pencils, crayons, charcoal etc. exploring the use of line and shape with some dexterity and control. 	<ul style="list-style-type: none"> • Developing further knowledge of mark making focusing on use of pressure, proportion, pressure, tonal value and discussion of these elements. • Record and explore ideas from first observation using drawing pencils. Ensuring pupils look closely and make relevant observations consolidating knowledge of ratio and proportion. • Ask and answer questions about the starting point for their work linked to the end product, how effective was their use of mark making? • Refine their use of a range of media; pencils, crayons to create effective use of tonal value.
	Painting	<ul style="list-style-type: none"> • Develop their knowledge colour mixing identifying primary and secondary colours. • Establish how to use watercolours, the related equipment and techniques effectively. • Use different types of brushes for specific purposes developing control and application. • Complete observational drawings that are then completed as watercolours. 	<ul style="list-style-type: none"> • Choose from a range of brush sizes and use appropriately. • Develop the skills required to complete watercolours refining and developing techniques. • Experiment with a range of media including crayons • Confidently identify primary, secondary and tertiary colours and develop their knowledge of colour mixing. • Can mix and apply colour for purposes to represent real life.



	<p style="text-align: center;">Sculpture</p> <ul style="list-style-type: none"> • Explore sculpture experimenting with constructing and joining recycled and natural materials. • Explore shape and form. • To create collage using a range of materials understanding the developing an awareness of the different textures created. • Link to Year 1 What is sculpture https://www.accessart.org.uk/talking-points-introduction-to-sculpture/ 	<ul style="list-style-type: none"> • Developing sculptures from found materials applying their knowledge of textures and developing joining skills. • Using Modroc or paper mâché to develop sculptures linked to themes or artists, crafts makers and designers studied. • Link to a Marella Zacarias explaining her sculptures https://www.accessart.org.uk/talking-points-marela-zacarias/
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Vocabulary:

Materials: pencil, rubber, sharpener, cartridge paper, water colours, poster paint, sugar paper, charcoal, chalk, mixed media, brush, pallets.

Processes: colour names, portrait, still life, sketch, draw, rollers, pallets, stencils, repeating patterns, pressure, rub, fold, bend, cut, stick, mix model, idea, design.

Colour	Line	Tone	Pattern & Texture	Shape & Form
Primary Secondary Tertiary Bright Pure Cold Dull Dark Gloomy Bold	Rough Bold Light Free Faint Strong Delicate Thick Thin	Contrast Light Dark Shadow Faded Grey Strong Faint	Repeat Simple Rough Bumpy Smooth Shiny Thick Soft Coarse Wrinkly	2D 3D Flat Triangular Oval Circular Round Square Curved Size Scale

Artists, Craft Makers /Designers	<p>To know 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> <ul style="list-style-type: none"> • Can respond to sculptures and craft artists to help them adapt and make their own work. • Can look at and describe what they see, think and feel when looking at the work of an artist, craft maker or designer. • Link to Year 1 Talk it Art - provides short videos based on artists or art techniques that pupils can then discuss, questions provided on link <ul style="list-style-type: none"> • Can look at and describe what they see, think and feel when looking at the work of an artist, craft maker or designer. • Can suggest reasons for the artist's intention or meaning of the work. • Can use the work of an artist, craft maker or designer to improve their own. • Link to Year 2 Talk it Art (scroll down to year group) - provides short videos based on artists or art techniques that pupils can then discuss, questions provided on link
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<https://www.accessart.org.uk/talking-points-for-accessart-primary-art-curriculum/>

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Termly Artist Focus for Years A and B of the rolling programme

A

Autumn Term

Bayeux Tapestry 11th Century - Romanesque Art

Linked to History William the Conqueror

Romanesque art is the art of Europe from approximately 1000 AD to the rise of the Gothic style in the 12th century, or later depending on region. The preceding period is known as the Pre-Romanesque period.

Link to Talk it Art - Bayeux Tapestry includes a video of the tapestry and ideas for sketch book exercise called Show Me What You See (click on link).

<https://www.accessart.org.uk/talking-points-the-bayeux-tapestry/>

Kandinsky - Modernist Artist



Trees could be completed in colours to represent summer and autumn - linked to science.

Wassily Kandinsky was a Russian painter who began life as a lawyer, but ended up as one of the great masters of modern art. He was shaped greatly by the work of French Impressionist painter Claude Monet. This Kandinsky art project uses his belief that color is more important than subject matter, when it comes to making art.

