



Subject Progression Threads - Art

SHERINGDALE

Learn Create Grow Together

Art Aims (NC)

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.



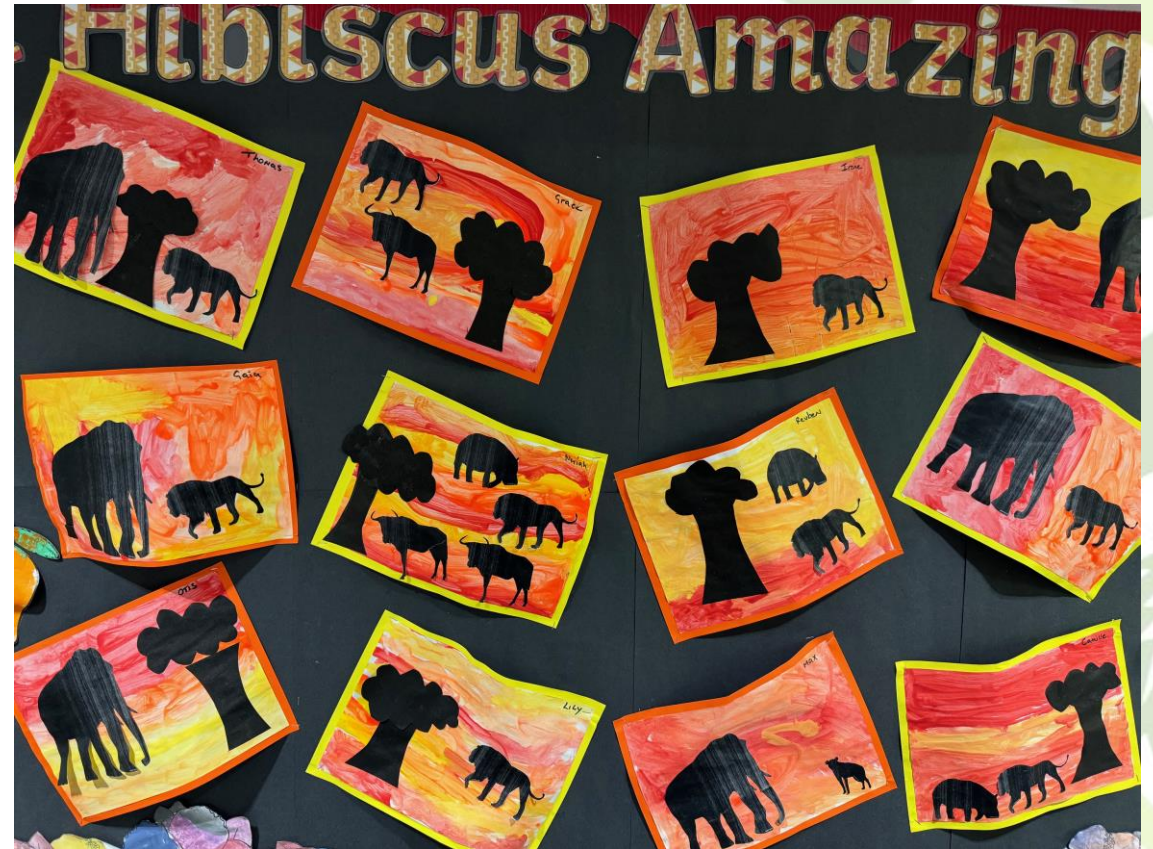
ELG: Expressive Arts and Design- Safely use and explore a variety of materials, tools and techniques and experiment

Children are taught how to select appropriate colours to represent aspects of nature or emotions.

Children are taught how to use colour mixing in a step-by-step manner.

Variety is encouraged through the use of art and craft tables within the setting using a range of materials.

Discussing and sharing what they have done, whether that is in the creation phase or to celebrate afterwards.



Key Stage 1 (NC)

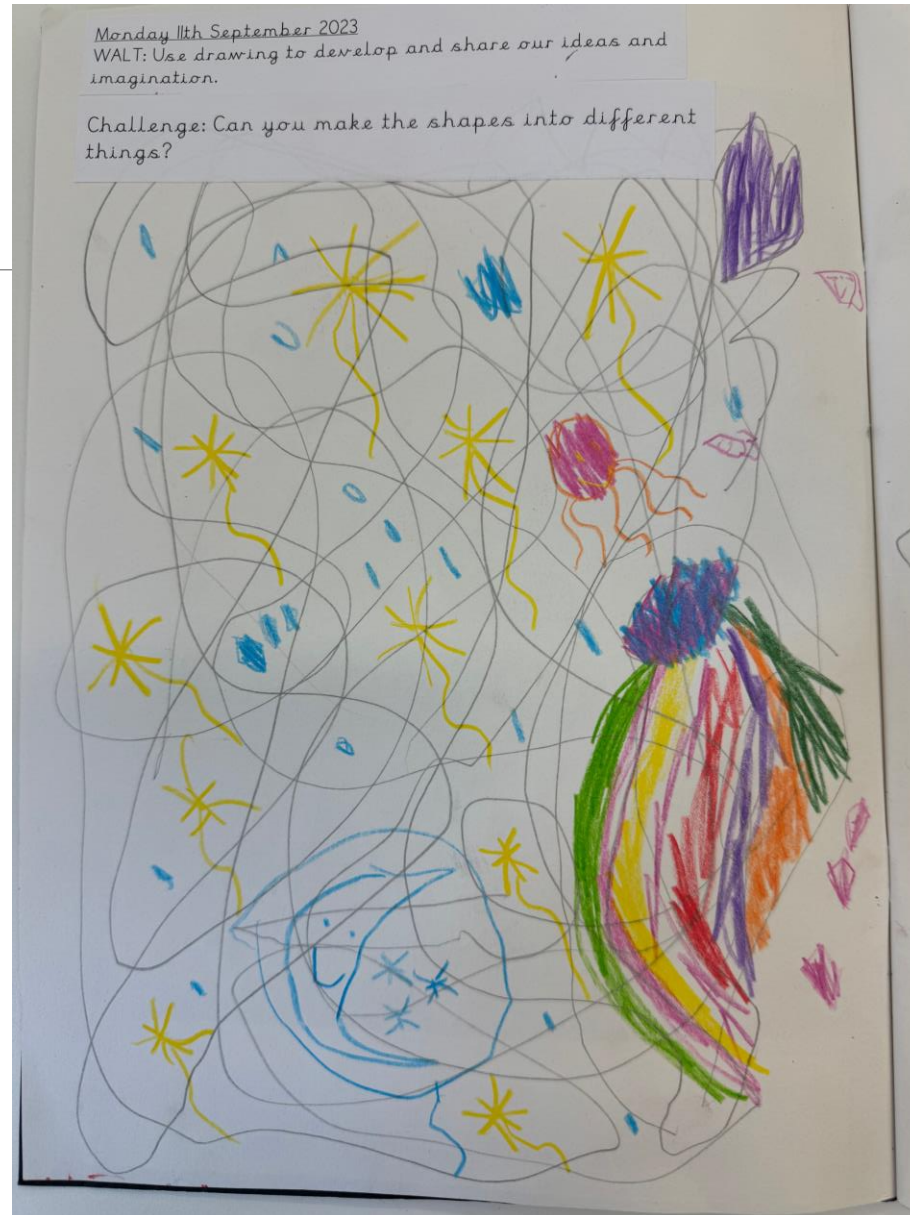
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the 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.



Year 1

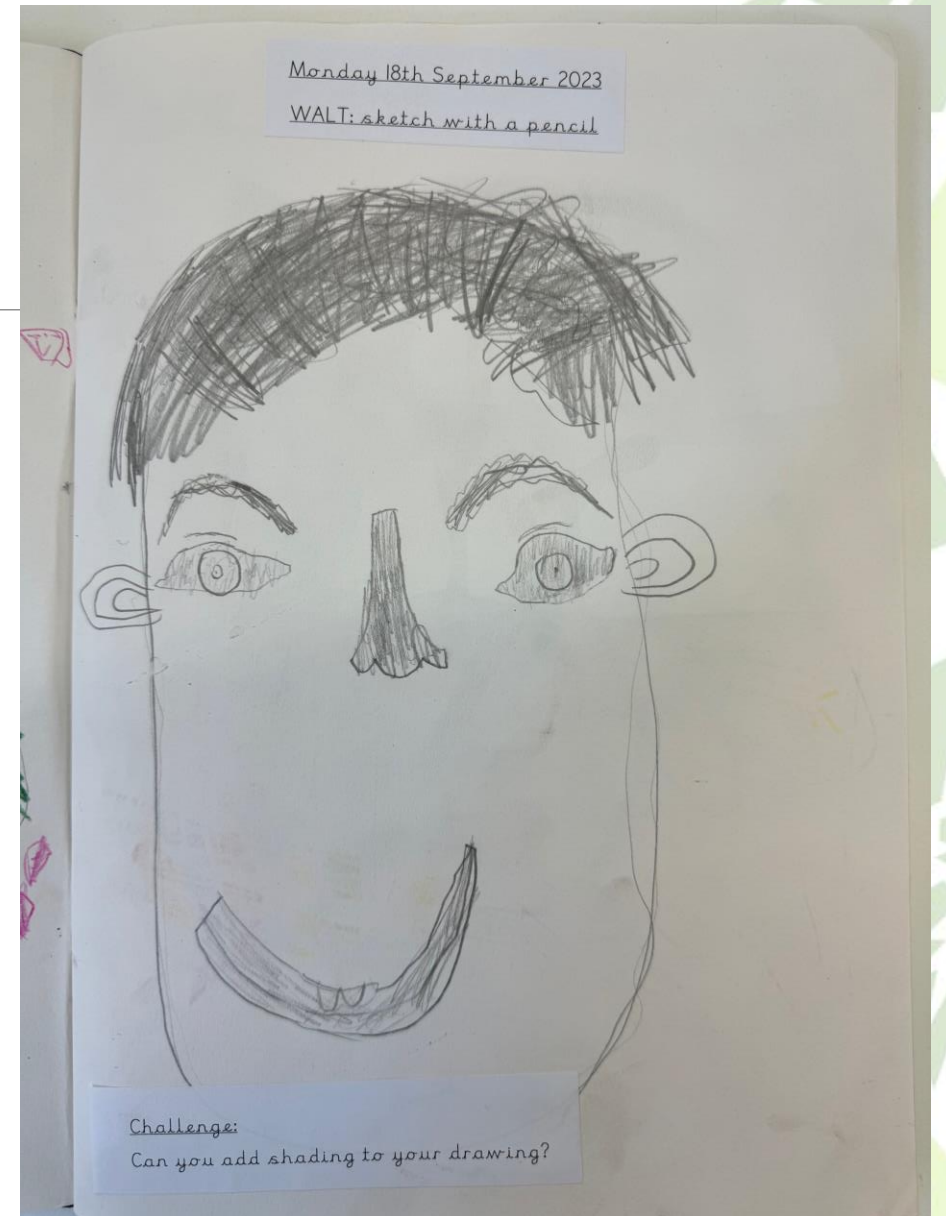
Using drawing in sketchbooks to develop their imagination.

This activity encourages them to interpret lines and the space they use on the page into something artistic.



Year 1

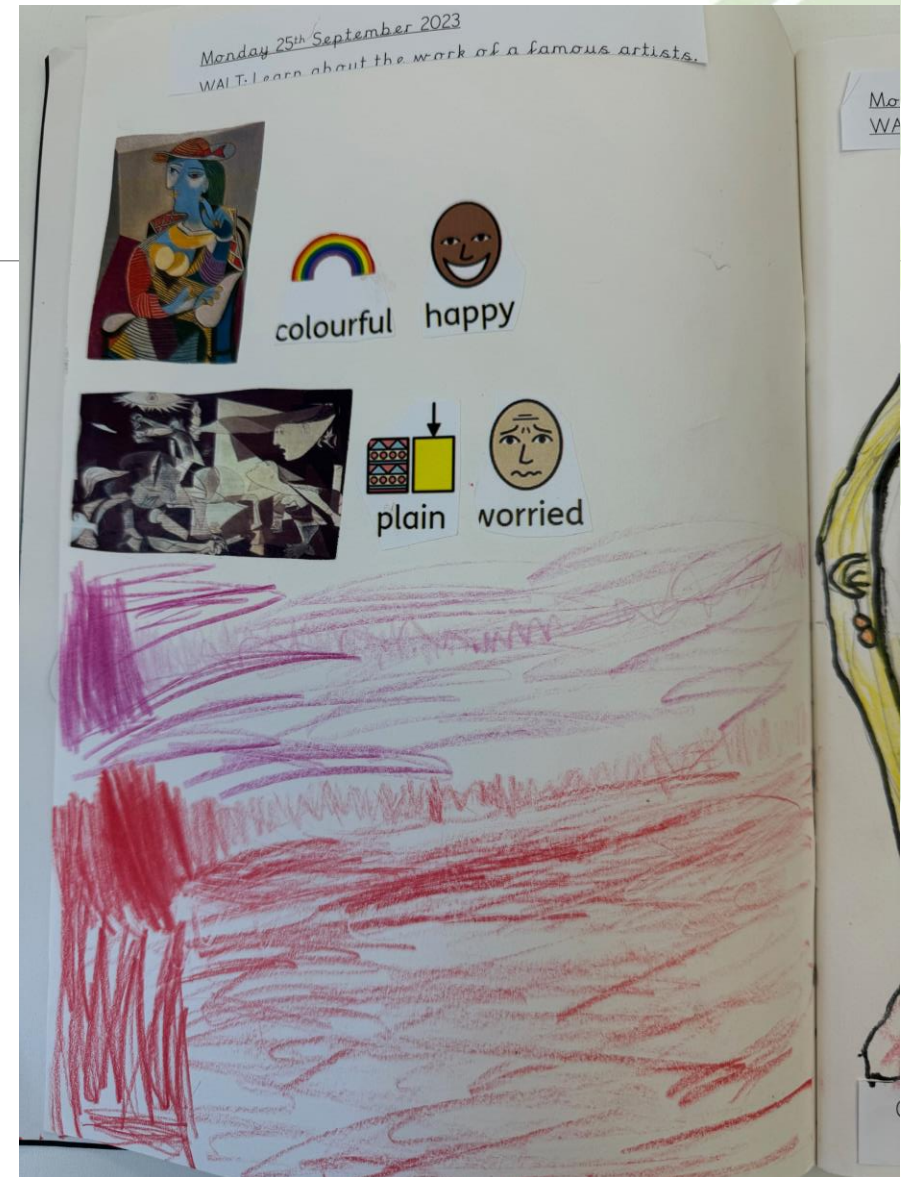
To further highlight realism vs imagination in art, students taught to draw a self portrait.



