



Knowledge and Skills Progression Overview

	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
EYFS		<p>By the end of EYFS: Pupils should be able to draw basic lines, circles, squares, x shapes and triangles and construct more complex forms using these, e.g. flowers, people, animals. They should have practiced shading techniques through simple colouring exercises and experimented making different marks using a range of tools and techniques. Pupils should have had experiences of painting. They should know how to hold a paintbrush comfortably, be able to mix and apply basic colour to make secondary colours. Pupils should have experienced painting lines, dots, patterns and shapes, trying to paint neatly to edges. They should have experienced a range of craft activities such as modelling with clay, cutting with scissors, simple printing and creating things using fabric and textures. Pupils should have made digital art using cameras and editing apps. They should have made art from observation and using their imagination. Pupils should have seen the work of significant artists and discussed their personal opinions of them. They should have talked about how art makes them feel and the emotions it evokes.</p>					
	Topic/Focus	<p>Static Nature An introduction and journey through sculpture using the natural environment. Focus Artist: Andy Goldsworthy Finished Piece: Children will use natural and found objects from the school site and home to create an individual piece of nature inspired sculpture, incorporating collage in the style of Andy Goldsworthy.</p>	<p>Who Am I? An introduction to using pencil and colour to explore techniques through the theme of portraits. Focus Artist: Quentin Blake Finished Piece: Children will create an individual self-portrait using the illustration techniques of Quentin Blake using pencil, powder and watercolour paints.</p>	<p>Astronomical An introduction to using IT and creating print to explore contrasting artists through the history of the first moon landing. Focus Artist: Andy Warhol & Chesley Bonestell Finished Piece: Children will use polystyrene block printing to create an individual space print in the style of Andy Warhol.</p>			
	Key knowledge	<p>Texture – the way something feels to the touch or looks to the eye 2d – something that is flat Shape names – to identify and name 2d shapes used in their work. Media can be manipulated to create a 3d form of art – 3d means something that is not flat. Andy Goldsworthy – learning how and when the artwork was made, describing the content and the feelings and emotions conveyed by the work. Some artists are called sculptors.</p>	<p>Quentin Blake Born – 16th Dec 1932 Discipline – Illustrator His first drawing was published at age 16. More commonly known for illustrating Roald Dahl books. https://www.quentinblake.com/meet-qb/biography Primary colours are red, blue, yellow. Primary colours can be mixed to make secondary colours. Yellow and blue make green, yellow and red make orange, blue and red make purple. Powder paint is made by adding water.</p>	<p>Andy Warhol – An American artist who created 'Pop Art'. Chesley Bonestell – An American space artist. Digital media – media which is presented via a digital means. This can include text, audio, video and graphics. Prints can be made by pressing, rolling, rubbing and stamping.</p>			
	Key skills	<p>Collage – Create work from a variety of found resources by selecting, collecting, assembling, cutting, tearing, sticking and collaging. They will explore and develop their ideas about naturally occurring patterns, sorting, and arranging materials as they are introduced to the fundamental collage skills of cutting, tearing, and gluing to combine their chosen natural materials within their sketchbooks and on larger scales using the school grounds. Sculpture - Explore sculpture process such as construction, exploring subtraction by carving soft materials, and modelling using materials such as clay. The children will be introduced to fundamental sculpture techniques such as rolling, cutting, moulding and carving; using a combination of shapes that include lines and texture, as they explore the natural world around them through sculpture with natural found objects and clay.</p>	<p>Drawing – introduction to fundamental pencil techniques, drawing lines of different sizes and thickness, colouring neatly following the lines, focus on their own facial features up close and develop these ideas using their sketchbooks. Painting – explore and develop their own ideas of colour, introduction to fundamental painting techniques of mixing primary colours to make secondary, using thick and thin brushes.</p>	<p>Digital Media – The children will be introduced to digital media using the I-pads or I-macs alongside their sketchbooks to further explore 'space art' by creating their own piece inspired by Andy Warhol, using digital software. Print - The children will develop their print making skills by experimenting with pressing, rolling, rubbing, and stamping to make prints in their sketchbooks. The children will then use polystyrene block printing to create a vibrant and visually interesting space print, utilising the techniques and skills their have developed.</p>			



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Year 2	Topic/Focus	Fire! An exploration of emotions conveyed using line work, tint, tone and shade through the theme of fire. Focus Artist: Claude Monet Finished Piece: Children will create an individual painting of The Great Fire of London in the style of Claude Monet using charcoal and acrylic paint.		Animaterial An exploration of print and pattern in the natural world. Focus Artist: Clare Burchell Finished Piece: Children will create an individual piece of printed fabric inspired by animals, in the style of Clare Burchell. They will be sewn together to create a nature tapestry.		Town in the News An exploration of shape, texture, media and meaning through the representation of the local town of Seaham Focus Artist: Jon Measures Finished Piece: Children will create an individual mixed media artwork representing the local town of Seaham in the style of Jon Measures.	
