



## ART AND DESIGN PROGRESSION AND COVERAGE

THE CAREY FEDERATION



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|  | <p><b>ART AND DESIGN PROGRESSION AND COVERAGE</b></p> <p style="text-align: center;"><u>THE CAREY FEDERATION</u></p> <div style="display: flex; justify-content: center; gap: 20px;">   </div>  |                          |                          |
| <b>EYFS<br/>3-4</b>  | <p>I can create closed shapes with continuous lines and use these shapes to represent objects.<br/>                 I can draw with increasing complexity and detail e.g. representing a face with a circle and adding some details.<br/>                 I can use drawings to represent ideas like movement or loud noises.<br/>                 I can show different emotions in my drawings.<br/>                 I know how to use a paintbrush to fill shapes with colour.<br/>                 I can explore the marks made by a variety of mark making tools such as large grip-coloured pencils, felt tips, chalk, oil pastels and wax crayons.</p>  |                          |                          |
| <b>EYFS<br/>Reception</b>  | <p>I can name the primary colours.<br/>                 I can explore how to mix colours to create new colours.<br/>                 I can refine my drawing skills so that I can represent objects with increasing skill.<br/>                 I can explore the marks made by a variety of mark making tools such as smaller grip-coloured pencils, felt tips, chalk, oil pastels and wax crayons.<br/>                 I can explore drawing on different surfaces and on different types of paper.<br/>                 I can return to and build on my previous learning, refining ideas and developing my ability to represent them.<br/>                 I can share my creations explaining how I created them.</p> |                          |                          |
| <b>ELG</b>   | <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>                 I can share my creations, explaining the process I have used.</p> <p>Explore the natural world around them, making observations and drawing pictures. (NW)</p>  |                          |                          |
| <p><b>Academic<br/>Year<br/>Halwill<br/>Year A<br/>Ashwater<br/>A4<br/>2022/2023<br/>Halwill Year<br/>B<br/>/Ashwater<br/>B4<br/>2023/2024<br/>Halwill Year<br/>A Ashwater<br/>Year A3<br/>2024/2025<br/>Halwill<br/>Year B<br/>Ashwater</b></p> | <b>Key Stage 1</b>  | <b>Lower Key Stage 2</b> | <b>Upper Key Stage 2</b> |

| Year B3<br>2025/2026 |   |  |   |  |  |  |  |
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| Coverage and context | Art Knowledge   | <p>Each Unit will develop:</p> <p><b>Theoretical knowledge</b> – select an inspiring artist(s) as a starting point to a lesson.</p> <p><b>Disciplinary knowledge/questions:</b> To be evident on displays and to use these questions as a basis for discussions.<br/>What is art? How is art made? How is art judged? What is the purpose of art? How does design affect the lives of users? How does design affect human environments?</p> <p><b>Practical knowledge</b> - pupils have the opportunity to learn and practise skills discretely.</p> <p><b>Final Piece:</b> The first aim outlined in the national curriculum is to ‘produce creative work, exploring their ideas and recording their experiences. The end piece draws on research in art and design that considers both the convergent (more prescribed) and divergent (less prescribed) goals of the art curriculum.</p> |   |  |  |  |  |
|                      | Art Disciplinary knowledge<br><br>Evaluate and analyse (think critically)   | Describe what they feel about artwork.<br><br>Describe similarities and differences between artwork.<br><br>Describe how they feel about their own artwork and make links to other artists.  | Recognise and describe key features of art work.<br><br>Describe similarities and differences between artwork.<br><br>Describe how they feel about their own artwork and make links to other artists.   | Discuss and explore artwork and reflect on intentions and choices.<br>Compare artwork including their own.<br><br>Reflect on their own work in order to make improvements.   | Discuss and explore artwork and reflect on intentions and choices.<br>Compare artwork including their own.<br><br>Reflect on their own work in order to make improvements. | Discuss and explore artwork and reflect on intentions and choices, giving reasoned evaluations which takes account of context.<br>Analyse artwork including their own.<br>Reflect on their own work in order to make improvements. | Discuss and explore artwork and reflect on intentions and choices, giving reasoned evaluations which takes account of context.<br>Analyse artwork including their own.<br>Reflect on their own work in order to make improvements. |
