

# Langton Primary School

## Art & Design Curriculum – Progression of Knowledge and Skills



At Langton Primary School we use Curriculum Maestro by Cornerstones Education as our planning tool across a range of curriculum areas. For more information on this product please see <https://cornerstoneseducation.co.uk/> All our teaching is in line with the National Curriculum Key Stage One, Key Stage Two and Early Years Curriculum (ELG's)

The breakdown of our termly and half termly projects can be found on this webpage. This document breaks down the key skills and knowledge areas and how they accumulate and advance across the classes in school.

<b>(EYFS/LKS1) Derwent</b>	<b>(UKS1) Foss</b>	<b>LKS2 (Ouse)</b>	<b>UKS2 (Rye)</b>
<p><b>ELG: Creating with Materials Children at the expected level of development will:</b>  <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</b>  <b>Share their creations, explaining the process they have used;</b>  <b>Make use of props and materials when role playing characters in narratives and stories.</b></p> <p><b>ELG: Being Imaginative and Expressive Children at the expected level of development will:</b>  <b>Invent, adapt and recount narratives and stories with peers and their teacher;</b>  <b>Sing a range of well-known nursery rhymes and songs</b>  <b>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b></p> <p><b>Pupils should be taught:</b>  ♣ 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>	<p><b>Pupils should be taught:</b>  ♣ 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>		<p><b>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b></p> <p><b>Pupils should be taught:</b>  ♣ 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</p>

# Human Form

<b>(EYFS/LKS1) Derwent</b>	<b>(UKS1) Foss</b>	<b>LKS2 (Ouse)</b>	<b>UKS2 (Rye)</b>
<p>A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. Represent different parts of the human body from observation, imagination or memory with attention to some detail.</p> <p>A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</p>	<p>A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</p> <p>A drawing, painting or sculpture of a human face is called a portrait. Represent the human form, including face and features, from observation, imagination or memory.</p>	<p>Artists draw, paint or sculpt human forms in active poses. Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.</p> <p>Art can be developed that depicts the human form to create a narrative. Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.</p>	<p>A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. Explore and create expression in portraiture.</p> <p>In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.</p>

# Creation

<b>(EYFS/LKS1) Derwent</b>	<b>(UKS1) Foss</b>	<b>LKS2 (Ouse)</b>	<b>UKS2 (Rye)</b>
<p>Different types of art include painting, drawing, collage, textiles, sculpture and printing. Create art in different ways on a theme, to express their ideas and feelings.</p>	<p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). Design and make art to express ideas.</p>	<p>Visual elements include colour, line, shape, form, pattern and tone. Use and combine a range of visual elements in artwork.</p>	<p>Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Produce creative</p>

<p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). Design and make art to express ideas.</p>	<p>Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. Select the best materials and techniques to develop an idea.</p>	<p>Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. Develop techniques through experimentation to create different types of art.</p>	<p>work on a theme, developing ideas through a range of preliminary sketches or models.</p> <p>In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. Create innovative art that has personal, historic or conceptual meaning.</p>
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## Generation of Ideas

<b>(EYFS/LKS1) Derwent</b>	<b>(UKS1) Foss</b>	<b>LKS2 (Ouse)</b>	<b>UKS2 (Rye)</b>
<p>Communicate their ideas as they are creating artwork.</p> <p>Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Communicate their ideas simply before creating artwork.</p>	<p>Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Communicate their ideas simply before creating artwork.</p> <p>A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Make simple sketches to explore and develop ideas.</p>	<p>Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>Artists use sketching to develop an idea over time. Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</p>	<p>Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. Review and revisit ideas and sketches to improve and develop ideas.</p> <p>A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p>

## Evaluation

(EYFS/LKS1) Derwent	(UKS1) Foss	LKS2 (Ouse)	UKS2 (Rye)
<p>Share their creations with others, explaining their intentions and the techniques and tools they used.</p> <p>Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Say what they like about their own or others' work using simple artistic vocabulary.</p>	<p>Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Say what they like about their own or others' work using simple artistic vocabulary.</p> <p>Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Analyse and evaluate their own and others' work using artistic vocabulary.</p>	<p>Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Make suggestions for ways to adapt and improve a piece of artwork.</p> <p>Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Give constructive feedback to others about ways to improve a piece of artwork.</p>	<p>Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. Compare and comment on the ideas, methods and approaches in their own and others' work.</p> <p>Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. Adapt and refine artwork in light of constructive feedback and reflection.</p>

## Malleable Materials

(EYFS/LKS1) Derwent	(UKS1) Foss	LKS2 (Ouse)	UKS2 (Rye)
<p>Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p> <p>Malleable materials include rigid and soft materials, such as clay, plasticine</p>	<p>Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</p>	<p>Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Create a 3-D form using</p>	<p>Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p> <p>Malleable materials include rigid and soft materials, such as clay, plasticine</p>

and salt dough. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.	Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. Press objects into a malleable material to make textures, patterns and imprints.	malleable or rigid materials, or a combination of materials.  Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. Use clay to create a detailed or experimental 3-D form.	and salt dough. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.
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## Papers & Fabric