Year 1

Followed up by an experience of a famous artist who focused on their use of imagination and creativity: Picasso (*Everything you imagine is real*).

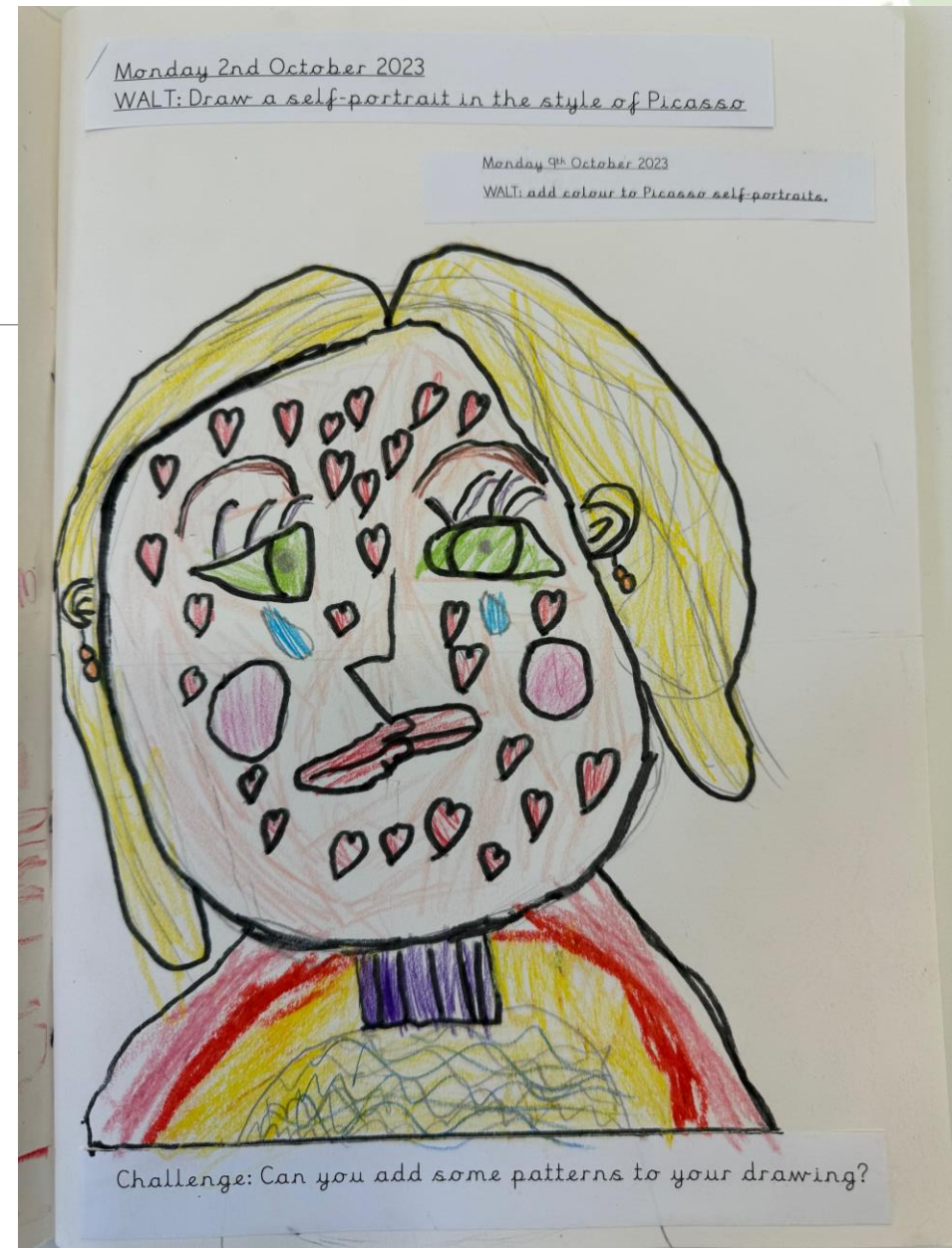
An exploration of how colour is used to represent emotions and experiment with line thickness.



Year 1

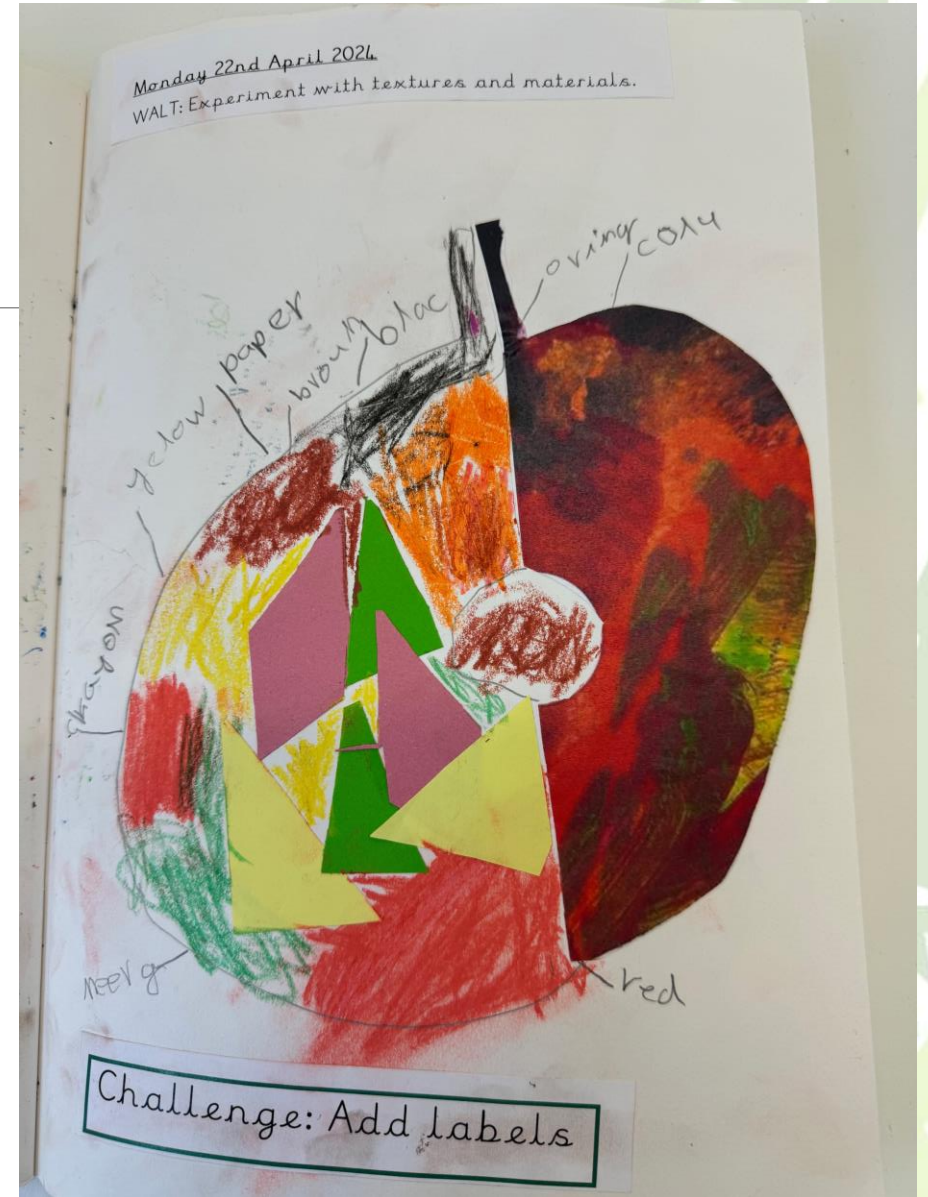
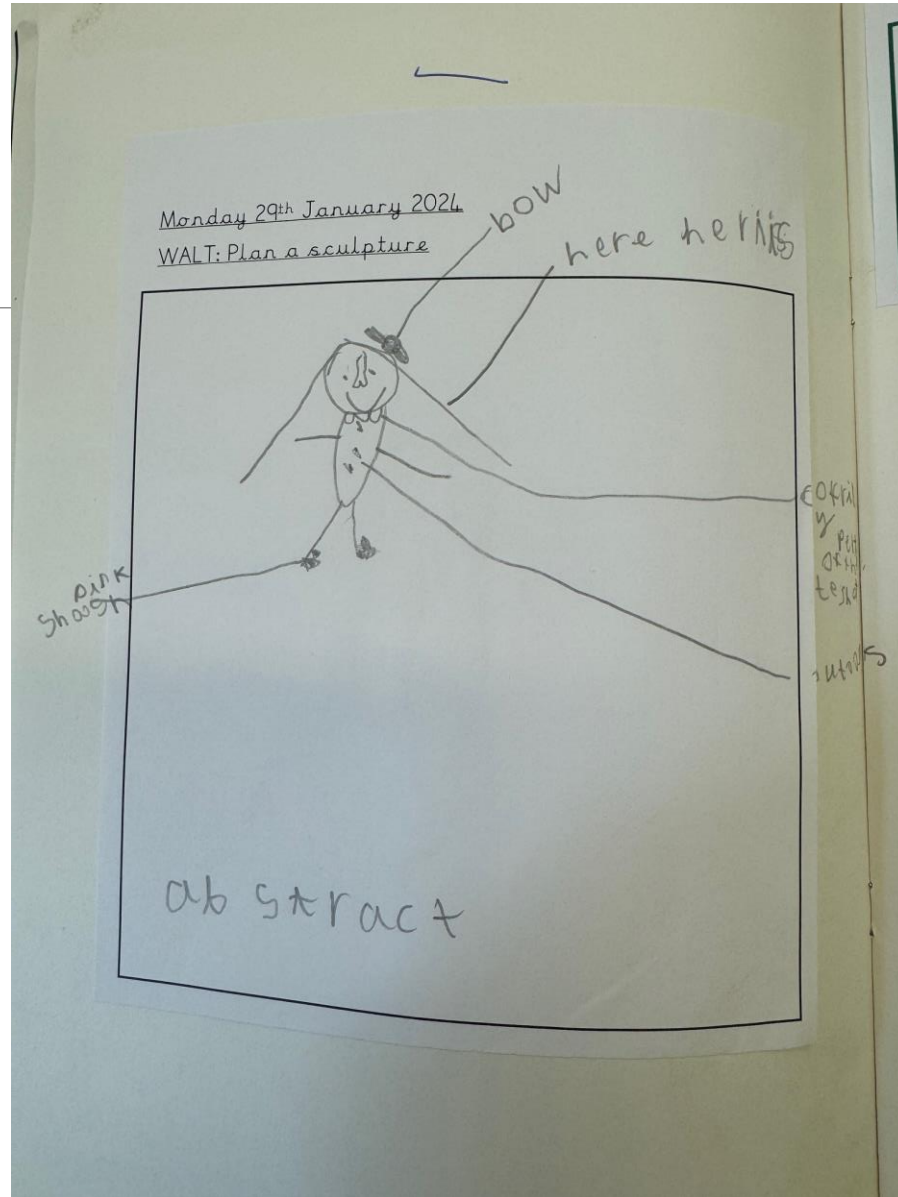
Students then return to the concept of the self-portrait, this time using what they have learnt from their study of Picasso.

Focus on imitating his style and use of colour in order to develop their range of art techniques in using colour, pattern, texture, line, shape, form and space.



Year 1



As the year progresses, students are introduced to planning their art work and experimenting.



Year 1

As well as evaluation

Monday 20th May 2024
WALT: Evaluate my collage in the style of Eric Carle



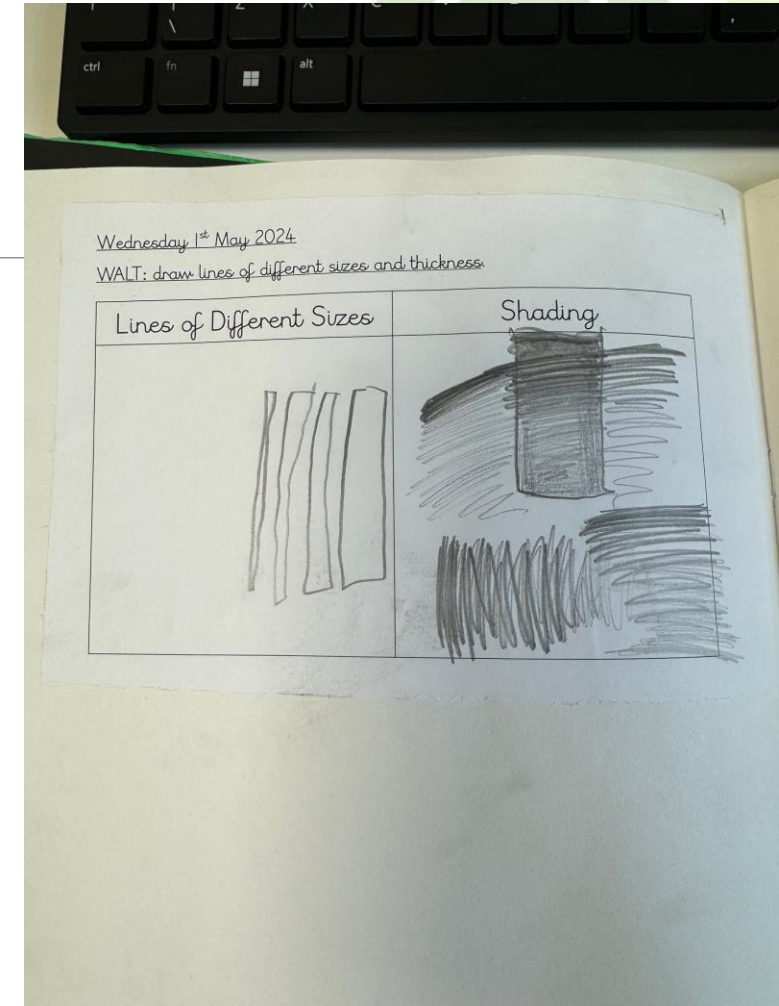
I like that my collage ...
has lots of textural texture
isn't sharp in

