



"The study of art enables pupils to understand, appreciate, and contribute to a dimension of life that taps into and expresses human innovation, imagination and thought" (Ofsted 2023).

Early Years Foundation Stage

Children begin their Art and Design learning journey at Burton Primary School in a fun, hands-on and developmentally appropriate way. Our Early Years Foundation Stage (EYFS) curriculum is designed to enable children to strengthen key skills and explore new techniques and ideas. The scheme closely links to the relevant outcomes, and the Early Learning Goals are taken from Development Matters and the EYFS Statutory Framework to ensure the highest quality of teaching. Our play-based curriculum ensures a child-led approach to Art and Design, with every lesson reflecting the ethos of 'process over outcome'. Lessons have flexible objectives, making them easily adaptable to any topic, and contain teacher prompts, guidance on assessment and key vocabulary. Teaching staff work and play alongside the children as they explore a range of media and grow in confidence as artists and craft-makers. Each unit mirrors the four key areas identified in the KS1 and KS2 curriculum to ensure learning progression right from Reception to year 6 and beyond. In addition, each unit provides opportunities for pupils to learn new skills, practise fine motor skills and develop their vocabulary with subject-specific language.

Key Stage 1 and 2

Our curriculum offers a holistic and sequenced teaching of the National Curriculum objectives, where each unit taught works towards the end of key stage attainment targets.

The Kapow scheme of work fulfils the statutory requirements in the National Curriculum (2014). The National Curriculum for Art and Design aims to ensure that all children:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design techniques.

Art and Design Progression of Skills



- Know about great artists, craft-makers and designers, and understand the historical and cultural development of their art forms.

From these aims, the Kapow scheme identified five strands which run throughout the curriculum:

- Generating ideas
- Using artbooks
- Making skills (including formal elements)
- Knowledge of artists
- Evaluating and analysing

From these strands, the Kapow Art and Design scheme created sequential lessons organised into four core units (Key Stages 1 and 2) and five core units (EYFS with the addition of seasonal crafts) which run through every year group to allow children to build their skills and knowledge and apply them to a range of outcomes. The formal elements, a key part of the National Curriculum, is also woven throughout units, and key skills are revisited again and again with increasing complexity in a spiral curriculum model. In addition, children develop mastery in the process of making rather than the performative final outcome. Units in each year group are organised into four areas:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and Design

Each unit enables children to build skills and techniques towards exciting outcomes while offering opportunities for teachers to develop the learning for the needs of their children. Children use their artbooks (from year 1) to apply skills and knowledge throughout the whole process of creating art, practising techniques learned and developing and evaluating their ideas towards an outcome.

Art and Design Progression of Skills



Our Spiral Curriculum Model

The organisation of lessons into units enables children to activate prior learning as they build on knowledge and skills gained in earlier units. Lesson planning adopts a spiral curriculum model; this is where key knowledge and skills are revisited and built on at a level appropriate to children's development. This method builds a strong pedagogical foundation, which can be developed further as children progress through primary school. The concept of a 'spiral curriculum' is rooted in the work of cognitive psychologist Jerome Bruner, who was interested in developmental psychology and how children learn.

Using a spiral curriculum does not result in children learning the same concepts over and over again; rather, using what has already been taught to make connections between new concepts and previously learned material. Our curriculum ensures learning is:

- Cyclical: children revisit key concepts and skills again and again.
- Increasing depth: each time learning is revisited, it is covered with greater depth.
- Prior knowledge: upon returning to each area, prior knowledge and skill is utilised, so pupils can build on previous foundations, rather than starting again.

Our Progression of Skills and Knowledge documents identify the specific skills and knowledge that are taught within each unit and how these skills develop to ensure that attainment targets are securely met by the end of the Early Years Foundation Year and Key Stage 1 and 2. Creativity and independent outcomes are robustly embedded into units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being skill-specific and knowledge-rich, are unique to the children. Lessons are practical in nature and encourage experimental and exploratory learning with children using and taking ownership of their artbook (from year 1) to document their ideas.