<b>(EYFS/LKS1) Derwent</b>	<b>(UKS1) Foss</b>	<b>LKS2 (Ouse)</b>	<b>UKS2 (Rye)</b>
<p>Papers and fabrics can be used to create art, including tearing, cutting and sticking. Cut, tear, fold and stick a range of papers and fabrics.</p> <p>Collage is an art technique where different materials are layered and stuck down to create artwork. Use textural materials, including paper and fabric, to create a simple collage.</p>	<p>Collage is an art technique where different materials are layered and stuck down to create artwork. Use textural materials, including paper and fabric, to create a simple collage.</p> <p>Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers. Create a range of textures using the properties of different types of paper.</p>	<p>Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns. Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.</p> <p>Stitches include running stitch, cross stitch and blanket stitch. Use a range of stitches to add detail and texture to fabric or mixed-media collages</p>	<p>Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork. Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.</p>

# Paint

<b>(EYFS/LKS1) Derwent</b>	<b>(UKS1) Foss</b>	<b>LKS2 (Ouse)</b>	<b>UKS2 (Rye)</b>
<p>The primary colours are red, yellow and blue. Use primary and other coloured paint and a range of methods of application.</p> <p>The primary colours are red, yellow and blue. Identify and use paints in the primary colours.</p>	<p>The primary colours are red, yellow and blue. Identify and use paints in the primary colours.</p> <p>The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Identify and mix secondary colours</p>	<p>Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. Identify, mix and use contrasting coloured paints.</p> <p>Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p>	<p>A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. Mix and use tints and shades of colours using a range of different materials, including paint.</p> <p>Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Use colour palettes and characteristics of an artistic movement or artist in artwork.</p>

# Printing

<b>(EYFS/LKS1) Derwent</b>	<b>(UKS1) Foss</b>	<b>LKS2 (Ouse)</b>	<b>UKS2 (Rye)</b>
<p>Make simple prints using a variety of tools, including print blocks and rollers.</p> <p>A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to</p>	<p>A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Make simple prints and patterns using a range of liquids including ink and paint.</p> <p>A block print is made when a pattern is carved or engraved onto a surface, such as clay or</p>	<p>Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. Combine a variety of printmaking techniques and materials to create a print on a theme.</p>	<p>Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. Use the work of a significant printmaker to influence artwork.</p>

another. Make simple prints and patterns using a range of liquids including ink and paint.	polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. Use the properties of various materials, such as clay or polystyrene, to develop a block print.	Some artists use text or printed images to add interest or meaning to a photograph. Add text or printed materials to a photographic background.	
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## Pencil, Ink, Charcoal and Pen

(EYFS/LKS1) Derwent	(UKS1) Foss	LKS2 (Ouse)	UKS2 (Rye)
<p>Different types of line include thick, thin, straight, zigzag, curvy and dotted. Select appropriate tools and media to draw with.</p> <p>Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Use soft and hard pencils to create different types of line and shape.</p>	<p>Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Use soft and hard pencils to create different types of line and shape.</p> <p>Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</p>	<p>Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. Use the properties of pen, ink and charcoal to create a range of effects in drawing</p>	

## Natural Art

<b>(EYFS/LKS1) Derwent</b>	<b>(UKS1) Foss</b>	<b>LKS2 (Ouse)</b>	<b>UKS2 (Rye)</b>
<p>Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. Use natural materials and loose parts to make 2-D and 3-D art.</p> <p>Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. Make transient art and pattern work using a range or combination of man-made and natural materials</p>	<p>Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. Make transient art and pattern work using a range or combination of man-made and natural materials</p> <p>Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. Draw, paint and sculpt natural forms from observation, imagination and memory.</p>	<p>Nature and natural forms can be used as a starting point for creating artwork. Use nature and natural forms as a starting point for artwork.</p> <p>Natural patterns from weather, water or animal skins are often used as a subject matter. Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</p>	<p>Environmental art addresses social and political issues relating to natural and urban environments. Create art inspired by or giving an environmental message.</p> <p><u>Vocabulary</u></p>

## Landscapes

<b>(EYFS/LKS1) Derwent</b>	<b>(UKS1) Foss</b>	<b>LKS2 (Ouse)</b>	<b>UKS2 (Rye)</b>
<p>A painting of a place is called a landscape. Draw or paint a place from observation or imagination.</p>	<p>A landscape is a piece of artwork that shows a scenic view. Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.</p>	<p>Art can display interesting or unusual perspectives and viewpoints. Choose an interesting or unusual perspective or viewpoint for a landscape.</p>	

# Compare & Contrast

<b>(EYFS/LKS1) Derwent</b>	<b>(UKS1) Foss</b>	<b>LKS2 (Ouse)</b>	<b>UKS2 (Rye)</b>
<p>Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.</p> <p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. Identify similarities and differences between two or more pieces of art.</p>	<p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. Identify similarities and differences between two or more pieces of art.</p> <p>Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Describe similarities and differences between artwork on a common theme.</p>	<p>Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p> <p>Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. Compare and contrast artwork from different times and cultures.</p>	<p>Visual elements include line, light, shape, colour, pattern, tone, space and form. Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p> <p>Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece. Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p>

# Significant People, Artwork & Movements

<b>(EYFS/LKS1) Derwent</b>	<b>(UKS1) Foss</b>	<b>LKS2 (Ouse)</b>	<b>UKS2 (Rye)</b>
<p>Explore artwork by famous artists and talk about their likes and dislikes.</p> <p>Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Describe and explore the work of a significant artist.</p>	<p>Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Describe and explore the work of a significant artist.</p> <p>Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. Explain why a painting, piece of artwork, body of work or artist is important.</p>	<p>The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. Work in the style of a significant artist, architect, culture or designer.</p> <p>Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. Explain the significance of art, architecture or design from history and create work inspired by it.</p>	<p>Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.</p>

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