



Blyton cum Laughton Church of England Primary School

Reading-Inspired Curriculum

CURRICULUM KNOWLEDGE & SKILLS PROGRESSION: ART & DESIGN

Subject Responsibility: Mr Duke

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creative Art:	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
Mark Making/Drawing :	Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made.	Skill: observational drawing - Pumpkins Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Skill: show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, e.g. representing a face with a circle including details.	Skill: Observational drawing – Daffodils	Skill: observational drawing - Sunflowers Show accuracy and care in their drawing.	Skill: produce more detailed work and say what they have included.
Colour:	Experience: explore colours and how colours can be changed. Identify light and dark colours.	Knowledge: recognise and name colours.	Skill: to be able to create a wash background and combining colour in the style of Joan Miró.	Skill: colours in nature and how they can be applied to art in the style of Andy Goldsworthy.	Skill: exploring shades of colour and how to make different shades.	Skill: to be able to choose a particular colour for a purpose.
Painting:	Skill/Knowledge: splatter painting in the style of Jackson Pollock	Skill/Knowledge: Only using one colour to create in the style of Yves Klein	Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint.	Skill: mix paints to make new colours following instructions.	Experience: explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.	Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.
Printing:	Skill: printing with hands, feet and fingers.	Skill: printing with sponges and rollers, shapes. Inspiration Mondrian (primary colours)	Skill: printing with natural objects/food e.g. leaves, pine cones.	Skill: printing simple repeating patterns. Recognise patterns in the environment	Skill: symmetrical printing - butterflies as inspiration.	Skill: to be able to create using own ideas and explain the choices.
Textiles/materials:				Skill: Collage using Eric Carle as inspiration Skill: follow instructions to make own play dough.	Skill: Weaving (natural and man-made materials)	Skill: Sewing using a pre-running stitch with natural resources.
3D Work:	Understanding: to know what transient art is. Transient art will continue to be offered in continuous provision.	Skills: to use simple joins when using different materials to create 3D work, e.g. sellotape, masking tape, stick glue.	Skill: creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day.	Skill/Knowledge: Natural art in the style of Andy Goldsworthy	Skill: Making own props/puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect e.g. feather headdress.	Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.
Extraordinary Lives	CREATOR: Jackson Pollock (Collaborative work)	CREATORS: Yayoi Kusama & Piet Mondrian	CREATORS: Yves Klein & Joan Miro	CREATORS: Andy Goldsworthy & Eric Carle	CREATOR: Vincent van Gogh	CREATOR: Henri Matisse