I don't like that my collage ...
isn't sharp in a blurry blueberry
shape

I would like to improve ...
edges and shape

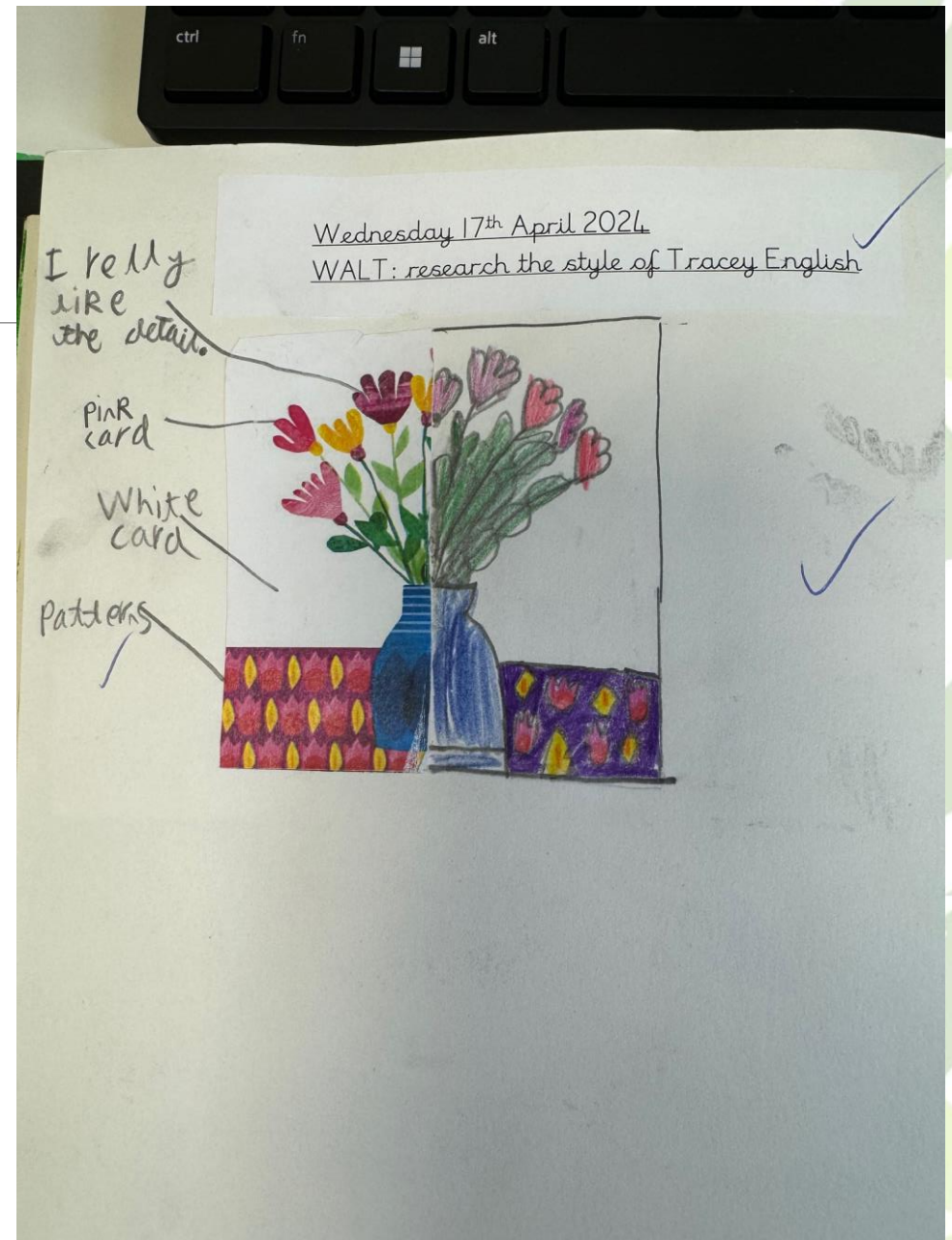
Year 2

In year 2, student exposure to artistic techniques progresses as they are taught about tinting and shading with colour, line and shape.



Year 2

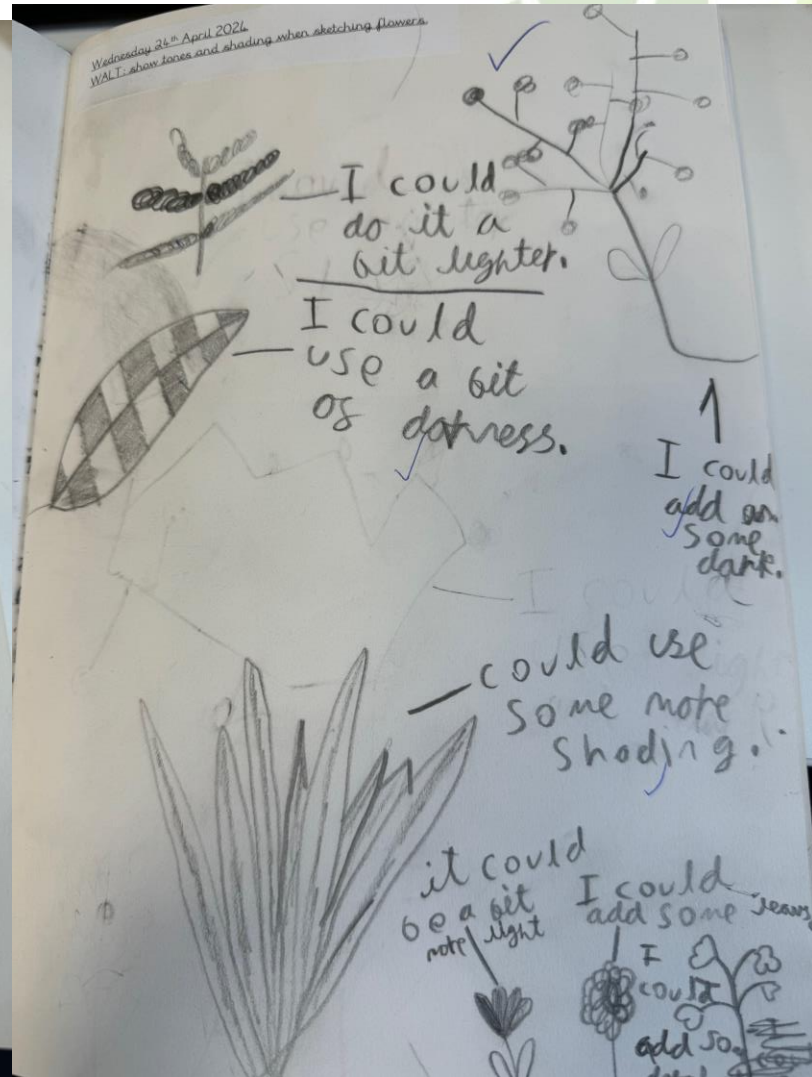
Exposure to the work of artists continues (as well as a visit from the artist) and they are taught to annotate their work about what they like and artistic features they can identify.



Year 2

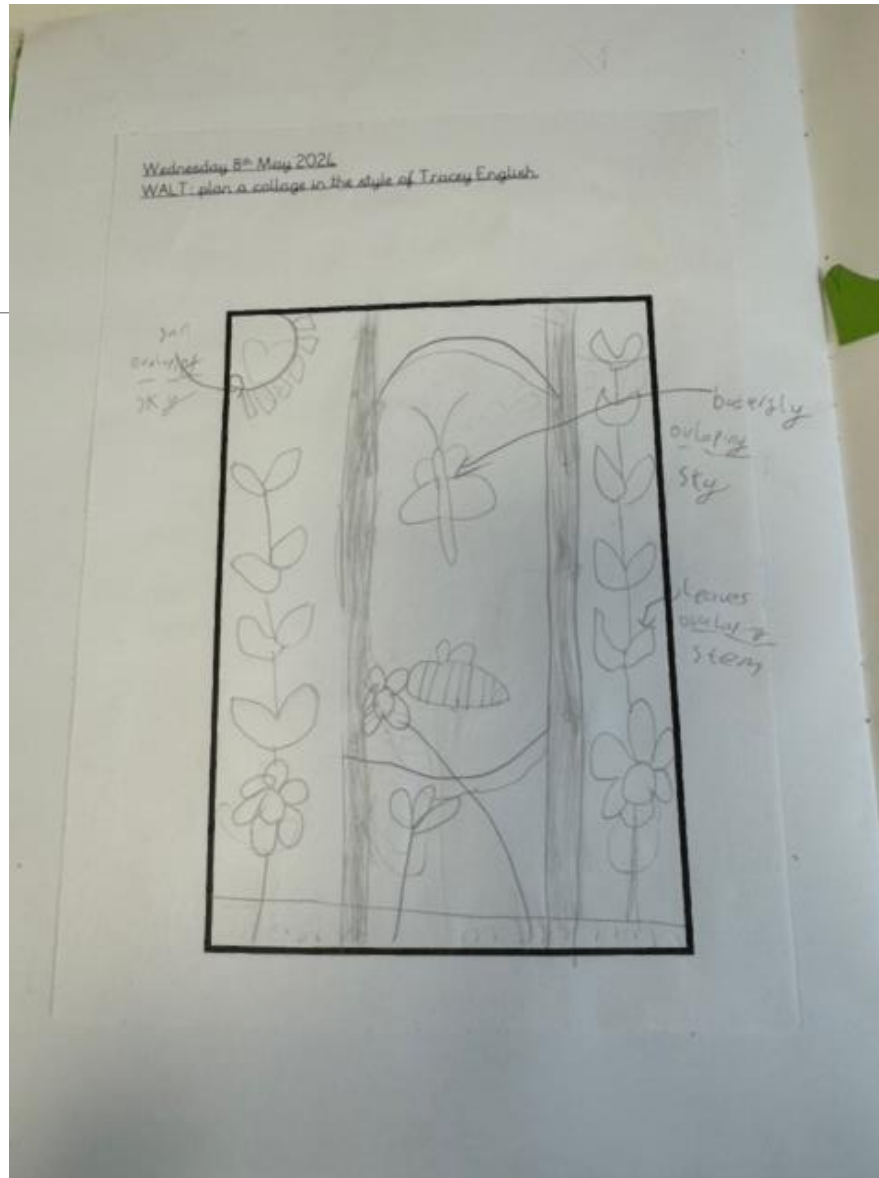
Their use of sketchbooks to plan and experiment with their drawing greatly progresses as they use previously taught techniques such as shading and line thickness to experiment with ideas.

Tracing is also used to encourage an understanding of how professional artists create and draw.



Year 2

This is followed by a more in-depth approach to planning as they annotate potential colour choices and artistic techniques they will use in their final product.



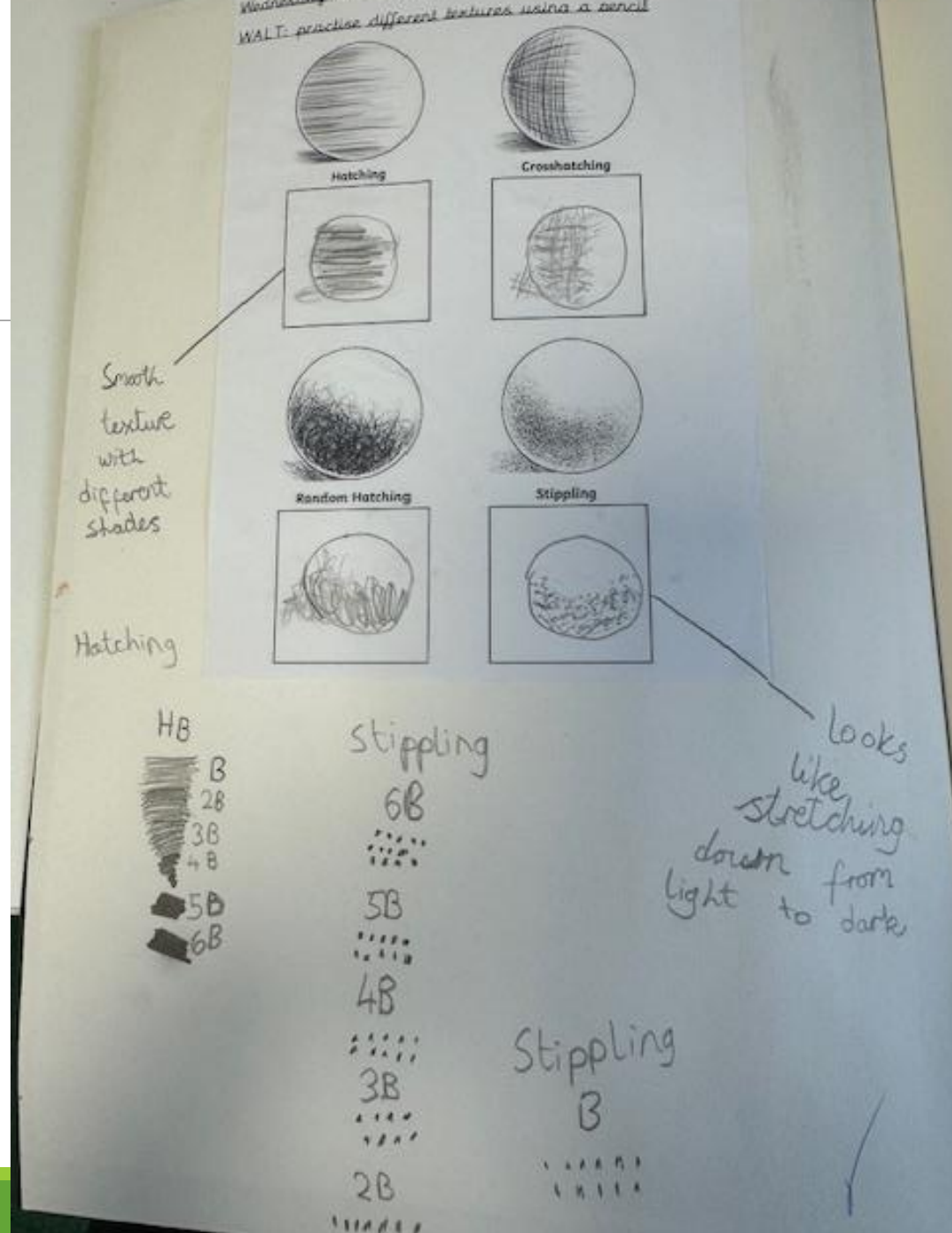
Key Stage 2 (NC)

- 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.



Year 3

In year the progress in sketching and drawing techniques continues as they cover a more in-depth range of techniques as well as exploring different pencil types in order to achieve specific effects.