	Key knowledge	Warm colours are associated with red, orange, yellow, pink and can be linked to happy emotions. Cold colours are associated with blue, green, purple and can be linked to feelings of sadness. Different gradings on pencils create darker and lighter lines. Artists can use colour to influence emotion. Texture is the way something feels to the touch or looks to the eye. Secondary colours are mixed from two primary colours. A tint is a mixture of a colour with white, which reduces darkness. A shade is a mixture with black which increases darkness. A tone is produced either by mixing a colour with grey or by both tinting and shading. The amount of water added to powder paint affects the depth and thickness of the colour.		Clare Burchell – Textile artist who specialised in nature prints. Nature – the physical world including plants, animals and the landscape. Weaving – the craft or action of forming fabric by interlacing threads. Pattern – a repeated decorative design. Overlapping – when two objects extend over one another to cover partly.		Jon Measures – A British mixed media artist based in LA. Texture is the way something feels to the touch or looks to the eye. Mixed Media – use of a variety of media and materials in one piece of art.	
	Key skills	Drawing – The children will then look closely at the way light and temperature are portrayed through the colours used within Monet's artworks when developing their drawing skills from their learning in Year 1 using pencil (including coloured) and charcoal. The children will develop these skills by showing pattern and texture through dots and lines and creating different tones using coloured pencils. Painting – They will create a colour wheel from powder paint, exploring each colour and their thoughts about it in their sketchbooks, before experimenting with adding white to colours to make tints and black to colours to make tones. The children will then focus on the warmer colours associated with their theme of 'fire', using acrylic paints, and exploring the emotions these colours might convey in relation to their History topic of The Great Fire of London. Children will explore different methods of using acrylic paint in their sketchbooks as their ideas develop to create a painting of The Great Fire of London, using some of the ideas and techniques noted by their colour study of Claude Monet.		Textiles – The children will explore and express their ideas through annotated drawings or cuttings before beginning to design their own nature inspired textile print. The children will then be introduced to fundamental textile skills such as weaving to create a pattern and joining materials using glue and/or a stitch . Print - The children will develop their printing skills from their learning in Year 1 in their sketchbook by using objects; pressing, rubbing, rolling, and stamping to create and mimic print from animals and the environment. The children will use some of the ideas noted from their study of the work by Clare Burchell, including the use of repeating or overlapping shapes, to inspire their print on fabric.		Digital Media – They will use simple software to turn their digital images into a collage, using a range of tools on the software to create texture, lines, tones, colours, and shapes , exploring different methods as their ideas develop. This will be documented in their sketchbook and serve as inspiration for their collage and mixed media piece. Collage and Mixed Media – mixing in additional materials from the studio to create interesting texture and using skills such as coiling and overlapping; exploring different materials as ideas develop and exploring shape within the composition. The children will draw from their ideas about the artist studied to create their mixed media artwork representing the town of Seaham, in the style of Jon Measures.	
Y	Topic/Focus	Stone Age Stories An inquiry into drawing and painting techniques to explore communication and storytelling through imagery.		Colourful Campania An inquiry into colour, representing landscapes through the medium and techniques of collage and paint.		Our City An inquiry into local geographical features, exploring design and textile techniques.	



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		Focus Artist: The Lion Man Finished Piece: Children will create an individual piece of mixed media artwork to represent a short story inspired by life in the Stone Age.		Focus Artist: Auguste Renoir & J.M.W Turner Finished Piece: Children will create an individual watercolour painting, enhanced by mosaic style collage work, to represent the landscape of the Bay of Naples.		Focus Artist: Penny Widdison Finished Piece: Children will create an individual piece of textile fabric inspired by the City and County Durham. They will be sewn together to create a collaborative tapestry representing Durham.	
	Key knowledge	Use H pencils when you want lighter lines/shading. Use B pencils when you want darker lines/shading. Different brush strokes can be made with different ends. A large brush is good for creating washes. A small or medium brush is good for adding detail.		Collage - A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing. Mosaic – a picture of pattern produced by arranging together small pieces of stone, tile, glass etc. Landscape – a drawing/painting/collage of natural scenery. Watercolour – artist's paint made with water-soluble binder which can be transparent. The Bay of Naples is a 15km-wide gulf located in Southern Italy.		Penny Widdison is a local textile artist from County Durham. http://www.widdisons.co.uk/textiles/contemporary.html Textiles – a type of cloth or woven fabric. Weaving – the craft or action of forming fabric by interlacing threads. Quilting – the process of joining a minimum of 3 layers of fabric together by stitching. Cross stitch – a stitch formed of two stitches crossing each other. Back stitch – a method of sewing with overlapping stitches.	