<div>Ivy Cycle 1</div> <div>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</div> <div>Control the types of marks made with the range of media</div>	<div>Autumn 1</div> <div>  <p><u>We're All Wonders</u> <u>Portrait: Drawing/ Painting</u></p> <p>Outcome: Self-portrait using shades and tones</p> <p>Drawing: <u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines</p> <p>Drawing: <u>Tone</u> Investigate tone by drawing light/dark lines</p> <p>Painting: <u>Colour</u> Identify primary and secondary colours by name Mix primary shades and tones Mix secondary colours</p> <p>Painting: <u>Texture</u> Investigate textures by describing and rubbing</p> <p>Digital Media Art app, .e.g KidsDraw</p> <p><u>Lines</u> by changing the size of brushes in response to ideas <u>Shapes</u> using eraser, shape and fill tools <u>Colours and Texture</u> using simple filters to manipulate and create images</p> </div>	<div>Autumn 2</div>	<div>Spring 1</div> <div>  <p><u>Lifesize - Spots and Stripes: Abstract Art</u></p> <p>Focus Artist: Wassily Kandinsky (1866-1944)</p>  <p>Outcome: Large scale painting inspired by animal print</p> <p>Drawing: <u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects</p> <p>Drawing: <u>Tone</u> Investigate light/dark patterns</p> <p>Painting Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Mix primary shades and tones</p> <p>Mix secondary colours</p> </div>	<div>Spring 2</div>	<div>Summer 1</div> <div>  <p><u>The Mystery of the Golden Wonderflower: Printing</u></p> <p>Focus Artist: Megan Coyle</p>  <p>Outcome: Collage landscape inspired by Benjamin Flouw</p> <p>Print with a range of hard and soft materials e.g. natural objects</p> <p>Make simple marks on rollers and printing palettes, e.g. leaf patterns</p> <p>Take simple prints i.e. mono - printing</p> <p>Printing: <u>Colour</u> Experiment with overprinting motifs and colour (to create the golden wonderflower)</p> <p>Discuss primary shades and tones Mix secondary colours</p> <p>Printing: <u>Texture</u> Make rubbings to collect textures and patterns</p> <p>Sculpture: <u>The Goldsworthy Wonderflower – forest floor as the canvas</u></p> </div>	<div>Summer 2</div> <div>  <p><u>The Dinosaurs of Waterhouse Hawkins: Sculpture</u></p> <p>Focus Artist: Waterhouse Hawkins (1807-1894)</p>  <p>Outcome: 3D dinosaur model using collage/ large scale class model</p> <p>Form Experiment with constructing and joining recycled, natural and man-made materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p>Collage (onto the sculpture)</p> <p>Arrange and glue materials to different backgrounds</p> <p>Fold, crumple, tear & overlap papers</p> <p>Option: Work on different scales (large scale dinosaur model made from chicken wire/scrunched paper- then papier mache)</p> <p>Collage: <u>Colour</u> Collect, sort, name match colours appropriate for an image</p> <p>Collage: <u>Shape</u> Create and arrange shapes appropriately</p> </div>
<div>Extraordinary Lives</div>					<div>CREATOR: Andy Goldsworthy</div>	<div>CREATOR: Waterhouse Hawkins</div>

Ivy Cycle 2

Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk
Control the types of marks made with the range of media

Autumn 1



We Are Architects: The Great Fire of London: Collage

Outcome: Collage background to support 3D model making of house

Focus Artist: Kurt Schwitters
(exiled from Germany and lived in the Lake District)



Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc

Arrange and glue materials to different backgrounds

Sort and group materials for different purposes e.g. colour texture

Fold, crumple, tear and overlap papers

Work on different scales

Collage: Colour
Collect, sort, name match colours appropriate for an image
Collage: Shape
Create and arrange shapes appropriately
Collage: Texture
Create, select and use textured paper for an image

Autumn 2



Meerkat Mail Sculpture: African mask

Outcome: Clay African-inspired animal tile

Focus Artist: Pablo Picasso
(inspired by African masks)



Drawing: Lines and Marks
Invent new lines
Draw on different surfaces with a range of media

Colour
Recap on primary shades and tones
Mix secondary colours

Shape
Invent new shapes

Sculpture
Manipulate malleable materials in a variety of ways including rolling and kneading

Explore 3D with a range of malleable media

Manipulate malleable materials for a purpose, e.g. pot, tile

Understand the safety and basic care of materials and tools

Spring 1

Spring 2



The Tin Forest: Robin Hood/ Printing

Outcome: Create a repeated pattern using printing techniques inspired by the natural world



Focus Artists:
Henry Bradbury
(1829-1860) &



Alois Auer
(1813-1869)

Roll printing ink over found objects to create patterns e.g. sticks, leaves, pebbles, soil, petals

Build repeating patterns and recognise pattern in the environment

Create simple printing blocks with press print

Design more repetitive patterns

Colour
Experiment with overprinting motifs and secondary colours

KS1 project - Sculpture: Robin Hood/Tin Forest
– e.g. a sculpture using a tree as the canvas

Textiles
Create fabrics by weaving grass through twigs

Summer 1



The Lost Words: Drawing/Painting

Focus Artist: Jackie Morris



Outcome: Watercolour pencil drawing and painting of a natural object

Drawing: Tone
Investigate light/dark patterns and light/dark shapes

Drawing: Texture
Investigate textures by describing, naming, rubbing, copying (using natural objects)

Painting
Experiment with tools and techniques e.g. layering, mixing media, scrapping through

