

Art Intent :

Learning within art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world.

It is our intent at Greenfields, to provide pupils with a high-quality Art curriculum, which develops creativity, sets challenges, engages and inspires children and equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We see Art as a vehicle for creativity and individual expression. We aim to give all children the confidence to express themselves through a range of chosen mediums: drawing, painting, 3D designs and print making, and pupils are encouraged to experiment with a range of different materials and techniques to bring their ideas to life. Opportunities to practise art and design techniques when using colour, pattern, texture, line, shape, form and space are embedded across the Art curriculum through the use of individual sketchbooks.

We want our children to know how Art & Design has contributed to our culture and understanding of our history and the world. They explore a variety of artists and their styles. Children will focus on a variety of artists and they will begin to understand the development of their particular art forms. The children will have opportunities to take inspiration from artists and create their own artworks in their styles. Children are given the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales.

Art Progression map

Subject: Art	EYFS/ KS1	LOWER KS2	UPPER KS2
As artists we learn to:			
Develop ideas			
	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
Master techniques			
Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour.

	<ul style="list-style-type: none"> • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<p>textures, patterns and lines.</p> <ul style="list-style-type: none"> • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.

Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
Digital media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
Take inspiration from the greats			
	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

		EYFS/ KS1		
Topic/ Unit of work:		Thread (where appropriate)	KNOWLEDGE Describe the work of notable artists, artisans and designers	SKILLS Use some of the ideas of artists studied to create pieces
Y e a r A	Japan Printing/ Drawing (Harvest/Christmas)		<ul style="list-style-type: none"> ● Printing: Hapa Zome Flower Hammering ● Drawing: Study Comic Art including Manga 	<ul style="list-style-type: none"> ● Use repeating or overlapping shapes. ● Mimic print from the environment (e.g. wallpapers). ● Use objects to create prints (e.g. fruit, vegetables or sponges). ● Press, roll, rub and stamp to make prints. ● Draw lines of different sizes and thickness. ● Colour (own work) neatly following the lines. ● Show pattern and texture by adding dots and lines. ● Show different tones by using coloured pencils.
	<i>Japan Computing</i>		<i>COMPUTING LINK</i>	<i>See Computing Plan</i>
	Our World Collage/ Sculpture		Studying artists that make collage and sculptures of and in the natural world. i.e. Andy Goldsworthy	<ul style="list-style-type: none"> ● Use a combination of materials that are cut, torn and glued. ● Sort and arrange materials. ● Mix materials to create texture. ● Use objects to create prints (e.g. fruit, vegetables or sponges). ● Press, roll, rub and stamp to make prints. ● Use a combination of shapes. ● Include lines and texture. ● Use rolled up paper, straws, paper, card and clay as materials. ● Use techniques such as rolling, cutting, moulding and carving.
	Great Fire of London Painting		Paintings of Great Fire of London: Lieve Verschuer	<ul style="list-style-type: none"> ● Mix primary colours to make secondary. ● Add white to colours to make tints and black to colours to make tones.

Y e a r B	Polar Explorers Textiles (Harvest/Christmas)		Study textile art including crafts that use weaving and or plaiting. Use skills to create winter decorations	<ul style="list-style-type: none"> ● Use weaving to create a pattern. ● Join materials using glue and/or a stitch. ● Use plaiting. ● Use dip dye techniques.
	Weather Studying the Greats/ Sounds paintings		A study of great artists who have painted weather. https://www.bbc.com/culture/article/20131224-the-10-greatest-winter-paintings	<p>See music curriculum</p> <ul style="list-style-type: none"> ● Describe the work of notable artists, artisans and designers. ● Use some of the ideas of artists studied to create pieces.
	Castles Print		Create shields and 'family' crests using printing methods.	<ul style="list-style-type: none"> ● Use repeating or overlapping shapes. ● Mimic print from the environment (e.g. wallpapers). ● Use objects to create prints (e.g. fruit, vegetables or sponges). ● Press, roll, rub and stamp to make prints.
Y e a r C	Gunpowder Plot (Harvest/Christmas) Textiles		Christmas decorations using specific textile skills	<ul style="list-style-type: none"> ● Use weaving to create a pattern. ● Join materials using glue and/or a stitch. ● Use plaiting. ● Use dip dye techniques.
	Flight & Transport Drawing		Study Michelangelo drawings of inventions/flight Create own flight inventions	<ul style="list-style-type: none"> ● Draw lines of different sizes and thickness. ● Colour (own work) neatly following the lines. ● Show pattern and texture by adding dots and lines. ● Show different tones by using coloured pencils. <p>● Describe the work of notable artists, artisans and designers.</p>
	Dinosaurs Sculpture		Clay fossils-ammonites.	<ul style="list-style-type: none"> ● Use rolled up paper, straws, paper, card and clay as materials. ● Use techniques such as rolling, cutting, moulding and carving