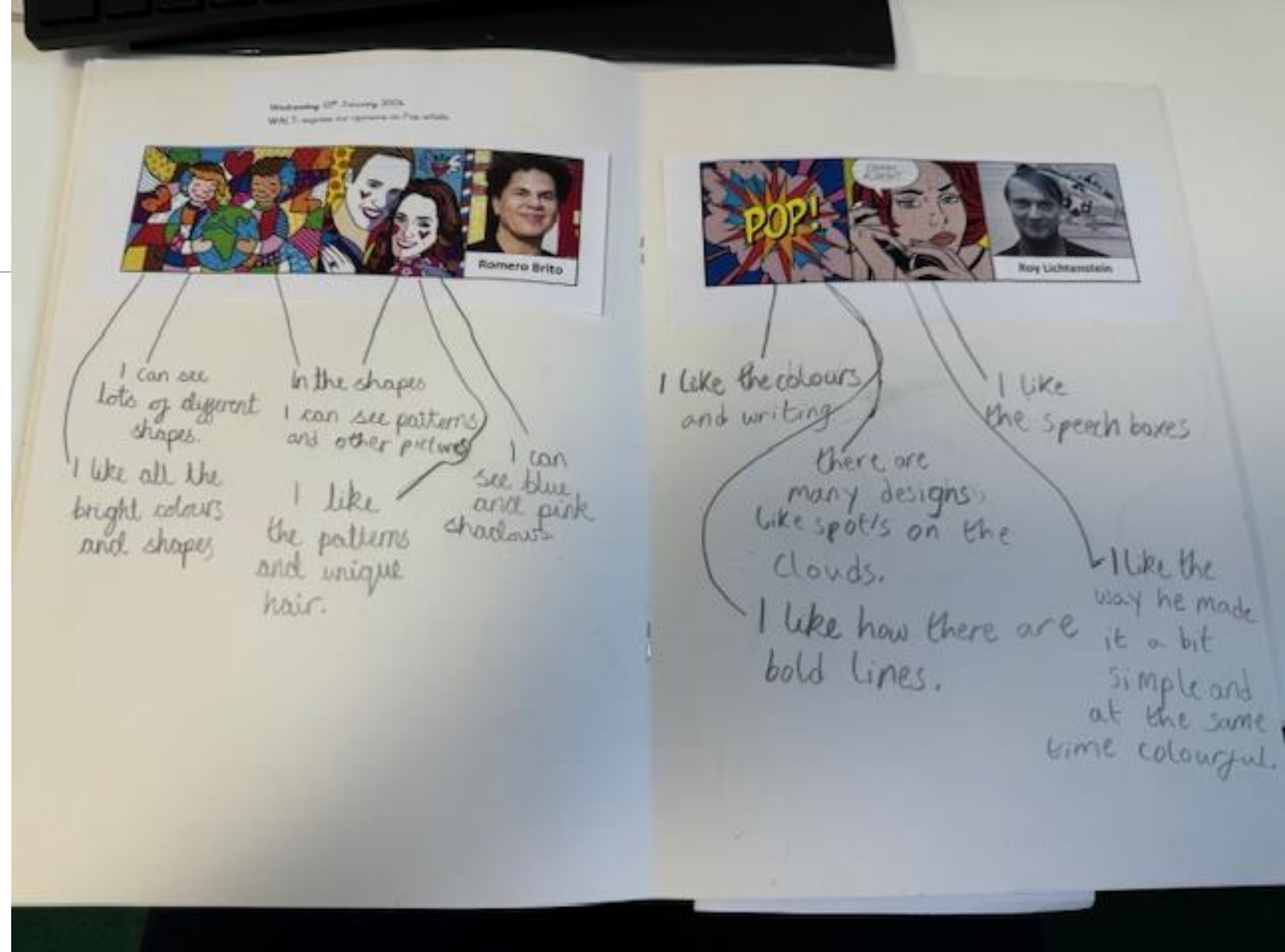
Year 3

Students begin to apply this to a range of media, experimenting here with different pastels using previously taught techniques and continuing to build on their analytical skills as they annotate their thought process.



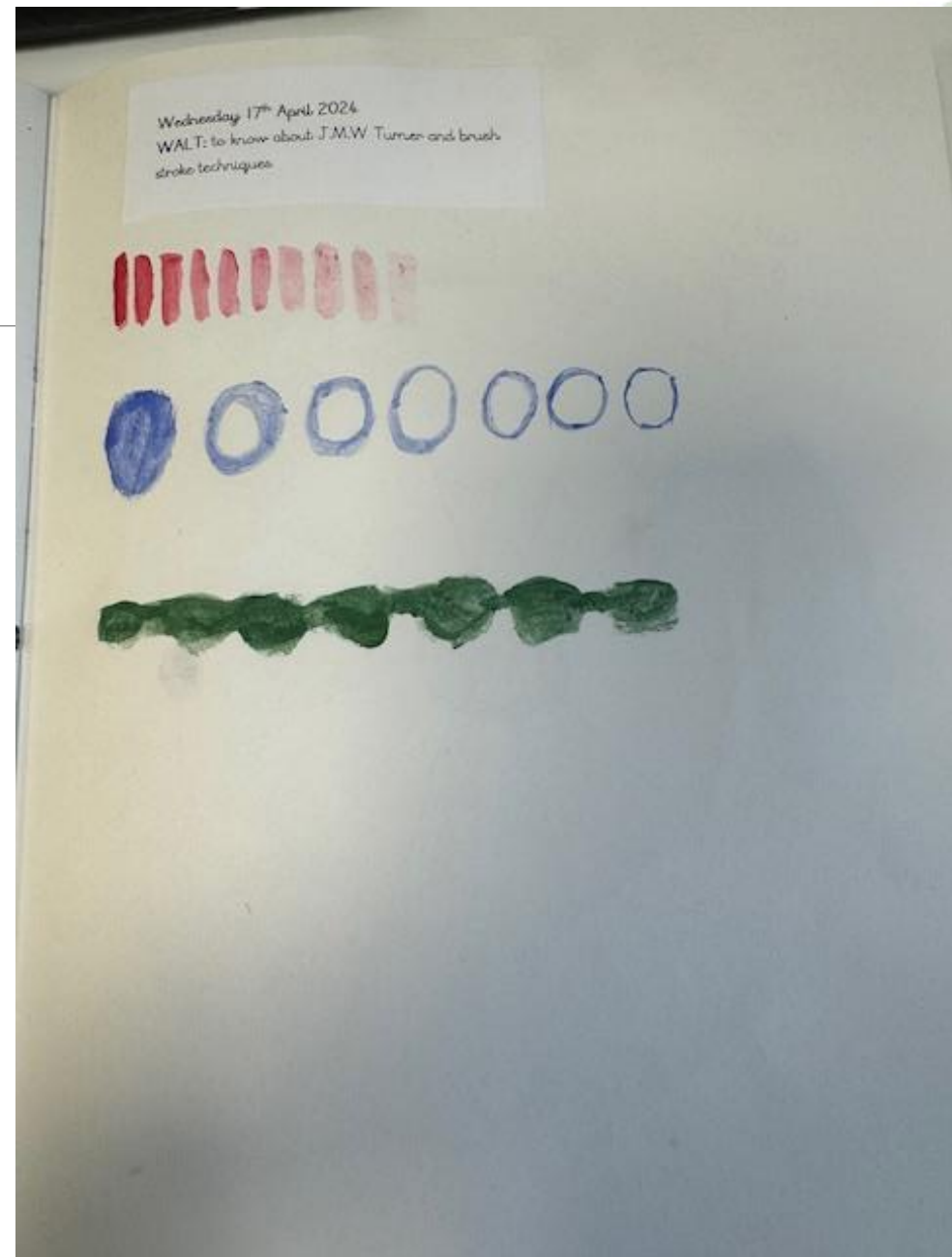
Year 3

The study of famous artists continues, this time progressing to those remembered greatly in history and who had a great impact on the culture.



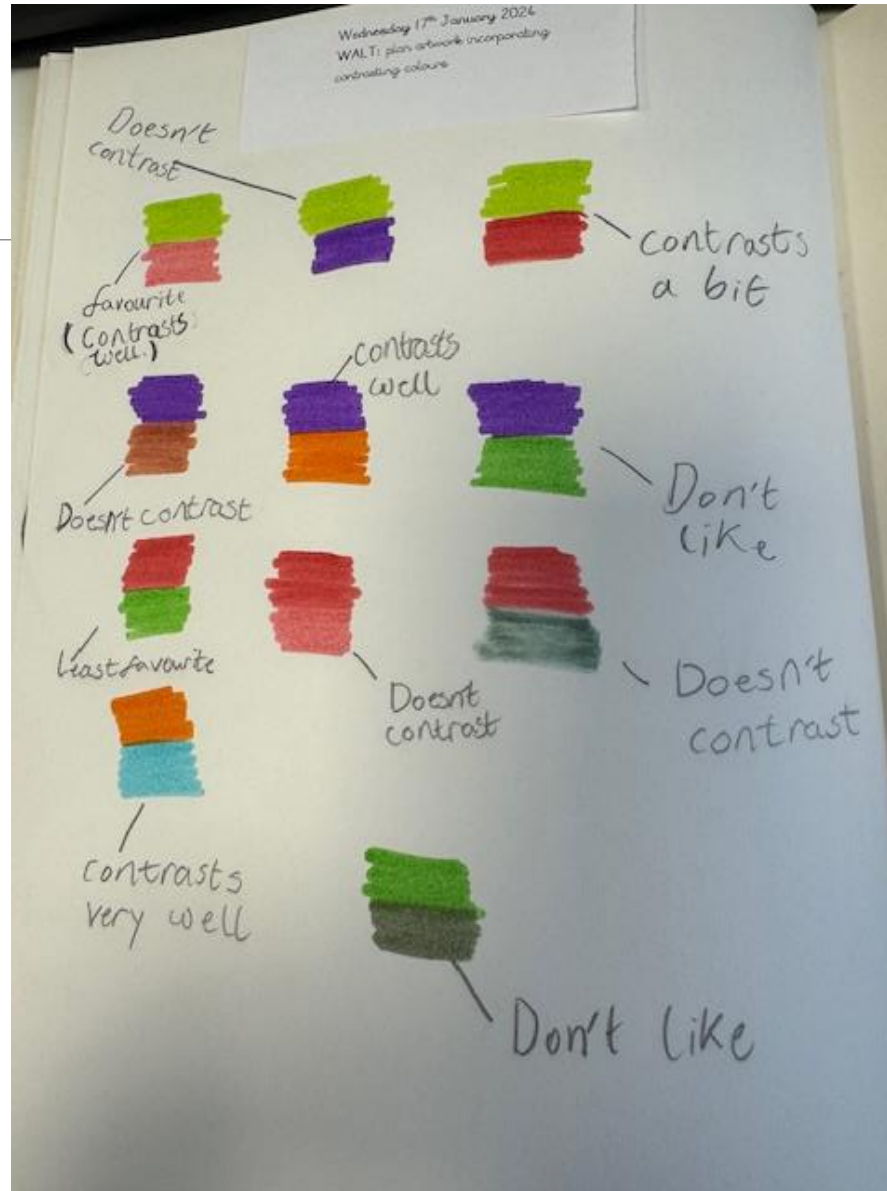
Year 3

This is combined with teaching and practice of techniques used within artistic genres.



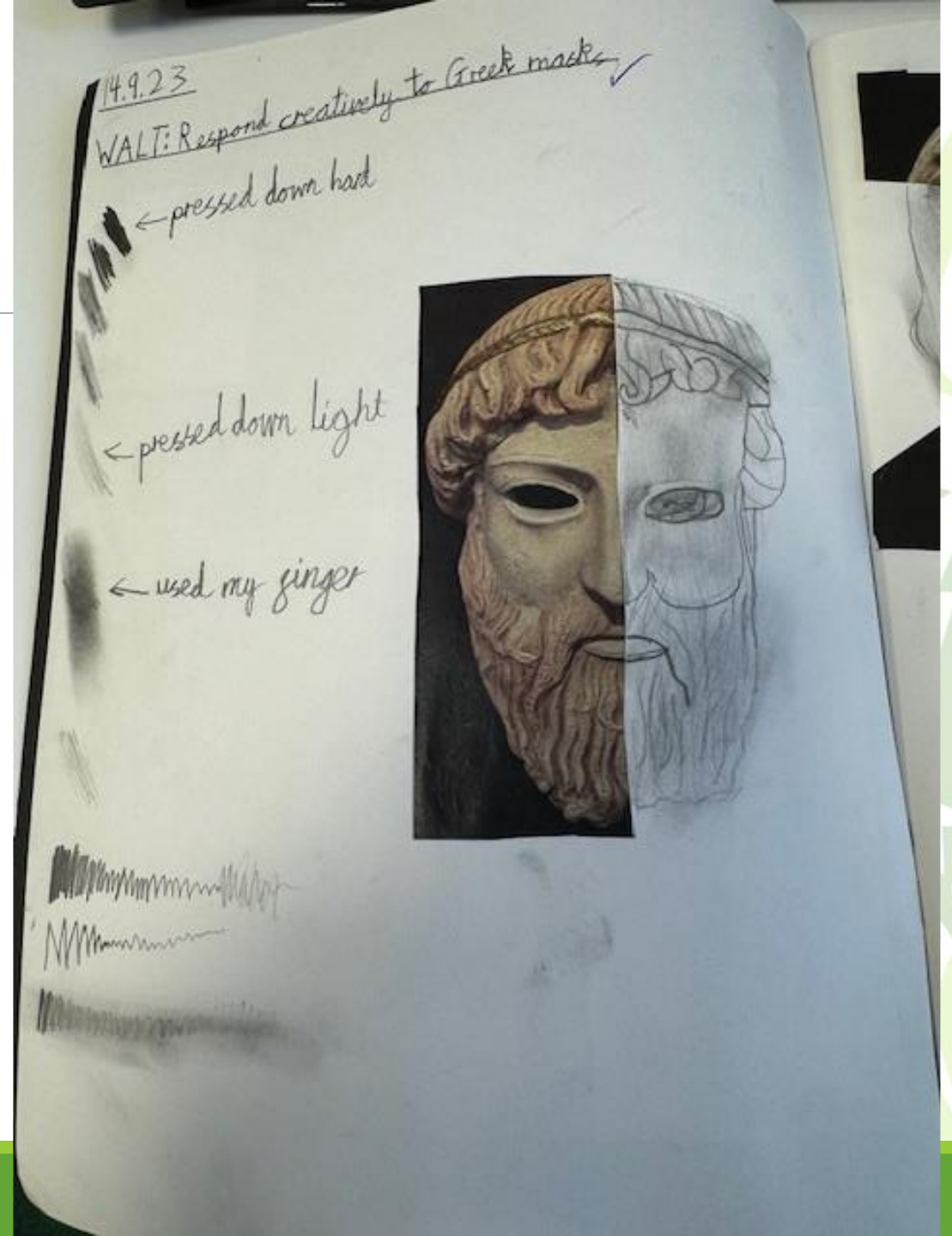
Year 3

As well as being introduced to greater elements of colour theory, such as contrast, complementary and the colour wheel to identify warm and cool colours.