	Key skills	Drawing – The children will work in their sketchbook to develop their drawings and stories using different density pencils and charcoal to show line, tone, and texture. They will develop their ability to sketch lightly and use shading to show light and shadow. Mixed Media - Children use several brush techniques using thick and thin brushes to produce shapes, textures, patterns, and lines; mixing colours effectively as they develop their ideas and skills in their sketchbook. The children collect their own visual information, sketches, and additional mixed media resources to create an individual piece of artwork to represent a short story inspired by life in the Stone Age.		Collage – Throughout, children use what they already know about collage to experiment with creating and using a mosaic style to represent aspects of the landscape within their sketchbooks. Painting – They will use sketching skills followed by the thoughtful addition of watercolour , before focusing on the addition of collage to enhance their painting. The children will collect sketches and resources , selecting and arranging materials for a striking effect whilst ensuring their work is precise and acknowledges the mosaic style selectively within their composition.		Textiles – The children will explore and express their ideas through annotated drawings or cuttings before beginning to design their own nature inspired textile print. The children will then be introduced to fundamental textile skills such as weaving to create a pattern and joining materials using glue and/or a stitch. Craft – They will be introduced to more advanced textile skills such as the use of quilting, padding, and gathering fabric to shape materials, using a basic cross stitch and back stitch , and they will further develop their weaving skills including plaiting . The Children will use these skills, combined with appropriate and carefully considered embellishments, to create their own individual textile that they feel represents Durham.	
Year 4	Topic/Focus	I Am My Home A study of shape, line and colour to evoke emotion related to endangered animal species through representing habitats as part of the animal. Focus Artist: Daniel Mackie Finished Piece: Children will create an individual animal habitat illustration in the style of Daniel Mackie using pencil, fine liner and watercolour.		Dark Age Jewels A study of pattern, design and form using sculpture skills and techniques inspired by Anglo Saxon jewellery. Focus Artist: Sutton Hoo Helmet, Anglo Saxon bracteates, Ruthwell Cross Finished Piece: Children will create an individually sculpted piece of Anglo Saxon inspired jewellery.		Coastlines A study of printing skills and techniques to represent the nature of British coastline. Focus Artist: Frank Newbould Finished Piece: Children will create an individual British Coastline digital print inspired by the work of Frank Newbould.	
	Key knowledge	Daniel Mackie – paints animals in their natural habitats based on tattoo art. Hatching – an artistic technique used to create tonal or shading effects by drawing closely spaced parallel lines. Crosshatching – as above, but with intersecting parallel lines. Artists use hatching and cross-hatching to create tone and texture. Watercolour – artist's paint made with water-soluble binder which can be transparent. Colour Wheel – a circle with different coloured sectors used to show the relationship between colours. Complimentary colours are colours opposite each other on the colour wheel.		Anglo Saxons – a cultural group who inhabited England in the early middle ages. The Sutton Hoo helmet is an ornately decorated Anglo-Saxon helmet found during a 1939 excavation of the Sutton Hoo ship-burial. Ruthwell Cross is an Anglo-Saxon monumental sculpture. Texture – the feel, appearance or consistency of a surface or substance. The Anglo Saxons wore jewellery made from gold, silver, bronze and copper. They were important status symbols worn to show their wealth and rank.		Frank Newbould – an English poster artist known for his travel posters and Second World War posters. Block Printing – the process of printing patterns by means of engraved wooden blocks. Digital Media – digitized content that can be transmitted over the internet or computer networks.	