Use a variety of tools and techniques including different brush sizes and types

Texture
Create textured paint by adding sand, plaster

Summer 2



What Mr Darwin Saw: Textiles

Outcome: A puppet made from a range of fabrics and joining techniques

Match and sort fabrics and threads for colour, texture, length, size and shape

Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting

Cut and shape fabric using scissors/snips

Apply shapes with glue or by stitching

Apply decoration using beads, buttons, feathers etc

Colour
Apply colour with printing, dipping, fabric crayon

Willow Year 3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Begin to use a sketchbook to collect and experiment with ideas</p>	 <p><u>CYCLE 1</u> <u>The First Drawing:</u> <u>Cave Drawing/Painting</u> Outcome: Cave art using simple pencil and paint techniques suggesting animal form</p>  <p><u>CYCLE 2 Everest: Drawing</u> Outcome: A mountain landscape using a range of pencil drawing techniques to show depth, light and shade</p> <p>Focus Artist: CREATOR Katsushika Hokusai</p> <p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing pencil Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	<p><u>CYCLE 1 & 2</u> <u>Christmas Industry Week: Printing</u></p> <p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p>	 <p><u>CYCLE 2</u> <u>A River/ Portrait of an Artist- Claude Monet : Painting/Collage</u></p> <p>Outcome: A river landscape using impressionist painting techniques and collage</p> <p>Focus Artists: Claude Monet (1840-1926) & Marc Martin</p>  <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u> Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades</p> <p><u>Collage</u> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	 <p><u>CYCLE 1</u> <u>Roman Britain: 3D model making</u></p> <p>Outcome: Roman ceramic jewellery</p> <p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Begin to create surface patterns and textures in a malleable material</p>		 <p><u>CYCLE 1</u> <u>Viking Voyagers: Textiles</u></p> <p>Outcome: A Viking age bag</p> <p>Use a variety of techniques, e.g. dyeing and stitching to create different textural effect (Viking bags)</p> <p>Match the tool to the material</p>  <p>Develop skills in stitching, cutting and joining</p> <p>Short unit Outcome: Dragon Eyes</p>  <p>Plan, design and make models from observation or imagination</p> <p>Join clay by constructing a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> <p><u>CYCLE 2</u> <u>Anglo Saxon Britain: Textiles</u></p> <p>Outcome: An Anglo-Saxon rune bag</p> <p>Use a variety of techniques, e.g. weaving and stitching to create different textural effect Match the tool to the material Develop skills in stitching, cutting and joining Use different grades of threads and needles</p>
Extraordinary Lives	CREATOR: Katsushika Hokusai (Cycle 2)		CREATOR: Claude Monet (Cycle 2)			

Fig Year 4/5

Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas and begin to compare the work of artists with their own. Identify artists who have worked in a similar way to their own work.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>CYCLE 1 The Invention of Hugo Cabret: Drawing</p> <p>Outcome: An image of a scene in school created using the pencil techniques of Brian Selznick Focus Artist: Brian Selznick</p>  <p><u>Lines and Marks</u> Make marks and lines with a wide range of pencil.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p>  <p>Develop the use of perspective using the vanishing point.</p> <p>CYCLE 2: Drawing and Painting</p> <p>Outcome: A shield design following experimentation using a range of wet and dry techniques and colour exploration</p> <p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. <u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p>	<p>CYCLE 1 & 2 Christmas Industry Week: Digital Media</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering Create layered images from original ideas (Green screen)</p>	 <p>CYCLE 1: The Big Book of the Blue: Painting</p> <p>Outcome: Underwater scene using a range of textures, washes, effects, tints and shades</p> <p>Focus Artist: CREATOR Yuval Zommer & Olga Nikitina (underwater artist)</p>  <p>Experiment with different effects and textures inc. washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. using the right size of brush to create an effect.</p> <p>Create different effects and textures with paint according to what they need for the task</p> <p>Mix and use tints and shades</p>	 <p>CYCLE 1: Wild Animals of the South: Printing</p> <p>Outcome: Animal print design using overlays</p> <p>Focus Artist: CREATOR Daudi Tinga Tinga</p>  <p>Create printing blocks by simplifying an initial journal idea</p> <p>Use relief or impressed method</p> <p>Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>	 <p>CYCLE 2: Rain Player: 3D Model-making</p> <p>Outcome: Mayan mask using papier mache</p>  <p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create 3D models</p> <p>Use papier mache to make 3D models</p> <p>Plan a 3D model through drawing and other preparatory work</p>	 <p>CYCLE 2: Hidden Figures: Painting/Pastel</p> <p>Focus Artist: Peter Thorpe</p>  <p>Outcome: Space painting/pastel using a range of effects and textures and inspired by Peter Thorpe</p> <p><u>Painting</u> Develop a painting/pastel from a drawing</p> <p>Work on a range of scales e.g. using the right size of brush to create an effect.</p> <p>Create different effects and textures with paint/pastel according to what they need for the task</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings/pastel e.g. foreground, middle ground and background</p>
Extraordinary Lives		CREATOR: Yuval Zommer (CYCLE 1)	CREATOR: Daudi Tinga Tinga (CYCLE 1)		