Progression of Skills

Drawing unit

<u>Drawing</u>	EYFS: End of Reception	End of Key Stage 1	End of Lower Key 2	End of Upper Key 2
	To be able to:	<u>Year 1</u> To be able to:	<u>Year 3</u> To be able to:	<u>Year 5</u> To be able to:

Art and Design Progression of Skills



	- Hold wax crayons, felt tip pens, chalk and a pencil (including colouring pencils) using the tripod grip. - Apply pressure to draw a short straight line (mark marking). - Apply pressure to draw a short wavy line (mark making). - Apply pressure to draw purposeful marks.	- Draw lines crossed over and close together (cross-hatch lines). - Draw one unbroken continuous line. - Draw overlapping shapes. <u>Year 2</u> To be able to: - Press the pencil down lightly when sketching. - Draw using quick up and down hand movements to make dash and dot marks (stippling). - Mark-make in a fast and irregular way to create texture. - Use different materials (sticks, toothbrushes, feathers and sponges) as natural drawing tools to replicate texture. - Use charcoal to draw thin and thick lines.	- Shade lightly (soft pencil pressure) to create lighter tones. - Shade darker (harder pencil pressure) to create darker tones. - Take rubbings from a textured surface (frottage technique). <u>Year 4</u> To be able to: - Shade a drawing to appear 3-dimensional. - Use different grades of pencil to produce different tones. - Draw patterns which include light and dark tones.	- Draw the same image in four different ways building on previous knowledge of different skills. For example, line drawing with no shading, continuous line drawing, tonal drawing selecting the appropriate grade of pencil for purpose), drawing on different textures, etc. - Develop drawn ideas for a print. - Combine the techniques of collagraphy (a printmaking process in which materials are glued or sealed to a rigid substrate to create a plate) and replicate a drawing to create a final mixed media futuristic composition. <u>Year 6</u> To be able to: - Draw and shade tones on a flat surface to appear three-dimensional (Chiaroscuro technique). - Draw symbols and patterns to represent own self. - Make and use handmade drawing tools. - Use masking tape and charcoal to create light and dark tones.
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Art and Design Progression of Skills



Painting and Mixed Media unit

Painting and Mixed Media	EYFS: Reception	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
	To be able to: - Use hands and some items found in nature as painting tools. - Make marks using a paintbrush. - Use paint to record emotional responses to different pieces of music.	Year 1 To be able to: - To hold a paintbrush using pincher grip. - Clean a paintbrush fully. - Mix primary colours together to create secondary colours. - Apply a layer of ink/paint over a whole printing surface. - Change the amount of the primary colour mixed to alter the shade of the secondary colour produced. - Mix colours by overlapping paint on artworks. - To create lighter and darker shades by mixing paint with water or adding a lighter/darker colour. Year 2 To be able to:	Year 3 To be able to: - Use natural materials to create natural paints. - Identify simple shapes within an image to support the copying of it. - Create a print using positive and negative space (positive space is the space taken up by the image being printed and negative space is the empty space around it.) - Create an artwork in the style of a Stone Age cave using natural paints. Year 4 To be able to: - Create a tint using a mixture of a colour with white to increase its lightness. - Create a shade using a mixture of a colour with black to increase its darkness.	Year 5 To be able to: - Use more than one type of medium or technique to create mixed media self-portrait. - Create a monoprint. - Reveal and express themselves through a self-portrait. - Combine materials and techniques to create particular effects. - Use warm (yellow, orange and red) and cold (blue and green) colour backgrounds to represent different emotions or atmospheres. - Draw lines through words/text. - Use a photo to start a mixed-media artwork. Year 6 To be able to: - Analyse artwork using description, interpretation, evaluation and response. - Plan and develop a final piece.

Art and Design Progression of Skills



		- Mix hues (tints and shades) of secondary colour using paints and water. - Use different painting tools to create texture and pattern. - Create a collage by arranging and overlapping pieces thinking about contrast and effect. - Cut and tear materials to create a collage. - Improve a collage by painting detail.	- Create a 3D effect mixing tints and shades of a colour. - Apply paint using stippling (creating patterns or images by using small, distinct dots), dabbing and washing painting techniques.	
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Sculpture and 3D unit

<u>Sculpture and 3D</u>	EYFS: Reception	End of Key Stage 1	End of lower Key Stage 2	End of Upper Key Stage 2
	To be able to: - Manipulate clay and playdough by hand in order to change its shape through bending, rolling and twisting. - Use modelling tools safely.	Year 1 To be able to: - Roll and fold paper by hand. - Safely cut shapes out of paper and card. - Safely cut and glue shapes to make 3D structures. - To create a spiral and zig-zag out of paper or card.	Year 3 To be able to: - Shape card through folding, twisting and rolling. - Cut slots into card to join it together. - Cut tabs into card to join it together.	Year 5 To be able to: - Create an installation art piece to transform a particular location/space (shoe box which represents a large location/space) using everyday/ordinary objects, namely black powder paint to represent gunpowder. - Communicate as an artist through installation art.