Make a Kandinsky Tree Collage <https://artprojectsforkids.org/kandinsky-tree-collage/>

Georgia O'Keefe- Modernist Artist

"When you take a flower in your hand and really look at it, it's your world for the moment. I want to give that world to someone else. Most people in the city rush around so, they have no time to look at a flower. I want them to see it whether they want to or not."

<https://www.tate.org.uk/kids/explore/who-is/who-georgia-okeeffe>

Spring Term

Jackie Morris – Traditional Artist



She was born in Birmingham and lived there until the age of four her parents moved away to Evesham. From at least the age of six she wanted to be an artist. She watched her dad drawing a picture of a lapwing, making a bird appear on a piece of paper using only a pencil, and she thought it was some magic that made this happen. So there and then she decided to learn how to conjure birds from paper and colour.

Ernest Howard Shepard – Traditional Artist and Illustrator

OBE MC (10 December 1879 – 24 March 1976) was an English artist and book illustrator. He is known especially for illustrations of the **anthropomorphic** animal and soft toy characters in *The Wind in the Willows* and *Winnie-the-Pooh*.

Shepard's original 1926 illustrated map of the Hundred Acre Wood, which features in the opening pages of *Winnie-the-Pooh* (and also appears in the opening animation in the first Disney adaptation in 1966), sold for £430,000 (\$600,000) at **Sotheby's** in London, setting a world record for book illustrations.

Summer Term

William Morris 1834 -1896 Architect and Designer

Considering William Morris use of plants in his designs and replicating.

Monet- Traditional/ Founder of Impressionist movement

<https://www.tate.org.uk/kids/explore/who-is/who-claude-monet>

Scroll down and watch the video, it highlights how the art critics thought this was rubbish and rejected the work as it portrayed everyday life. Discuss with the pupils who decides what is good art and how this has changed overtime. Also focus on his use of light.

Pupils to look at Monets landscapes and consider the use of light best illustrated by the haystacks






Rod Willis – Local artist who captures landscapes and who really focuses on the use of light like Monet

<https://www.rodwillis.co.uk/original-paintings/shropshire-landscapes-watercolour>

Consider The Hay Wain 1821 By John Constable as a piece of Traditional Art. His painting is realistic representation of the view. This is also a famous painting that all children should know.



	<p>B</p> <p>Claude Monet – Modern founder of the Impressionist movement</p> <p>https://www.tate.org.uk/kids/explore/who-is/who-claude-monet</p> <p>Railway stations images</p>  <p>https://www.dailyartmagazine.com/claude-monet-and-saint-lazare-train-station/</p> <p>Useful information in above link</p> <p>Van Gogh – Modern Artist, Post Impressionist</p> <p>https://www.tate.org.uk/kids/explore/who-is/who-vincent-van-gogh</p> <p>https://www.tate.org.uk/kids/make/paint-draw/create-art-van-gogh</p> <p>This link considers his use of colour to create mood and how the same picture produced in different colours creates a different mood.</p>	<p>Orla Kieley Fashion Designer</p> <p>https://orkieley.com/pages/about-orla-kiely</p> <p>Paul Cezanne 1839-1906 Modern Post-Impressionist</p>  <p>What was the focus?</p> <p>'With an apple, I will astonish Paris', <u>Cezanne</u> once claimed. Leaving his native Aix-en-Provence for the French capital in his 20s, this is precisely what he did. Cezanne's still lifes, landscapes and paintings of bathers were to give licence to generations of artists to break the rule book. The history of painting was never to be the same again.</p> <p>Link to Talking Points looking at Paul Cezanne's work and questions for pupils.</p> <p>https://www.accessart.org.uk/talking-points-cezanne/</p> <p>Year 1</p> <p>Adding colour to a Cezanne composition, the focus is on the use of colour.</p> <p>https://www.youtube.com/watch?v=BOIWQVM8JV0</p> <p>Year 2</p> <p>This video provides a tutorial for pupils to draw and paint their Cezanne still life.</p> <p>https://www.youtube.com/watch?v=3k6qQkfnMPU</p>	<p>Susie Grindey – Contemporary Artist and Graphic Designer</p> <p>Seaside images and paintings linked to the Holidays within living memory and an educational visit to the seaside at Llandudno.</p> 
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The art & design curriculum as a progression model:

- give organised and sequenced attention to substantive and disciplinary knowledge
- put knowledge and learning before activity
- develop knowledge of elements: how artists have used them and how they can use them
- involve routine use of sketchbooks and focused visits to galleries when possible
- focus on process and progress more than performance

- build fluency, experimentation and authenticity
- enable assessment through process and discussion
- enable pupils to know about, appreciate and talk about the nature of art.