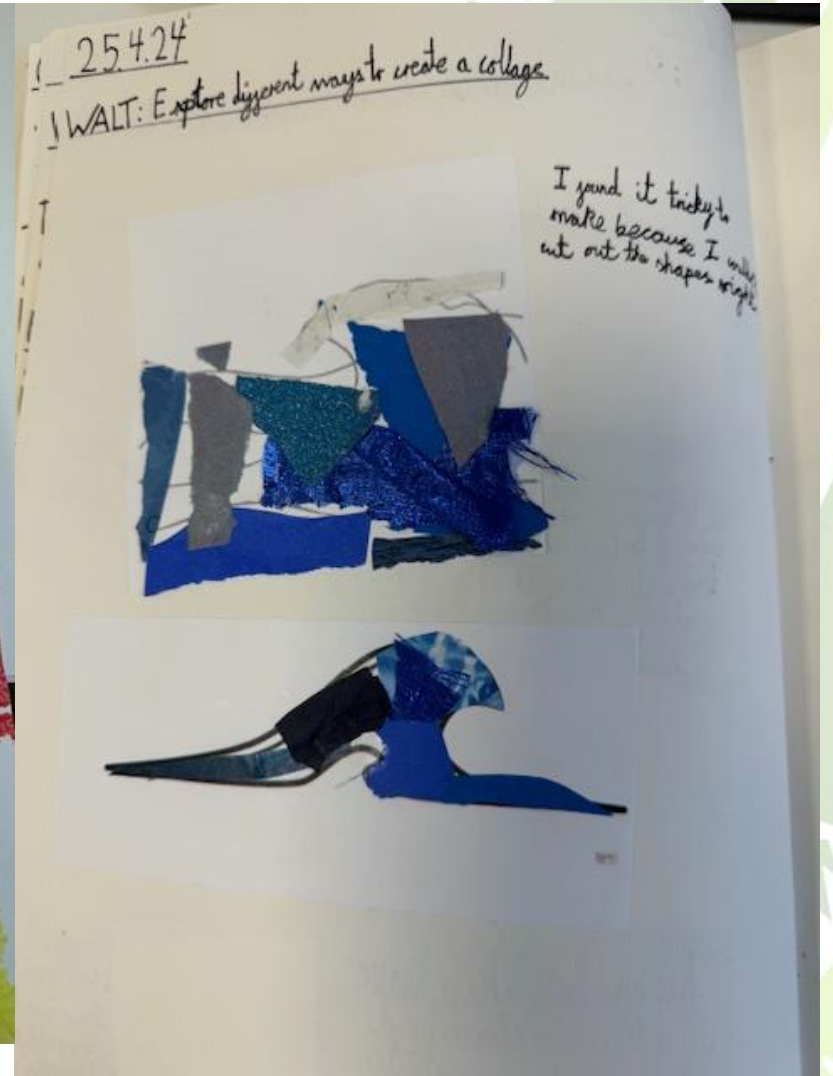
Year 4

Year 4 starts with students continuing to use previously taught techniques as well as introducing further elements, here shown by using the finger to create different shades and textures.



Year 4

Greater focus is given to experimentation as here, students are encouraged to use a range of printing techniques and use a range of media in creating collages, all the while annotating their process and thoughts about what they are doing.




Year 4

Research continues as does a focus on historically notable artists. The personal reflections become more mature and of greater length and quality with greater focus on artistic language.


18.4.24
WALT: Research artists who are inspired by water

Margarethe Vanderpas




I like how vibrant it is and how they painted to look like a rocky reef. It looks like they used oil pastels. It makes me think of a beach.


Hokusai





This one looks like a wave in a thunder storm and looks quite unrealistic. I like how they used grey for thunder clouds.




Margarethe Vanderpas
this one looks like a pond full of lily pads and is an old style.




11.1.21
WALT: Research and respond to Egyptian art


I see Anubis welcoming the Pharaoh into the afterlife. There are Hieroglyphs in the background and it looks like this is a painting. There are lots of different shapes in this one, I like the pattern on the Pharaoh and it looks like he is in a tomb. I can see that they used very light simple colours.



I see Cartouches sculpted into the wall. I like the pattern on it.



This one has a very repetitive pattern.



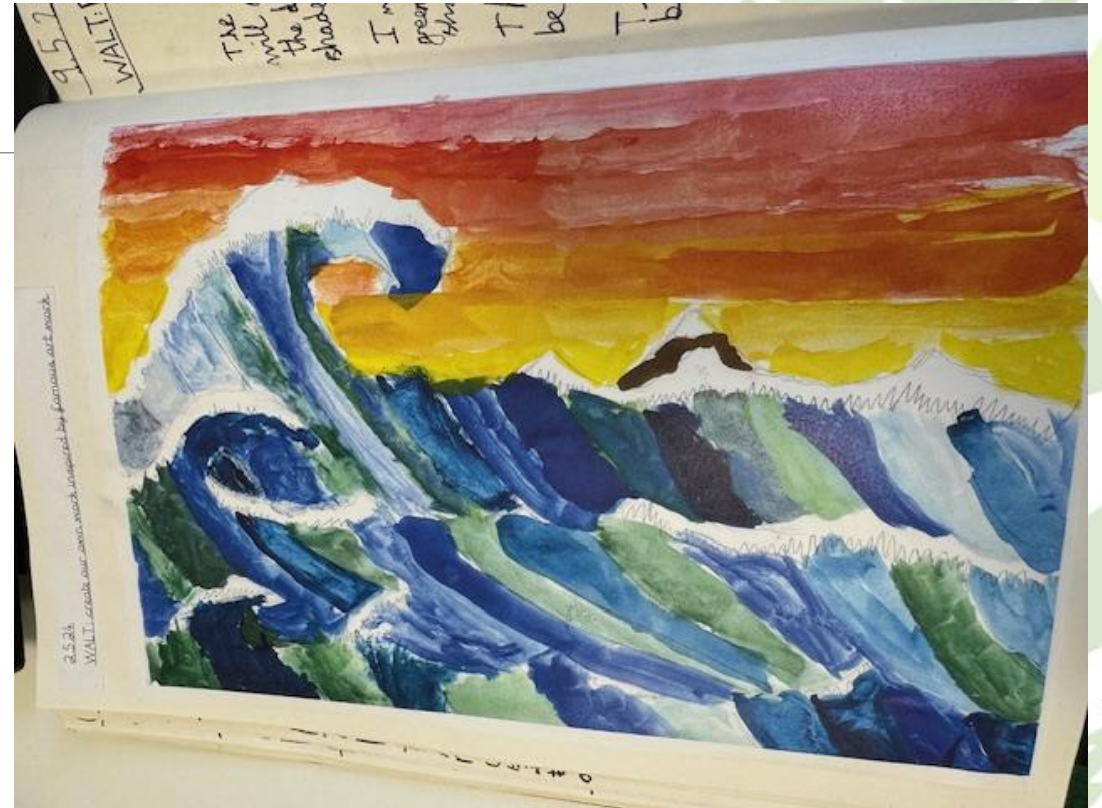
This one is Egyptian hieroglyphs.

sp pattern
pattern
pattern
pattern

Year 4

First tentative steps are made to progress from the imitation stage to creating art inspired by famous works.

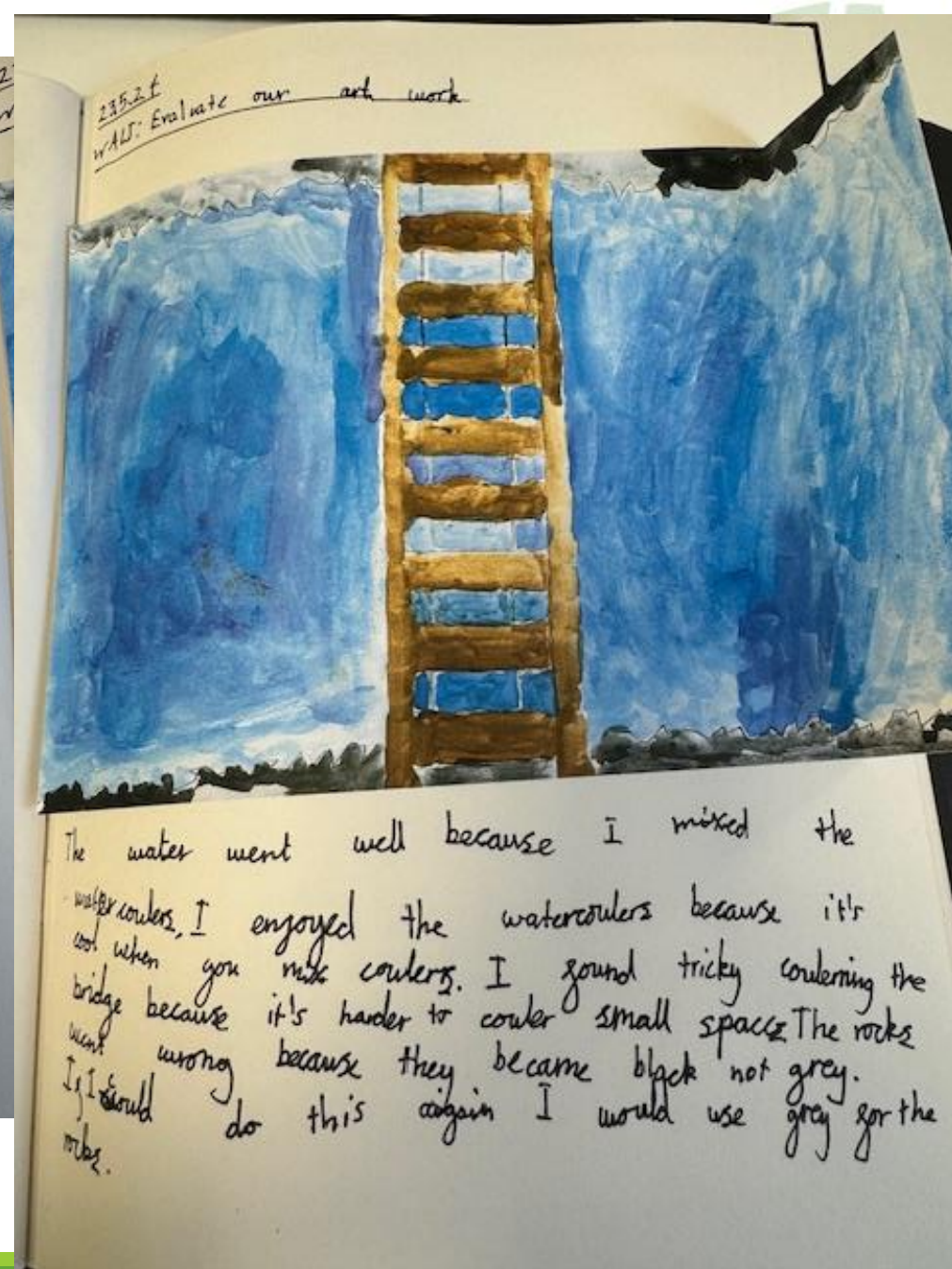
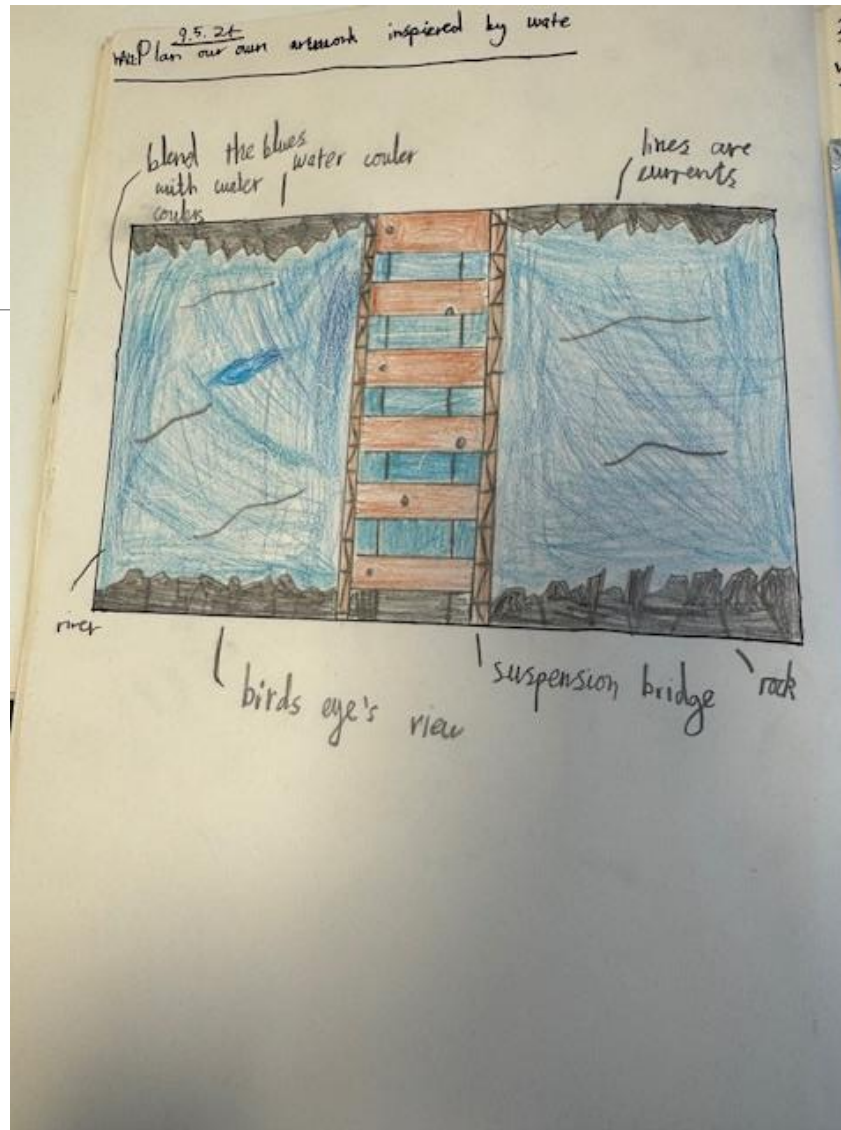
Here we see artwork inspired by *The Great Wave off Kanagawa* by Hokusai.



Year 4

Here we see artwork inspired by Vanderpas and Hockney.

Annotations reveal focus on how space is used by the artist as well as using tinting and shading taught in Y2.