Art and Design Progression of Skills



	- Use modelling tools to cut and shape playdough and clay. - Plan ideas about what they would like to make.	- Create different structures using different materials, namely, newspaper rolls to create spider legs. Year 2 To be able to: - Use hands to shape clay by rolling, smoothing and flattening it. - Create a pinch/thumb pot by pushing their thumb into a ball of clay and pinching it to make an indent - Use a tool to create hatchling lines to make the clay surface rougher to be able to 'score' - Mix clay and water together (Slipping method) to create a natural adhesive. - Join clay together using the 'Score and Slip' method. - Press objects and tools into clay to create patterns.	- Create 3D structures using 2D shapes. - Create negative space/ white space. - Create positive space. - Create surface detail using colour or texture on a sculpture. - Display sculpture to be displayed for others to enjoy. Year 4 To be able to: - Carve a soap bar sculpture using tools safely. - Use scissors to safely cut wire away from the body as the end of wire can be sharp. - Twist and loop thin wire to make a sculpture. - Cut and twist the wire end to create a neat line when attaching to the main piece. - Manipulate light to create a shadow sculpture. - Weave and thread materials to make something new.	- Create an installation artwork through wrapping, colouring, covering and joining. - Try out ideas on a small scale to evaluate their effect. Year 6 To be able to: - Create a relief sculpture by layering 2D shapes to create a 3D form. - Decide whether their sculpture will be abstract or literal. - Manipulate card to create 3D forms by tearing, cutting, folding, bending and ripping. - Display their sculpture in different locations to improve a viewer's experience, namely, grouped with similar themed sculptures or stood alone.
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Art and Design Progression of Skills



- Display a 3D piece for others to enjoy and experiment with orientation.

Craft and Design unit

Craft and Design	EYFS: Reception	End of Key Stage 1	End of lower Key 2	End of Upper Key Stage 2
	To be able to: • Safely hold and use a pair of scissors, namely: thumbs pointing up, fingers down; elbows by your side and pushing and pulling to open and shut the blade. • Cut following the lines. • Thread small objects with a hole onto a thread/string. • Join paper or card using two methods: glue, tape, split pin, fold, slot, tie, sew or flange. • Fold and curl paper. • Scrunch tissue paper into a smaller shape. • Use colour to create a simple repeated pattern, namely, red, yellow, red, yellow.	To be able to: Year 1 • Wrap an object/shape to make it look different. • Weave crossing over paper, fabric or ribbon ((weft) up and under) on a loom (shoe box with string). • Create a plait using three threads. • Create a knot to join two materials together. To be able to: Year 2 • Create an artist's map of a journey on paper. • Use cellophane to represent stained glass.	To be able to: Year 3 • Create a scroll inspired by the Ancient Egyptians using repeated patterns, shapes and colours (brown, yellow, blue and red). • Create a page that appears to be papyrus paper by tearing different shades of brown paper and textured paper (corrugated card) and gluing it onto a page. • Create a zine from folding a single sheet of paper. To be able to: Year 4 • Create a mood board conveying a theme or idea. • Create an observational drawing to develop a design.	To be able to: Year 5 • Create a monoprint using printing ink rolled onto an acetate sheet or flat surface. • Draw a building in the style of an architect. Namely, draw using plan view (a birds' eye view from above); front elevation view (2D front and back drawing of a building) and prospective view (3D drawing). • Draw and annotate an idea to explain key features/purposes and possible materials. To be able to: Year 6 • Create photomontage by cutting out elements from a selection of photographic images to combine and rearrange into a new composition.

Art and Design Progression of Skills



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| | | <ul style="list-style-type: none"> • Create new colours by overlapping coloured cellophane. • Apply pencil pressure (not too hard as it will cut) into the polystyrene tile to make an indent image to print. • Apply ink using a printing roller ensuring the whole time is covered. • Once polystyrene tile is faced down, roll over with a clean roller to ensure consistent ink coverage. • Create a print. | <ul style="list-style-type: none"> • To use glue as an alternative Batik technique to create a repeating pattern on fabric. | <ul style="list-style-type: none"> • Take digital photos using macro photography. • Manipulate macro photography using editing software tools. • Create a cityscape. |
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