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Key skills	<p>Drawing – Children are introduced to the drawing skills of hatching and crosshatching to show tone and texture in their drawings as they replicate some of the techniques used by Daniel Mackie in his illustrations.</p> <p>Painting - Children will then revisit colour wheels and individual colours, including a variety of tints, tones, and shades for each colour, experimenting with, and commenting on the 'mood' they feel each colour portrays. They will also explore using watercolour to create washes for backgrounds. The children will combine their drawing and new painting skills to create a Daniel Mackie inspired illustration using pencil, fine liner, and watercolour.</p>		<p>Sculpture – The children begin to design their own Anglo Saxon inspired piece of jewellery in their sketchbook, adapting and refining ideas as they progress. Children will use a variety of media, engaging in the processes of construction using structural armatures such as, card, paper, wood and wire along with ModRoc or papier maché, creating and combining shapes to create recognisable forms.</p> <p>Mixed Media - They will use a variety of different media to include texture and add materials to provide appropriate and interesting details.</p>		<p>Print – Children will adapt and refine their ideas as they progress, exploring their ideas in a variety of ways and experimenting with different ways to create printing blocks and precise repeating patterns. The children will use layers of two or more colours to replicate patterns observed in natural coastal environments.</p> <p>Digital Media - The children will then create their finished print before using technology and simple software to convert it into a piece of digital media artwork.</p>	
Topic/Focus	<p>Ancient Riches</p> <p>An inquiry into the common themes of ancient Egyptian symbolism and sculpture, and the techniques used to create smaller details and features.</p> <p>Focus Artist: Narmer Palette & Tutankhamun's Mask</p> <p>Finished Piece: Children will create an individual sculpture of their choice inspired by and incorporating the symbolism of Ancient Egyptian artworks and artists.</p>		<p>Botanica</p> <p>An inquiry into drawing through illustration and mixed media techniques to evoke the nature of plants in their many forms.</p> <p>Focus Artist: Beatrix Potter</p> <p>Finished Piece: Children will create an individual piece of mixed media artwork inspired by the natural scientific illustrations of Beatrix Potter.</p>		<p>Changing Childhood</p> <p>An inquiry into shape and form using a variety of drawing and painting techniques to explore perspective of Victorian children in art.</p> <p>Focus Artist: George Cruikshank & Thomas Webster</p> <p>Finished Piece: Children will create an individual painting inspired by Victorian representations of children.</p>	
Key knowledge	<p>Narmer Palette – an Egyptian archaeological find which contains some of the earliest hieroglyphics.</p> <p>Tutankhamun's Mask – A gold mask of Tutankhamun discovered by Howard Carter in 1925.</p> <p>Lino Printing – a form of block printing that involves carving a pattern or design into a linoleum surface.</p> <p>Sculpture – the action or art of making statues by carving or chiselling by modelling or by casting.</p> <p>Reduction and subtraction – removing material to create a finished piece of work (in sculpting).</p> <p>Modroc – plaster bandage that is used for modelling and casting when sculpting.</p>		<p>Beatrix Potter – English writer, illustrator, natural scientist and conservationist best known for The Tale of Peter Rabbit. Born – 28.7.1866, Died – 22.12.1943. https://www.tate.org.uk/art/artists/helen-beatrix-potter-1794</p> <p>Perspective – the representation of 3d objects or spaces in 2d art work.</p> <p>Different lines can be drawn to depict movement within a picture.</p> <p>Shading can make a drawing appear 3 dimensional.</p> <p>Different shading techniques add value to create the illusion of form, space and light in a drawing.</p> <p>Watercolours are transparent.</p> <p>Natural resources – materials or substances occurring in nature.</p>		<p>Different lines can be drawn to depict movement within a picture.</p> <p>Shading can make a drawing appear 3 dimensional.</p> <p>Different shading techniques add value to create the illusion of form, space and light in a drawing.</p> <p>Perspective – the representation of 3d objects or spaces in 2d art work.</p> <p>Colour palette – a range of colours.</p> <p>Acrylic paint – a fast drying paint. Acrylic paints are water-soluble, but become water resistant when dry.</p>	
Key skills	<p>Print – The children will be encouraged to create prints with accuracy as they develop their lino printing skills to create an original print that will inspire their sculpture work. They will use tools to carve and add shapes, texture, and pattern to their print with direct reference to the styles studied in the artifacts.</p> <p>Sculpture - They will develop their sculpture skills through the techniques of reduction and subtraction by carving materials such as polystyrene, wood and soap, as well as crafting 3D forms from a choice of clay, papier maché and Modroc. The children will be encouraged to create sculptures with stability and form as they develop their sculpture skills to create an original piece of sculpture work, using tools to carve and add shapes, texture, and</p>		<p>Drawing – The children will collect information, sketches, and resources (including natural and real life resources) and present their ideas imaginatively in their sketchbook. Children will use a variety of techniques to add interesting effects such as depicting movement, perspective, shadows, reflection, and direction of sunlight. The children will work towards creating an original piece of artwork that shows skill in using a range of drawing mediums such as appropriate choice of pencil, charcoal, fine line, and pastel.</p> <p>Mixed Media - The children will incorporate natural resources and other media from the art stores such as paint, card, fabric etc. to extend their ideas and enhance their piece.</p>		<p>Drawing – Children will use a variety of techniques to add interesting effects such as depicting movement, perspective, shadows, reflection, and direction of sunlight as they explore the two contrasting styles in their sketchbooks. The children will also give thought and reference to their learning in History, discussing how the representation of children contrasts between the two artists' works.</p> <p>Painting - The children will sketch (lightly) before painting to combine colour and line. They will create an appropriate colour palette based upon the colours in the natural world to create a realistic representation. The children will create their artwork using their choice of paint medium such as watercolour, acrylic paints, inks etc. to create a visually interesting piece.</p>	



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	pattern. They will combine visual and tactile qualities, ensuring that their piece of sculpture shows life-like qualities and proportions, including texture that may convey feelings or expression.					