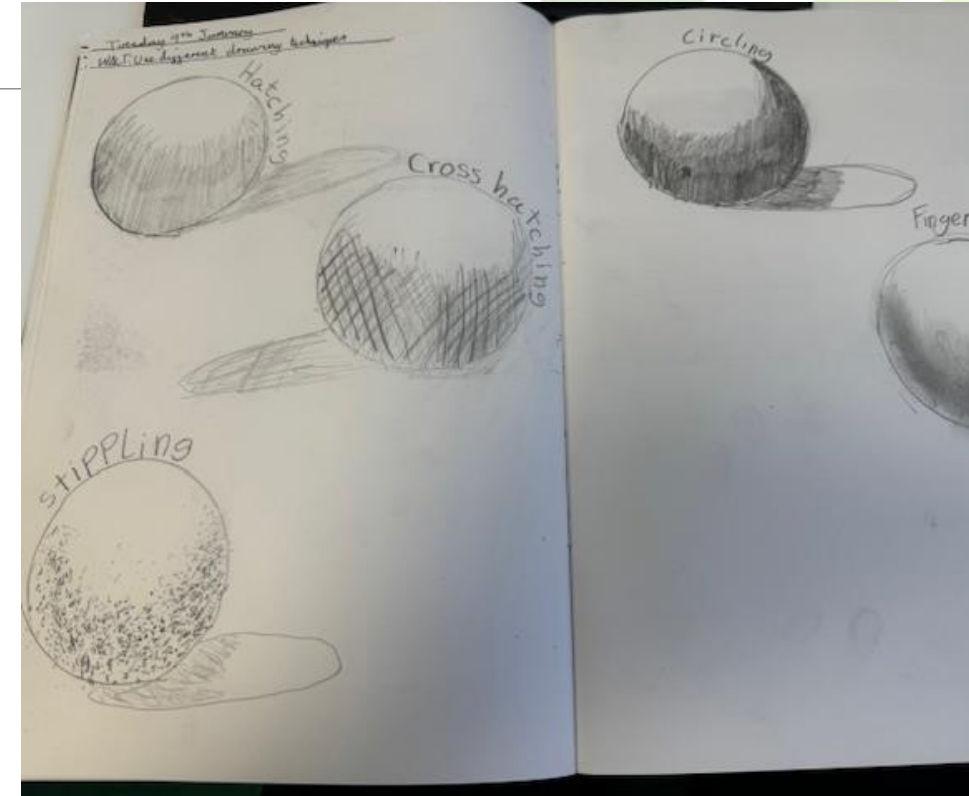
Year 4

Mixed media continues to be encouraged to explore creativity and risk taking, this artwork using a combination of paint, watercolour and crayon/pastel.



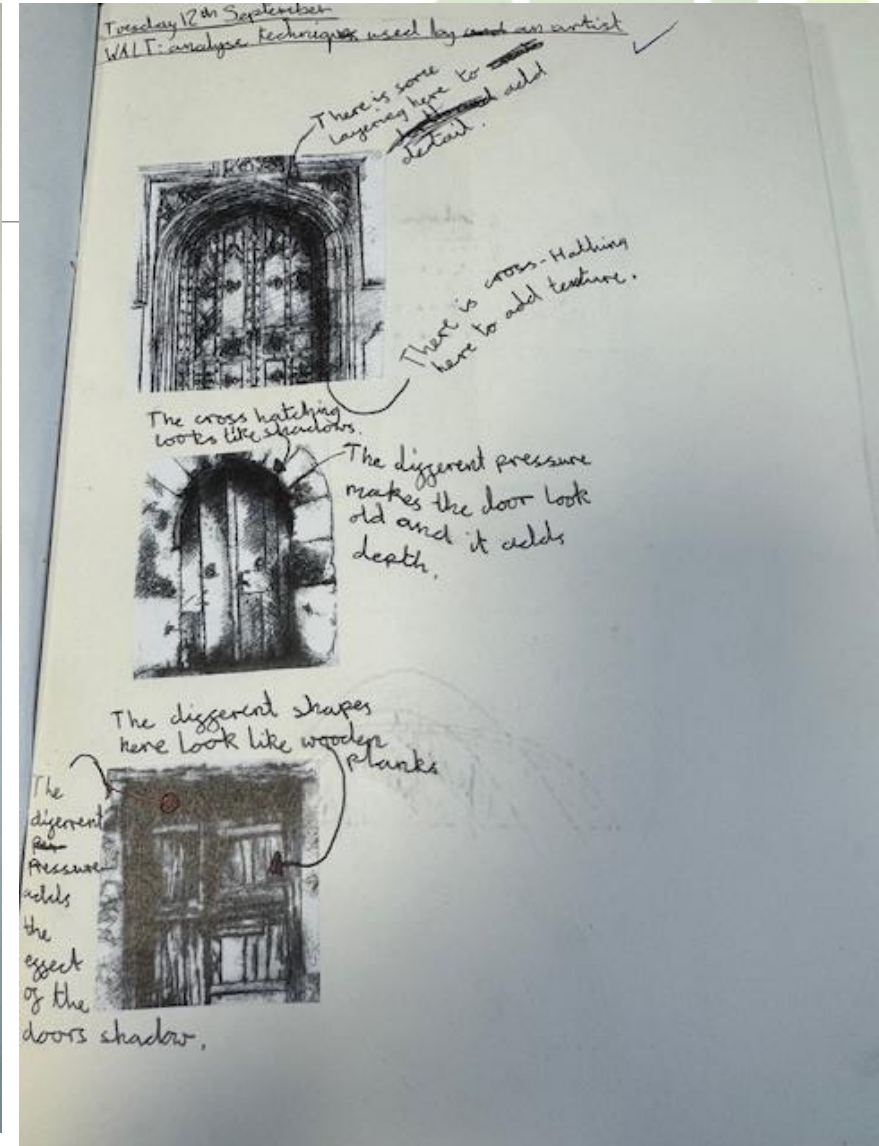
Year 5

In year 5 students sketching and drawing progresses through explicit teaching of further techniques, exemplified here by a lesson on texture and shading techniques.

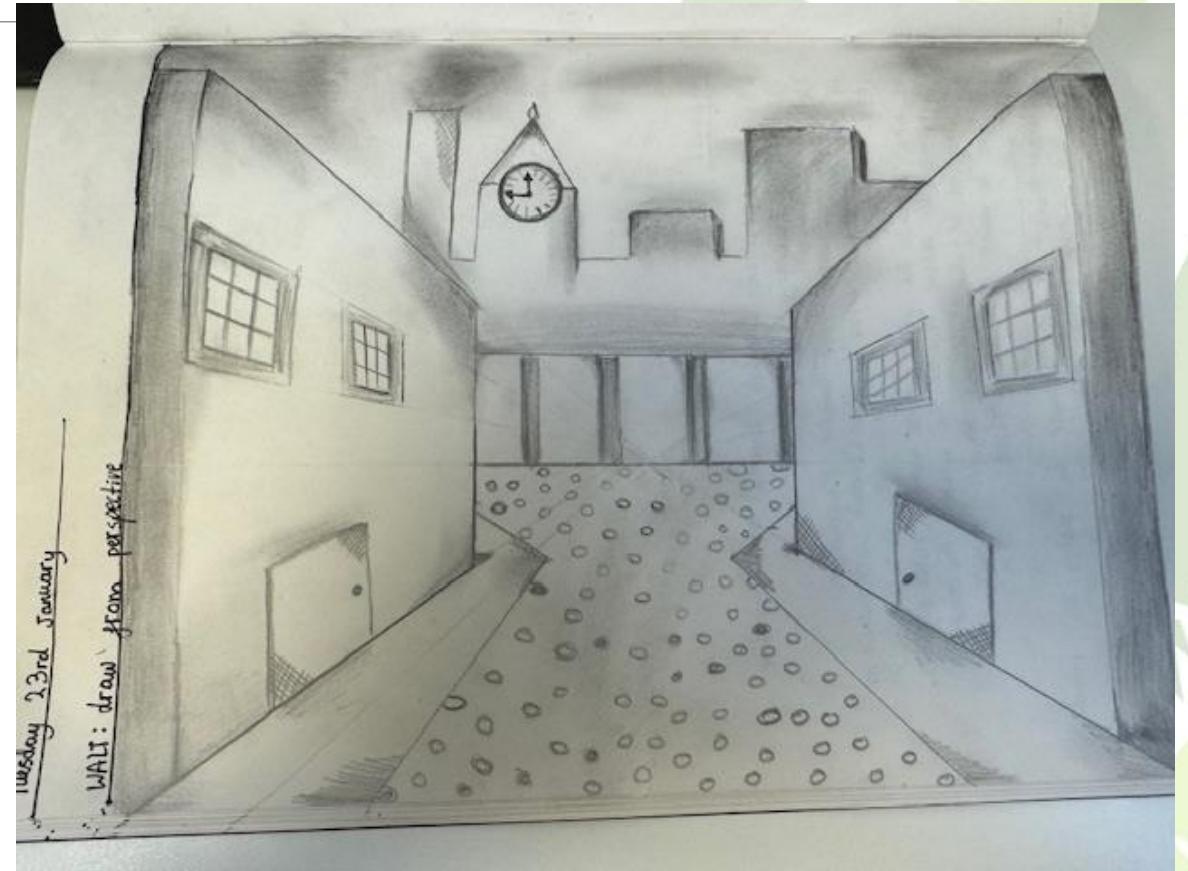
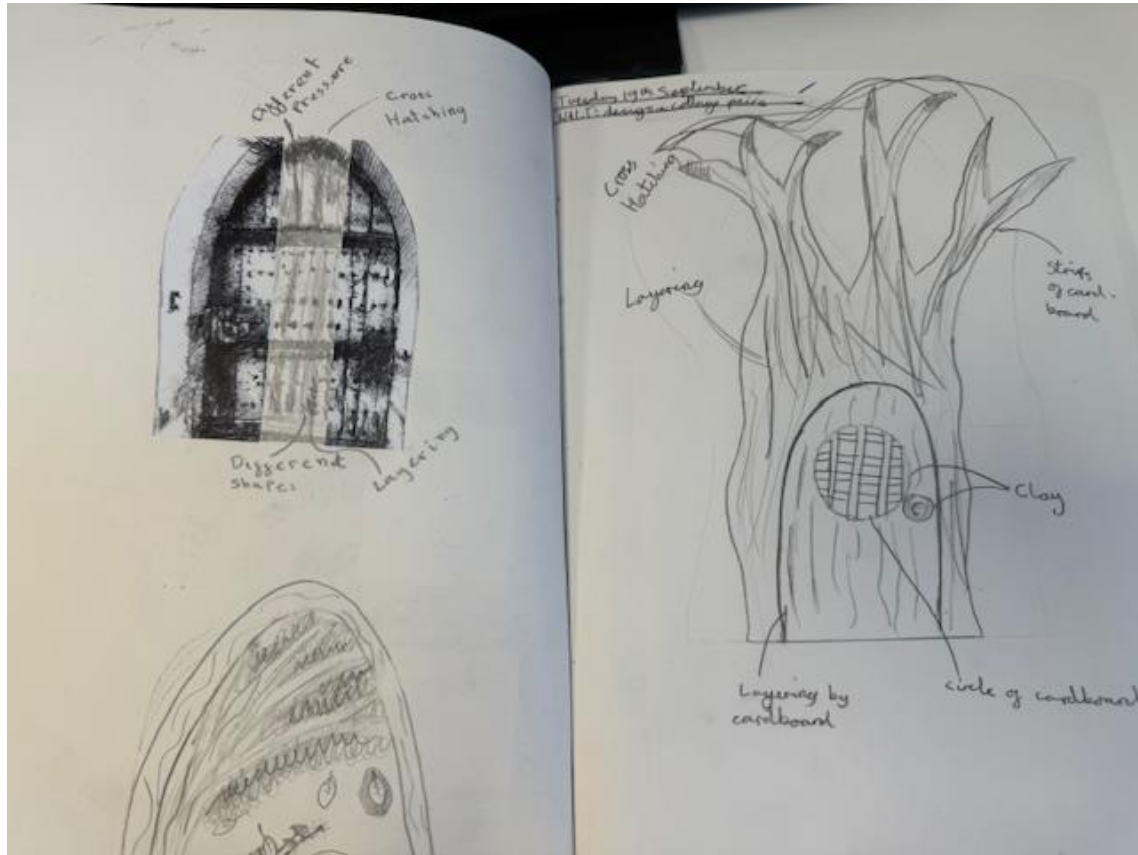


Year 5

This is then used to inform their experimenting and planning as they use all the techniques they have taught to imagine their eventual outcome.