|                      | <b>Theoretical Knowledge</b><br><br>Artists, craft makers, designers, architects. (historical and cultural developments)<br><br>- Local<br>- European<br>- International<br>- Current | Study the work of artist:<br><b>Year A:</b><br><b>Michelle Reader</b> – recycled sculptures<br><b>Megan Coyle</b> - collages<br><br><b>Year B:</b><br><b>Vincent Van Gogh</b> – drawing linked to Great Fire of London<br><b>Peter Thorpe</b> – Mixed Media linked to Space  | Study the work of artist:<br><b>Year A:</b><br><b>John F. Francis, Pieter Claesz, Willem Claesoon Heda, Henri Fantin-Latour, Petre Iorgulescu-Yor</b> – drawing and painting. Still Life<br><b>Pablo Picasso</b> – painting. Portraits (Monarchs) Visit to Burton Art Gallery, Bideford.<br><b>David Hockney</b> – painting and mixed media. Landscapes (Rivers)<br><b>Year B:</b><br><b>Barbara Hepworth</b> – sculpture<br><b>Antoni Gaudi, William Morris, Paul Klee</b> – mixed media – mosaics (Romans)<br><b>Andy Warhol</b> – printing | Study the work of artist:<br><b>Year A:</b><br><b>Ken Done</b> drawing – linked to London residential Australia<br><b>Felipe Posada</b> Surreal Mixed Media <a href="https://www.saatchiart.com/mixed-media">https://www.saatchiart.com/mixed-media</a><br><b>Stephen Wiltshire</b> drawing – cityscapes linked to WW2<br><b>Yinka Shonibare</b> – wire sculpture link to Anglo Saxon armatures. Visit to Broomhill Sculpture Gardens<br><b>Year B:</b><br><b>Pollyanna Pickering</b> – wildlife painting<br><b>William Morris</b> printing – linked to Victorian tapestry and Charles Frances Annesley Voysey – English architect who worked at the Winsford Centre (similar style to William Morris).<br><b>Luna North</b> – printing Devon Artist |  |  |  |

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|  | Historical   |  |   | Mark Bradford collage is an American visual artist   |
|  | <b>Art Practical Knowledge</b><br>Sketchbooks                                | Use sketchbooks to record thoughts and ideas and to experiment with a range of materials and techniques to apply within a final piece.   | Use sketchbooks for planning, recording observations and ideas, and developing skills and technique to apply within a final piece.  | Independently use sketchbooks for planning and refining work, recording observation and ideas, and developing skills and technique to apply with purpose in a final piece.   |
|  | <b>Drawing</b><br><br>Line and Pattern<br><br>Texture<br><br>Shape and Space | <p><b>Line, Pattern and Texture:</b><br/>Experiment with lines of different thicknesses<br/>Draw outlines (contour drawing)<br/>Experiment with line, pattern, shape, dots and colour<br/>Use layering, changes of direction and thickness of marks to create texture.</p> <p><b>Shape and Space:</b><br/>Experiment with basic shapes.</p> <p><b>Materials:</b><br/>Pencils – HB, 2B, 4B</p> <p><b>Artist Study:</b><br/>Vincent Van Gogh – Linked to Great Fire of London – Year B</p>   | <p><b>Line, Pattern and Texture:</b><br/>Experiment with showing line, tone and texture with the full range of drawing pencils and oil/chalk pastels.<br/>Use shading and blending to show light and shadow effects.</p> <p><b>Shape and Space:</b><br/>Show an awareness of space when drawing.<br/>Begin to show an awareness of scale and proportion when drawing.</p> <p><b>Materials:</b> Pencils – full range of drawing pencils, oil pastels and chalk pastels.<br/><b>Artist Study:</b><br/>Various – see Still Life above – year A</p> | <p><b>Line, Pattern and Texture:</b><br/>Use a variety of techniques to add effects, e.g. shadows, reflection, highlighting, hatching and cross hatching.<br/>Depict movement and perspective in drawings including lines to a vanishing point.</p> <p><b>Shape and Space:</b><br/>Explore some drawing techniques describing the impact and effect of their use of shape and space.</p> <p><b>Materials:</b> full range of pencils, charcoal, variety of brush tip pens, oil pastels and chalk pastels.</p> <p><b>Artist Study:</b><br/>Stephen Wiltshire – cityscapes linked to WW2? Year A<br/>Ken Done – linked to London residential Year B</p> |
|  | <b>Vocabulary</b>  | Portrait, features, technique, materials, oil pastels, blend, cross-hatch, wavy, straight lines, oval, centre, colour mixing, sketch, sketch book, pencil, press, pressure.  | Portrait, features, technique, materials, oil pastels, blend, cross-hatch, wavy, straight lines, oval, centre, colour mixing, mark making, Sketch, observational, still life, position, technique, shading, Point, curve, volume, smooth, smudge  | Portrait, features, technique, materials, oil pastels, blend, cross-hatch, wavy, straight lines, oval, centre, colour mixing, mark-making, chalk, depth, darken, smudge, blend Point, curve, volume, smooth, Proportion, scaling, tone, subject, composition, position, relationship, sketch, hard and soft lines.   |