		Lower KS2		
Topic/ Unit of work:		Thread (where appropriate)	KNOWLEDGE Describe the work of notable artists, artisans and designers	SKILLS Use some of the ideas of artists studied to create pieces
Y e a r 1	Rainforests Painting		Rousseau John Dyer	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.
	Rainforests Collage Textiles <i>DT Textiles</i>		Collage and Textile artists/sustainability Create dyes from natural products Study textile artists who combine collage with textile skills, create designs for work and evaluate work in progress.	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. • <i>Join textiles with appropriate stitching.</i> • <i>Select the most appropriate techniques to decorate textiles</i>
	Active Planet Painting Mixed Media Painting		Volcano: Hokusai/Lichtenstein/William Turner/Warhol	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.

	Egyptians Textile DT Textile		Create weaving Ex. using a pattern	<ul style="list-style-type: none"> • Create weavings. • <i>Show precision in techniques.</i> • <i>Choose from a range of stitching techniques.</i> • <i>Combine previously learned techniques to create pieces.</i>
Y e a r 2	Maya Drawing			<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.
	UK & Beyond Sculpture		Barbara Hepworth/Installation artists	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.
	River Thames Collage		Alfie Carpenter Local collage artist	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail

		Upper KS2		
Topic/ Unit of work:		Thread (where appropriate)	KNOWLEDGE Describe the work of notable artists, artisans and designers	SKILLS Use some of the ideas of artists studied to create pieces
Y e a r 1	World War 2 Drawing	Legacy	Study the WW2 drawings of Henry Moore/ Victor Lundy https://flashbak.com/victor-a-lundys-world-war-2-sketchbook-369679/ Capturing their own mini diary sketch-book	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
	South America Collage Textile	Civilisation, Community and Culture	Study of collage artists: Man Ray/ Matisse/ Picasso/ George Braque/ Kara Walker/Natalia Baykalova/Sara Roberts Inspiration from the greats: Study the style of some notable artists, artisans and designers.	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • [Possibly] use ceramic mosaic materials and techniques. • Show precision in techniques. • Choose from a range of stitching techniques.
	Native American Society Mixed Media Painting	Civilisation, Community and Culture	Study the process of Native American Sand painting. Explore historical, authentic sand painting by Native American Healers.	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
Y e a r 2	Three Monarchs Painting	Comparison	Portraits of Monarchs: Holbein/Picasso/Warhol/Winterhalter Portrait artists to compare: Picasso/Vincent Van Gogh/ Chinwe Chukwuogo-Roy/ Evita Tezeno	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of acrylic paint to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture.
	Extreme Weather Painting	Comparison	Artists: Constable/Henri Rousseau/ Picasso/George Seurat/Alexsandr Korol	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or

			Movements to compare: Impressionism/ post impressionism/ pointillism / cubism/contemporary	built world. <ul style="list-style-type: none"> • Use the qualities of acrylic paint to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture.
	Ancient Greece Sculpture <i>DT Objective</i>	Legacy	Ancient Greek artefacts (kiln at Claydon HS)	<ul style="list-style-type: none"> • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • <i>Ensure products have a high-quality finish, using art skills where appropriate.</i>