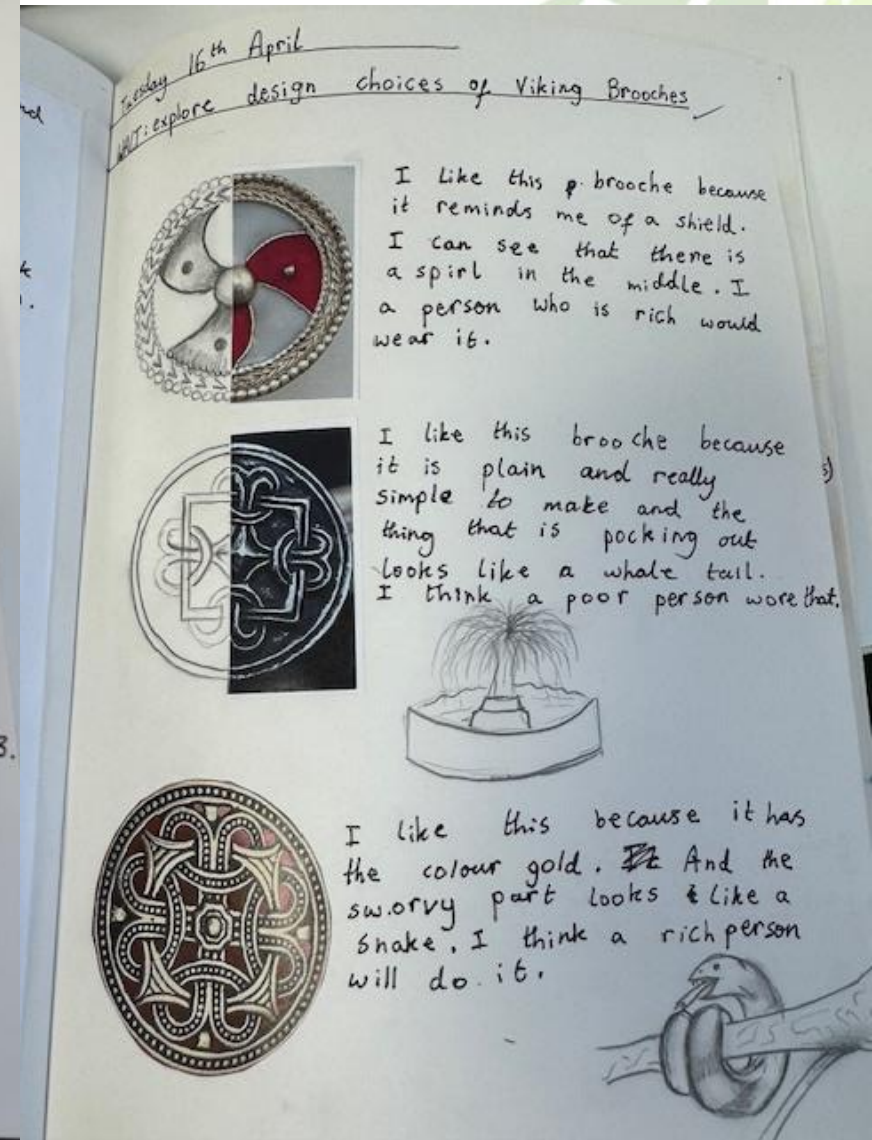
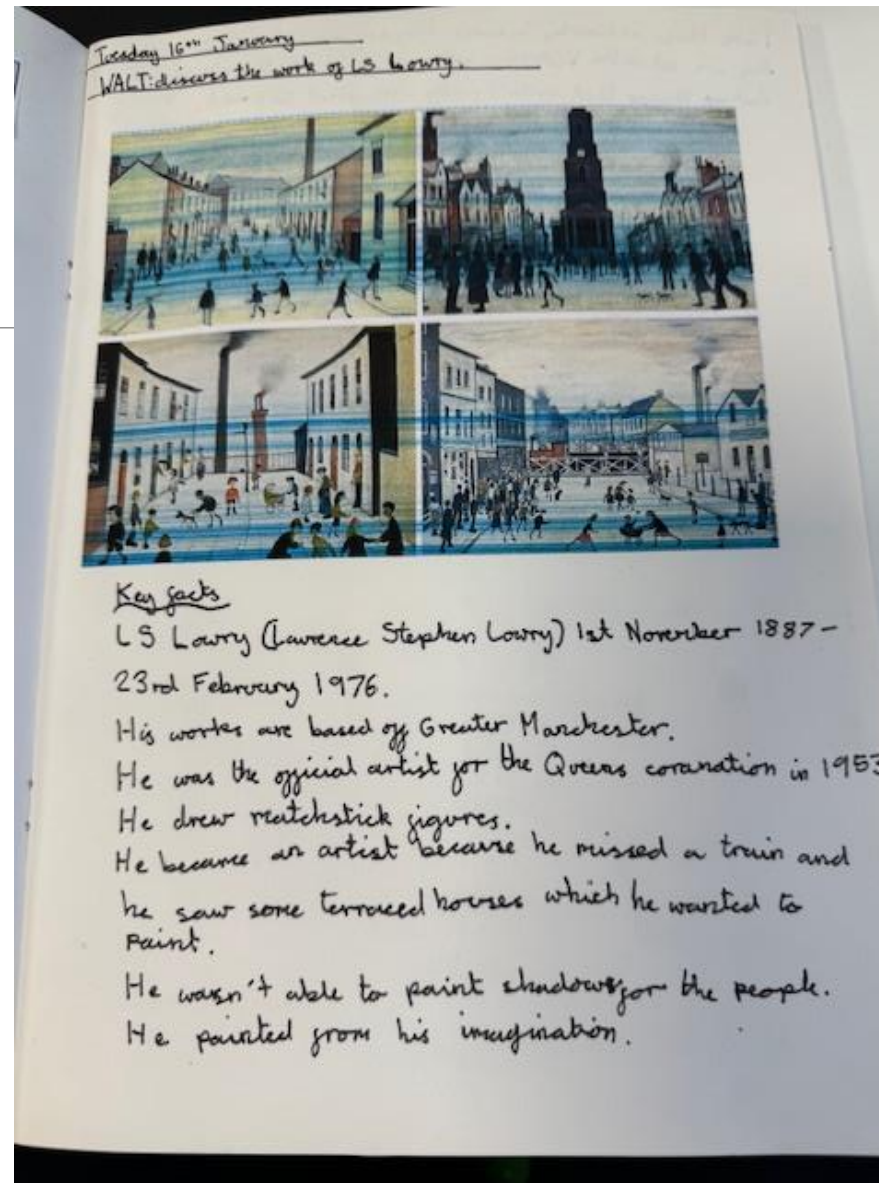
Year 5



Year 5

Learning about and from notable artists, as well as their impact, continues, here shown by a study of Lowry.

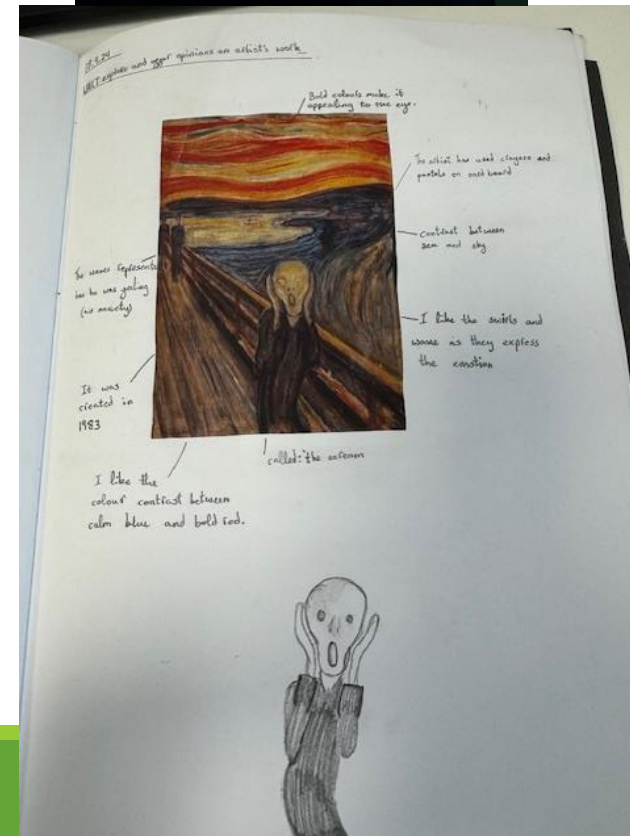
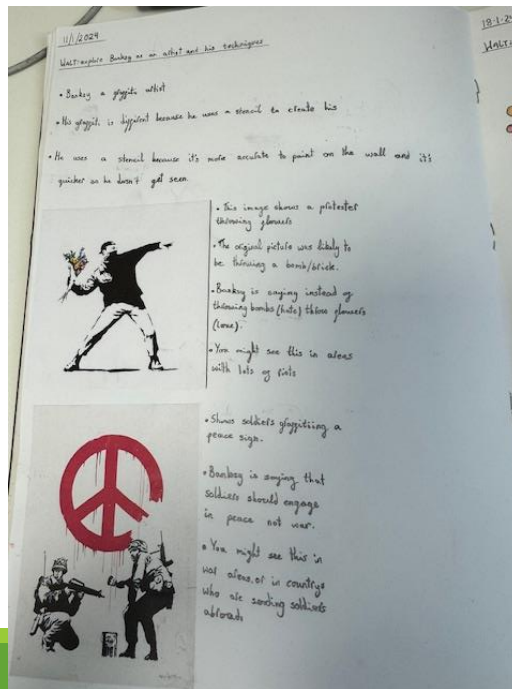
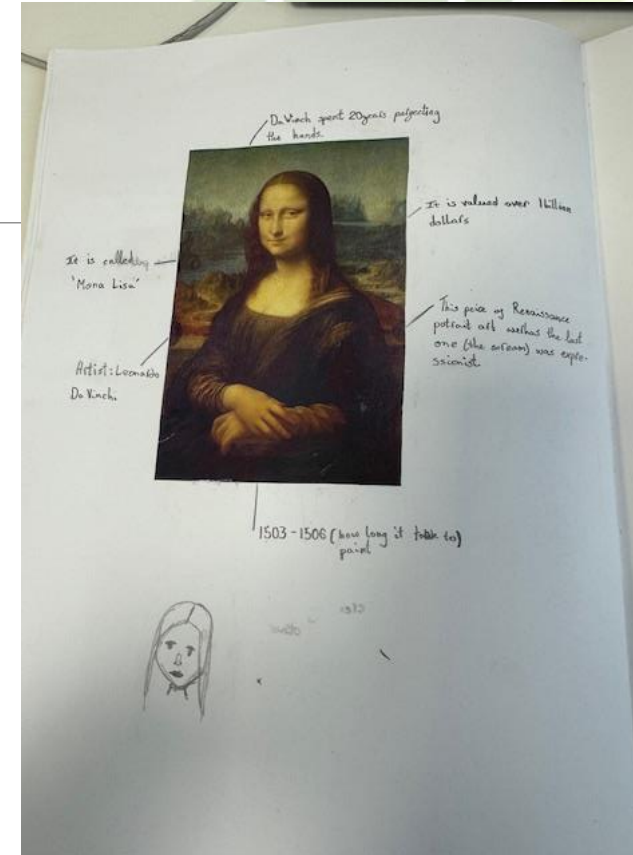
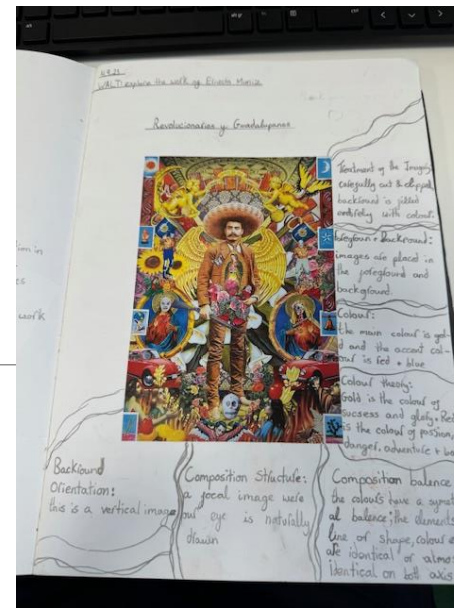
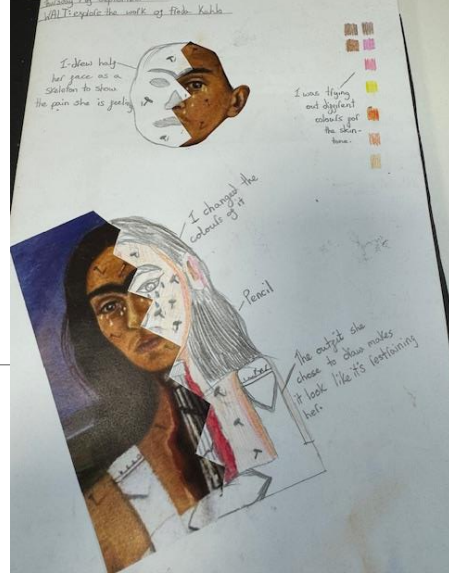
Where there are no notable artists to be identified, such as with Viking crafts, students are encouraged (complemented by their history lessons) to infer who would have worn them and their impact at the time.



Year 6

In year 6, we really push the ambition of our curriculum.

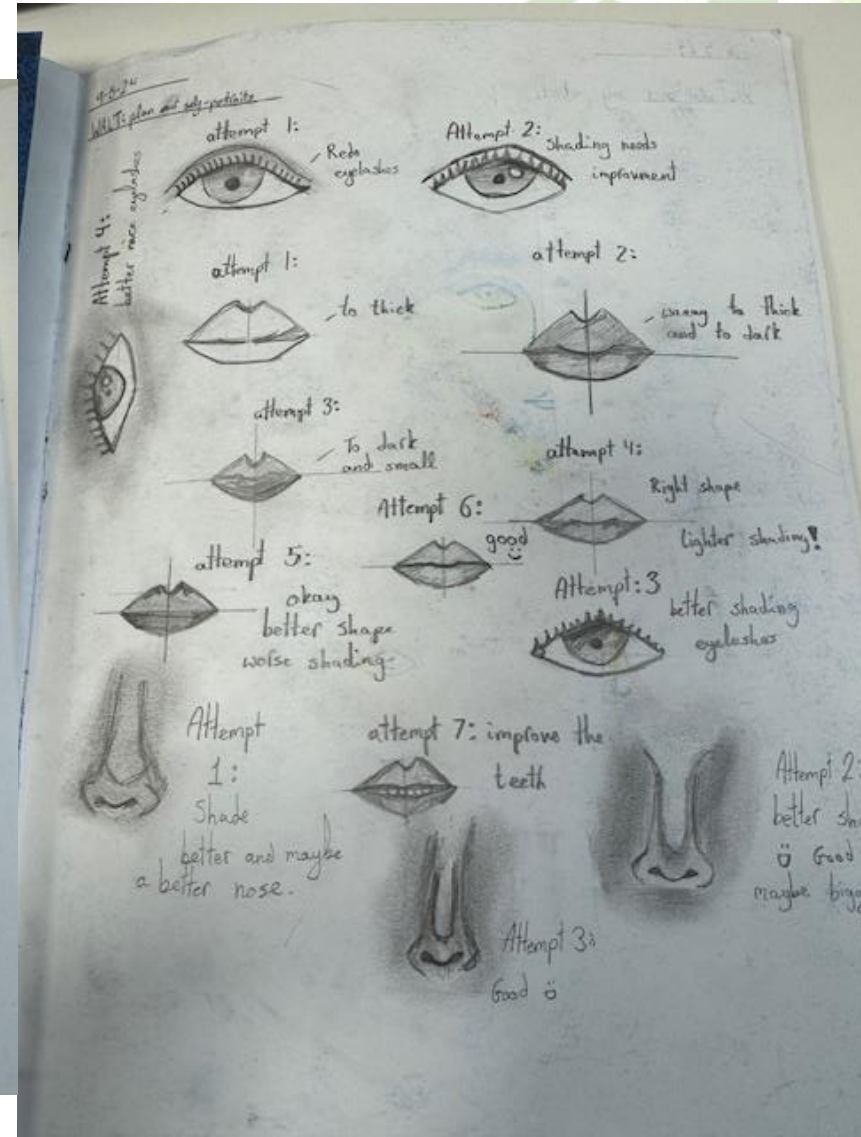
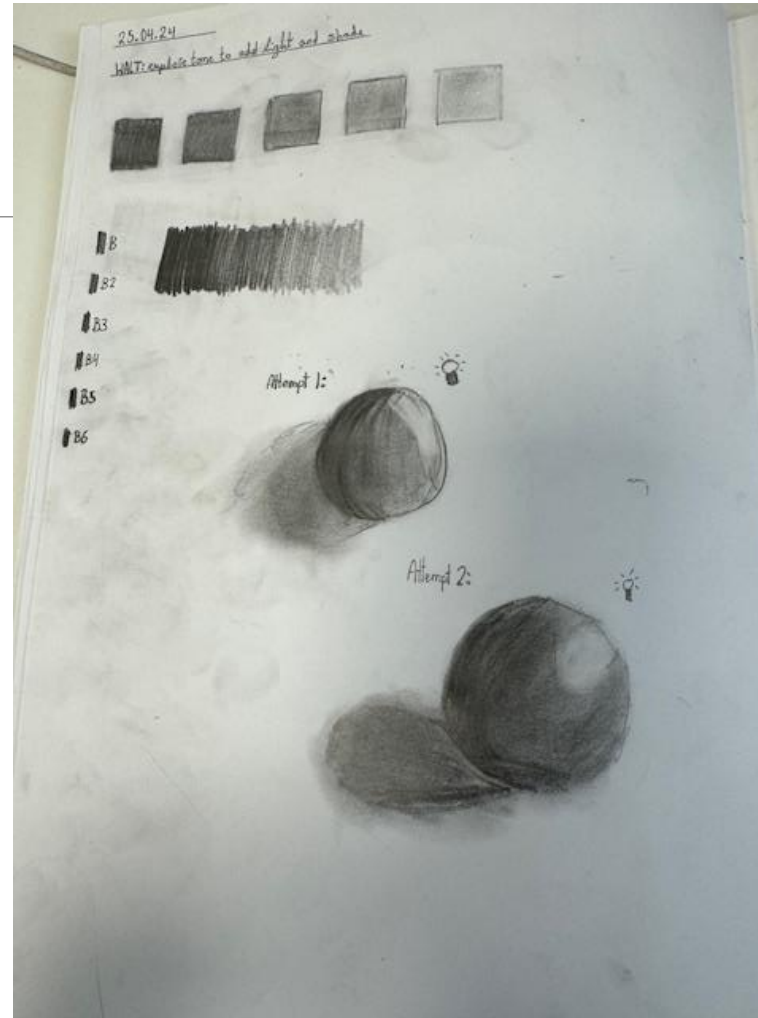
One way this is realised is in the range of famous artists studied, including Kahlo, Muniz, Banksy, Da Vinci and Munch.