|  | <b>Stem sentences and Definitions</b>  | <p><b>Drawing</b> – The art or technique of producing images on a surface, usually paper, by making marks made by ink, graphite, chalk, charcoal or crayon.</p> <p><b>Line</b> – A line is a mark whose length is greater than its width. Lines can be straight or curved.</p> <p><b>Space</b> - The area within, around or between shapes and relates to perspective and proportion.</p> <p><b>Shape</b> – A simple outline where the beginning and end of the line meets. Shapes can be regular or irregular.</p> <p><b>Texture</b> – Texture refers to the surface quality of a piece of art. This could be the tactile qualities of a three-dimensional piece or the visual ‘feeling’ that a two-dimensional artwork evokes. To describe texture, we can use words like rough, soft, smooth and prickly.</p> |   |  |

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| <p><b>Painting</b></p>                       | <p><b>Texture:</b><br/>Use sponging, stippling and stamping and add materials to painting surfaces. E.g.- tea leaves.<br/>Experiment with different brushes and brush strokes as well as other painting tools, e.g. sponges.</p> <p><b>Colour:</b><br/>Know the primary colours and mix them to create secondary colours.<br/>Alter the shade of a colour by adding white or black.<br/>Identify warm colours and cool colours.</p> <p><b>Materials:</b><br/>Poster paint<br/>Sponges<br/>Fingers<br/>Variety of brush thicknesses</p> <p><b>Artist Study:</b><br/>Peter Thorpe – Linked to topic on Space Travel</p>  | <p><b>Texture:</b><br/>Use sponging, stippling, stamping, colour wash, ragging and dragging to create different marks and patterns.<br/>Experiment with the paint surfaces e.g. adding sand to the surface and use different tools and materials such as: foil, pallet knife for dragging.<br/>Choose from a selection of brushes and create different effects by flicking and stippling.<br/>To work on a range of scales e.g. thin brush on small picture etc.</p> <p><b>Colour:</b><br/>Mix colours effectively using the correct language (e.g., tint, shade, primary and secondary). Know primary colours and secondary colours and mix them.<br/>Use light and dark within painting and begin to explore complimentary colours.</p> <p><b>Materials:</b><br/>Watercolours, Poster paint, powder paint, acrylic, sponges, pallet knives, range of brushes and tools for mark making.</p> <p><b>Artist Study:</b><br/>Pablo Picasso – portraits link to Monarchs – year A<br/>David Hockney – landscapes – link to Rivers – year A</p> | <p><b>Texture:</b><br/>Use sponging, stippling, stamping, colour wash, ragging and dragging to create different effects and be able to explain choices.<br/>Experiment with the paint surfaces e.g.: adding sand to the surface and use different tools and materials such as: foil, pallet knife for dragging.<br/>To independently select appropriate brushes and tools for the scale and effect.</p> <p><b>Colour:</b><br/>Mix colours effectively using the correct language (e.g., tint, shade, primary and secondary, tone and hue).<br/>To select colours to create different atmospheres and portray feelings.<br/>To be able to identify and use primary, secondary, tertiary, complementary and contrasting colours and comment on what works well in their own work.</p> <p><b>Materials:</b><br/>Watercolours, Poster paint, powder paint, acrylic paint, oil paint, sponges, pallet knives, range of brushes and tools for mark making.</p> <p><b>Artist Study:</b><br/>Pollyanna Pickering – wildlife painting<br/>William Morris – linked to Victorian tapestry and Charles Frances Annesley Voysey – English architect who worked at the Winsford Centre (similar style to William Morris).</p> |
| <p><b>Vocabulary</b></p>                     | <p>Portrait, landscape, features, technique, materials, blend, wavy, straight lines, curved lines, oval, centre, colour mixing, primary colours</p>  | <p>Portrait, features, technique, materials, blend, wavy, straight lines, oval, centre, colour mixing, Abstract, style, medium, primary colours, secondary colours, complimentary colours, stippling, stamping, ragging, dragging, colour wash, tint, shade</p>  | <p>Portrait, features, technique, materials, blend, wavy, straight lines, oval, centre, colour mixing, Abstract, style, medium, primary colours, secondary colours, complimentary colours, stippling, stamping, ragging, dragging, colour wash, effect, tint, shade, hue, tone</p>  |