Year 6	Topic/Focus	<p>Rainforest Reflections</p> <p>A personal study of colour and texture through a variety of drawing, painting media and techniques. Focus Artist: Abel Rodriguez, Frida Kahlo & Vic Muniz Finished Piece: Children will create an individual painting inspired by the Ribbon Academy tree in the style of a chosen artist using an individual choice of media.</p>	<p>Where Did I Come From?</p> <p>A study of evolution and inheritance through artists' works, collage techniques and digital media skills to demonstrate changes of time. Focus Artist: Hannah Hoch Finished Piece: Children will create an individual digital documentary montage representing their inheritance collage inspired by Hannah Hoch.</p>		<p>Make Do and Mend</p> <p>A study of textiles during World War 2 and how this relates to reusing and recycling today. Focus Artist: India Flint Finished Piece: Children will create an individually reused, redesigned, and upcycled garment of clothing inspired by the textile eco artworks of India Flint.</p>	
	Key knowledge	<p>A sketch book is used by artists to develop ideas and practice techniques and skills. A sketch book is unique to the artist and it is okay that everyone's looks different! Impressionism is a style of painting that focuses on the effects of light and atmosphere on colours and forms. Impressionist artists often used broken brush strokes rather than smooth and unnoticeable ones and also used many colours to paint scenes of everyday life. Claude Monet, Gustave Caillebotte and Edgar Degas was an impressionist artist. Impressionist Art – The Water Pond, The Magpie, In a Café, Paris Street Rainy Day Realism artists tried to depict the real world exactly as it appears. They painted everyday subjects and people. They didn't try to interpret the setting or add emotional meaning to the scenes. Examples of different brush strokes are - Gradient Blending, Wet into Wet, Optical Mixing, Stumbling, and Smudging. Oil paint dries slowly which makes them easy to blend with each other, providing a softer merging of one tone into the next.</p>	<p>Hannah Hoch – Collage artist from Germany. https://www.moma.org/artists/267 Discipline – Political Collages and Photomontages Famous Work – Watched (1925), Untitled 1922-23), Untitled (1943), Indian Dancer (1930), Collage II (1925), Study for Man and Machine (1921) Other Information – From Germany, Avant Garde</p>		<p>Upcycling – reuse (discarded objects or material) in such a way as to create a product of higher quality or value than the original. Reusing – the action of using something again Embroidery - cloth decorated with embroidered designs Applique – ornamental needlework in which pieces of fabric are sewn or stuck on to a larger piece to form a picture or pattern. Batik - a method (originally used in Java) of producing coloured designs on textiles by dyeing them, having first applied wax to the parts to be left undyed.</p>	
	Key skills	<p>Drawing – They will use the qualities of the materials they understand to enhance their ideas and develop their skill of using lines to represent movement, shade, and light throughout as they use their sketchbooks imaginatively to develop and extend their ideas. Painting and Mixed Media – Children now develop their own personal style of painting, drawing upon ideas they have taken on from other artists. The children use brush techniques and the qualities of paint to create texture, combining colours, tones, and tints to enhance the mood of a piece and may choose to further enhance their artwork by combining a range of media.</p>	<p>Collage – Children will annotate their ideas as they spot the potential in unexpected results as their work progresses. They will mix textures that are rough and smooth, plain, and patterned; combining visual and tactile qualities and using the qualities of these materials to enhance their ideas. Digital Media - The children edit their photographs, enhancing their digital media to create an animation or video of their collage process. This piece of artwork will represent change over time and the inheritance of family features for the child.</p>		<p>Textiles – With the focus on reusing and upcycling, the children will develop their textile skills further as they 'make do and mend' their own item of clothing to create their own eco garment. Craft - Children will choose from a range of stitching and craft techniques including embroidery, appliqué, felt or batik, and combine them, ensuring that they show precision and create an accurate pattern that shows fine detail. They will use a range of visual elements to reflect the purpose of the work, utilising the qualities of chosen materials to enhance their design and finished piece.</p>	