Year 6

The expectation is for students to utilize all they have been taught in their sketchbooks, whilst at the same time being explicitly taught further techniques.

Here we see a focus on how light direction affects shading intensity and becoming more technical with regards to anatomical sketching.




Year 6

Artistic analysis greatly progresses, here exemplified by an analysis of the work of Muniz, with students taught to appreciate composition: background orientation, structure, balance, axis, focal points and use of colour.

11.9.21
WALT: explore the work of Elvira Muniz

Revolucionaria y Guadalupeana



Treatment of the Image:
carefully cut & clipped
background is filled
artificially with colour.

Foreground + Background:
images are placed in
the foreground and
background.

Colour:
the main colour is gold
and the accent col-
our is red + blue

Colour theory:
Gold is the colour of
success and glory. Red
is the colour of passion,
danger, adventure + bold

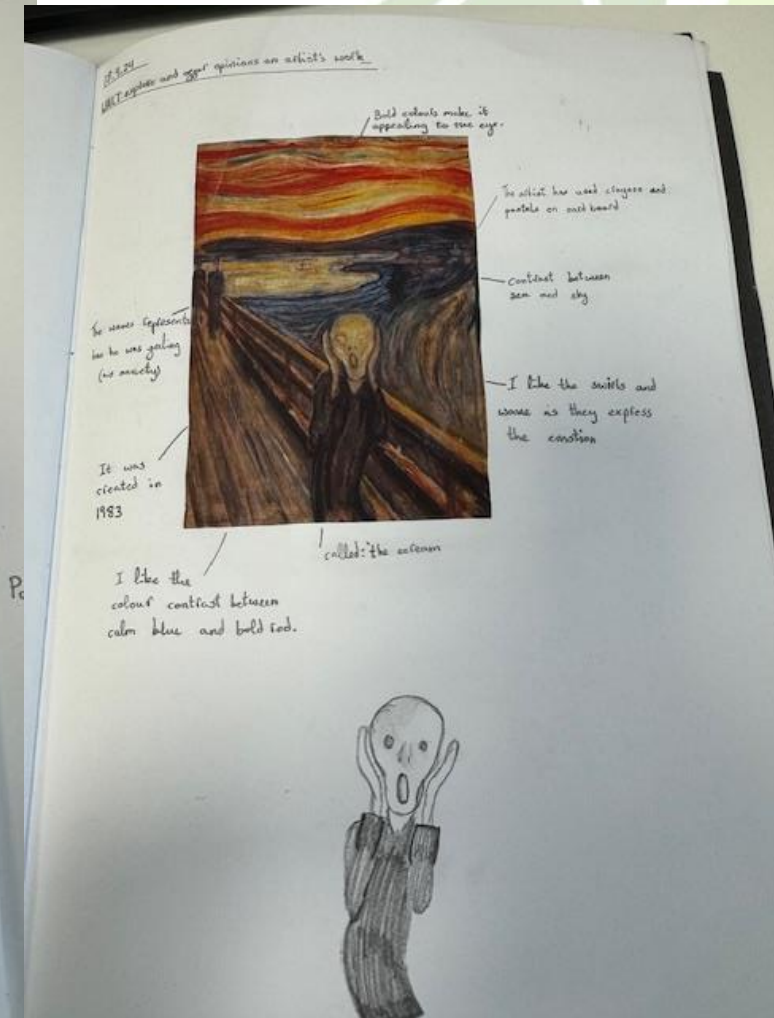
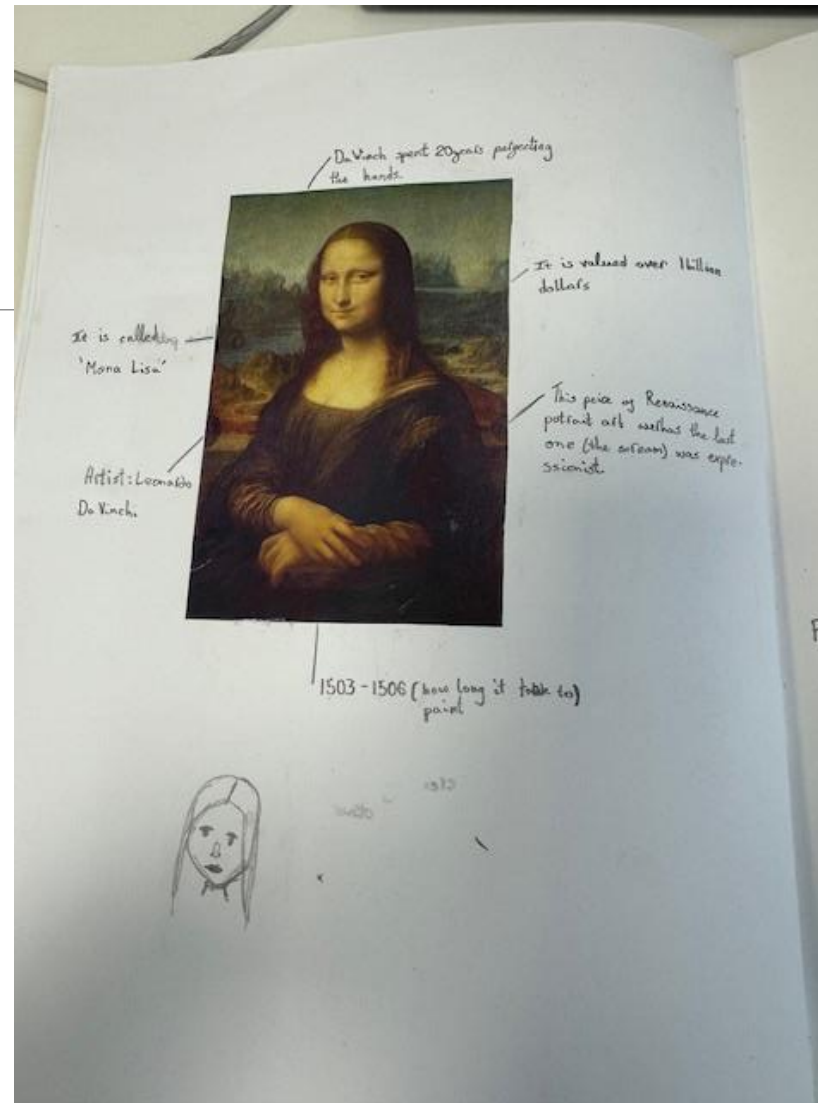
Background
Orientation:
this is a vertical image

Composition Structure:
a focal image where
our eye is naturally
drawn

Composition balance:
the colours have a symmetri-
cal balance; the elements
(line of shape, colour etc)
are identical or almost
identical on both axis.

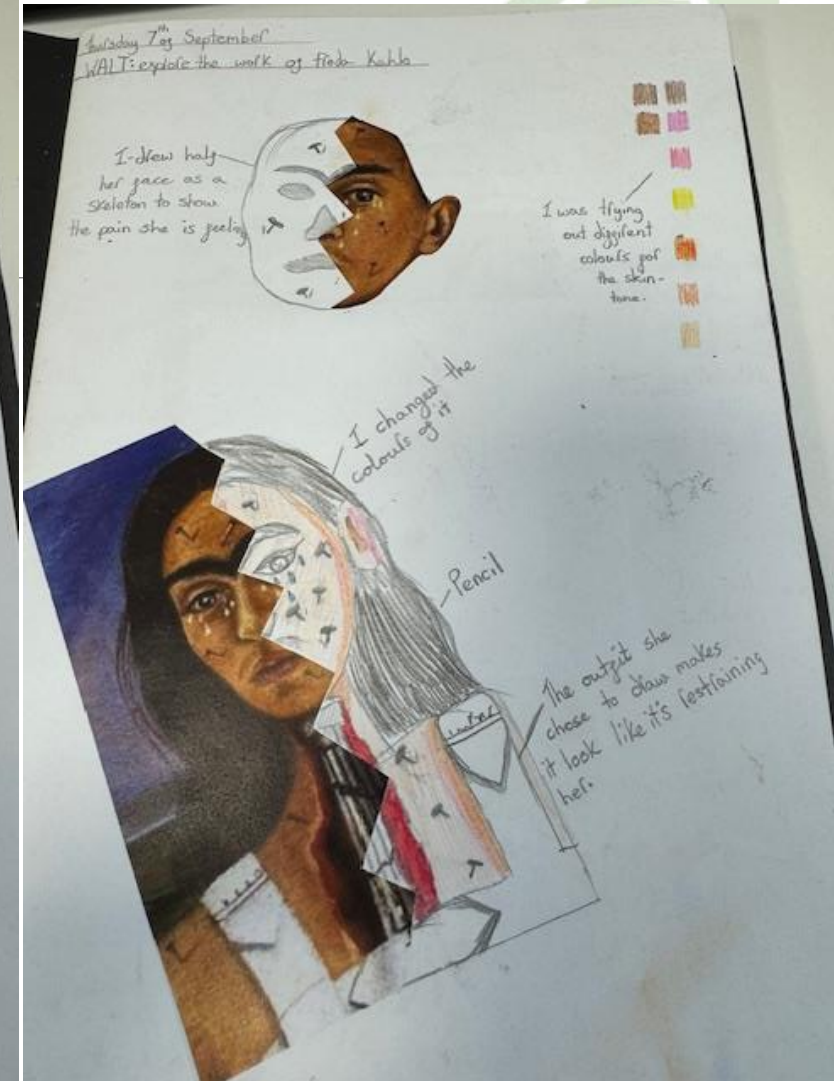
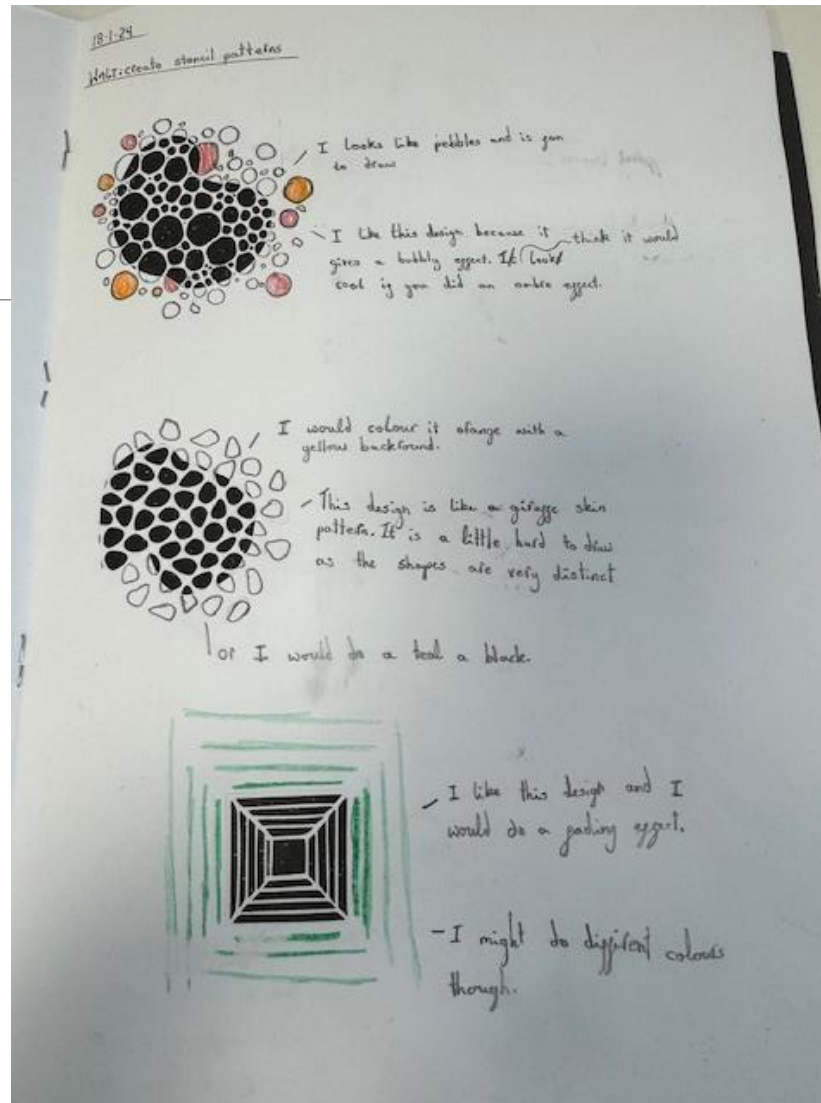
Year 6

The cultural impact of some of history's great works of art continues, with specific reference made to the greats.



Year 6

Students are still encouraged to respond creatively to the artists they study, a big focus being on innovation: how can I achieve the same effects building on what they did?



Year 6

Further focus is given to how art has evolved over time. In this example, both show self-portraits, where one is realistic, aiming to capture the world like a photograph; the other is expressionistic, seeking to explore art in a world where photography has made realistic drawing redundant and instead focuses on emotion, mood and the subjective experience.

Also a closing of the loop curriculum wise.