| <p><b>Stem sentences and Definitions</b></p> | <p><b>White and black</b> are not technically colours, but rather shades. White is pure light and black is the absence of light.<br/> <b>Primary colours</b> (red, yellow and blue) are the three basic colours that all other colours are made from.<br/> <b>Secondary colours</b> (orange, purple and green) are direct mixtures of primary colours.<br/> <b>Tertiary colours</b> are made from mixing one primary colour and one secondary colour.<br/> <b>Complementary colours</b> are pairs of colours that contrast because they don't share any common colours. They're located directly across from each other on a colour wheel and when they're mixed they make brown.<br/> <b>Warm colours</b> are vivid and bold, and include red and include oranges, yellows and browns.<br/> <b>Cold colours</b> convey calmness or sadness, and include blue, greens and violets.<br/> <b>Neutral colours</b> don't tend to appear on the colour wheel. They include black, white and grey.</p> |  |   |

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| <p><b>Sculpture</b></p> <p>Form<br/>Texture</p> | <p><b>Shape, Form &amp; Texture:</b><br/>To identify and experiment with constructing and joining recycled materials, natural and manmade materials.<br/>To make simple joins when constructing.<br/>· Use simple 2-D shapes to create a 3-D form<br/>· To explore sculpture with a range of malleable media<br/>· To manipulate malleable materials for a purpose: make a pinch/thumb pot, rolling, kneading, pinching and shaping.<br/>· To change the surface of a malleable material e.g. build a textured tile.</p> <p><b>Materials:</b><br/>Clay and basic tools (rolling pin, cutting tools)<br/>Recycled, natural and manmade materials</p> <p><b>Artist Study:</b><br/>Michelle Reader – recycled sculpture</p> | <p><b>Shape, Form &amp; Texture:</b><br/>To use recycled, natural and man-made materials to create sculpture.<br/>To plan and develop ideas, using different joining techniques and methods of construction.<br/>· To shape, form, model and construct using malleable and rigid materials.<br/>· To manipulate malleable materials for a purpose: coil pot, textured relief tile.<br/>· To change the surface of a malleable material e.g. build a textured tile.<br/>· To use papier mache to create a simple 3D object.<br/>· To discuss their own work and that of other sculptures</p> <p><b>Materials:</b><br/>Clay, range of rigid materials,</p> <p><b>Artist Study:</b><br/>Barbara Hepworth – sculpture – clay and paper mache – year B</p> | <p><b>Shape, Form &amp; Texture:</b><br/>To use recycled, natural and man-made materials to create sculpture.<br/>To plan and develop ideas through drawing and other preparatory work, using different joining techniques and methods of construction.<br/>To independently shape, form, model and construct using malleable and rigid materials<br/>To manipulate malleable materials for a purpose. Apply previous techniques to independent sculpture and be able to explain choices.<br/>· To produce intricate patterns and textures on the surface.<br/>To use wire and Modroc to create a 3D sculpture.<br/>To discuss and evaluate their own work and that of other sculptures.<br/><b>Materials:</b><br/>Clay, Modroc, wire, other rigid materials</p> <p><b>Artist Study:</b><br/>Yinka Shonibare – wire sculpture link to Anglo Saxon armatures.<br/>Visit to Broomhill Sculpture Gardens</p> |
| <p><b>Vocabulary</b></p>                        | <p>Recycle, natural, man-made, observation, designers, clay, sculpture, join, press, stick, carve, saw, material, roll, knead, pinch</p>   | <p>Recycle, natural, observational, designers, clay, papier mache, sculpture, join, press, stick, carve, saw, material, modroc, famous, create, fail, success, prototype</p>  | <p>Recycle, natural, observational, designers, clay, paper mache, sculpture, join, press, stick, carve, saw, material, Modroc, evaluate, assess, peer, design, sketch, prototype</p>  |
| <p><b>Stem Sentences</b></p>                    | <p><b>Form</b> is a three-dimensional shape like a cube, a cone or a pyramid. Form is fundamental in sculpture and other decorative arts. The term is used most when referring to physical pieces of art, although artists can use tone and perspective to create the illusion of form in two-dimensional artwork.</p>   |   |   |
| <p><b>Printing</b></p>                          | <p>To use block printing using a range of hard and soft materials.<br/>To use raised relief printing using a range of hard and soft materials.<br/>To print using one colour in a print. Layer colours where possible.<br/>To create prints using a repeated pattern.</p> <p><b>Artist Study:</b><br/>Andy Warhol<br/>Esther Mahlangu – African artist</p>   | <p>To use block and raised relief printing using a range of hard and soft materials.<br/>To use etching using polystyrene printing tiles.<br/>To create and take simple mono prints.<br/>To print using one/two colour in a print.<br/>To build on existing knowledge of printing to design patterns of increasing complexity exploring patterns and shape.</p> <p><b>Artist Study:</b><br/>Andy Warhol – printing – year B</p>   | <p>To use block and raised relief printing using a range of hard and soft materials.<br/>To use etching using polystyrene and lino printing tiles.<br/>To create and take simple mono prints.<br/>To use silkscreen printing<br/>To print using more than one colour to layer in a print.<br/>To create prints with two overlays.<br/>To build on existing knowledge of printing to create design patterns of increasing complexity exploring patterns and shape using repetition and symmetry.</p> <p><b>Artist Study:</b><br/>Emma Majury- modern printing – see BBC Teach<br/>Luna North – Devon Artist<br/><b>William Morris</b> printing – linked to Victorian tapestry<br/><b>Charles Frances Annesley Voysey</b> – English architect who</p>   |

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|  |                                       |  |  | worked at the Winsford Centre (similar style to William Morris).  |
|  | <b>Vocabulary</b>                     | Pressure, print, squash, press, texture, smooth, shiny, rough, flat, bumpy, soft and hard mono print, over printing.   | Relief, engraving, indentation, pressure, rotation, reflection, symmetrical, repetition  | Relief, engraving, indentation, pressure, rotation, reflection, symmetrical, repetition, overlay  |
|  | <b>Stem sentences and Definitions</b> | <p><b>Printing</b> - is a process in art. A design, usually a picture or words, is made on a surface and then copied or printed onto another surface.<br/> <a href="https://www.bbc.co.uk/bitesize/articles/zytwmbk#:~:text=Printmaking%20is%20a%20process,such%20as%20foam%20or%20cardboard.">https://www.bbc.co.uk/bitesize/articles/zytwmbk#:~:text=Printmaking%20is%20a%20process,such%20as%20foam%20or%20cardboard.</a></p> <p><b>Printing techniques include:</b></p> <p><b>Block printing</b> - Block printing (also called Relief printing) is the process of carving patterns, shapes and designs into a 'block'.</p> <p><b>Mono printing</b> - Mono printing is the process of making on an inked surface. EG paint a table, create the image in the paint then gently lay a piece of paper on top of the inked surface to pick up the design.<br/> <a href="https://www.youtube.com/watch?v=2eMakkwNk5U">https://www.youtube.com/watch?v=2eMakkwNk5U</a></p> <p><b>Etching</b> - the process of printing produced by 'etching' patterns, shapes and designs into the surface of another material.</p> <p><b>Silkscreen printing</b> - A print is made using a <i>stencil</i> or <i>acetate</i> placed over a mesh cloth stretched over a heavy frame and ink/paint rolled over the top.</p> |  |   |
|  | <b>Mixed Media collage</b>            | <p>To make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper</p> <p>To sort and arrange materials.</p> <p>To cut, tear and join with glue.</p> <p>To add texture and colour by adding marks to their work with colouring pencils.</p> <p><b>Artist Study:</b></p> <p>Megan Coyle – collages with magazines</p>   | <p>To make collages using different media and techniques such as: overlapping, layering, tessellation and mosaic.</p> <p>To show increasing precision when joining and constructing collage.</p> <p>To add colour and marks to increase texture with oil pastels, chalks and colouring pencils.</p> <p><b>Artist Study:</b></p> <p>Antoni Gaudy, William Morris, Paul Klee – mosaics – link to Romans – year B</p> | <p>Introduce Photomontage.</p> <p>To make collages using different media and techniques previously learnt and to further develop layering skills to build the complexity of their collage.</p> <p>To select and use a range of cutting tools precisely.</p> <p>To add colour and marks to increase texture by making independent choices from the full range of media (pastels, paints, charcoal etc.)</p> <p><b>Artist Study:</b></p> <p>Mark Bradford is an American visual artist – USA</p> <p><b>Felipe Posada</b> Surreal Mixed Media<br/> <a href="https://www.saatchiart.com/mixed-media">https://www.saatchiart.com/mixed-media</a></p> |
|  | <b>Vocabulary</b>                     | Collage, squares, gaps, features, cut, place, arrange, detail.<br>Feed in directional language maths. Prepositional language English.  | Overlapping, layering, tessellation and mosaic.<br>Feed in directional language maths. Prepositional language English.   | Photomontage<br>Feed in directional language maths. Prepositional language English.   |
|  | <b>Stem sentences and Definitions</b> | <p>Collage - a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing</p> <p>Collages also might have painting and drawing on them.</p> <p>Photomontage - A collage created by cutting and gluing other photographs to create a new image is known as photomontage or composition. Link to computing if possible.</p>   |  |   |