Clover

Year 5/6

Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas and research the work of artists past and present. Identify artists who have worked in a similar way to their own work.

Autumn 1



CYCLE 1 The Arrival: Drawing & Painting

Focus Artists: Shaun Tan & Albrecht Durer



(Outcome: Pencil compositions creating atmosphere and light effects)

Explore pencil shading and blending techniques with sketching/coloured pencils

Use different techniques for different purposes i.e. shading, hatching within their own work

Carry out preliminary studies, trying different media/materials and mixing appropriate colours

Create imaginative work from a variety of sources: observational drawing, clay work, modelling



CYCLE 2 The Lost Words: Painting

Focus Artist: Jackie Morris

(Outcome: A sketchbook including a range of artistic techniques and inspired by the natural world)

Autumn 2



CYCLE 1 The Arrival: Drawing & Painting

Focus Artist: Shaun Tan

(Outcome: A sepia composition creating atmosphere and light effects)

Colour
Mix and match colours to create atmosphere and light effects

Identify/work with complementary & contrasting colours with a focus on sepia tones



CYCLE 2 The Lost Words: Drawing

Focus Artist: Jackie Morris

(Outcome: A sketchbook including a range of artistic techniques and inspired by the natural world)

Explore colour mixing and blending techniques with coloured pencils.

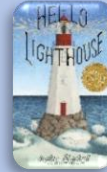
Carry out preliminary studies, trying different media/materials and mixing appropriate colours

Create imaginative work from a variety of sources: observational drawing, themes, poetry, music

Develop their own style using tonal contrast and mixed media.

Colour

Spring 1



CYCLE 1 Hello Lighthouse: Drawing, Painting & Collage

Outcome: Artwork (including solids and liquids) composed of a range of artistic techniques including technical drawing, painting and collage)

Focus Artists: Sophie Blackall & Winslow Homer (US realist painter 1836-1910)



CYCLE 2 The Storm Keeper's Island: Textiles

Focus Artist: Sarkasi Said (1940-2021)



(Outcome: Batik cloth of an island design)

Experiment with batik techniques (tjanting tools)

Experiment with a range of media to overlap and layer creating interesting colours and textures and effects

Spring 2

Linked to Design and Technology:
Pin-hole camera

Digital Media
Record, collect and store visual information using ipad camera

Present recorded visual images using software e.g. Photostory, Powerpoint

Summer 1



CYCLE 2 Greek Gods & Heroes: Sculpture

(Outcome: Create a Greek urn from clay)

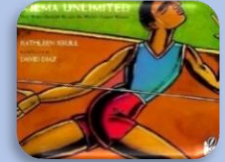


Plan a 3D model through drawing and other preparatory work

Develop skills in using clay including slabs, coils, slips, etc.

Produce intricate patterns and textures in a malleable media

Summer 2



CYCLE 2 Wilma Unlimited: Collage

(Create a Olympic themed collage incorporating the ancient and the modern games)

Focus Artist: Victoria Topping (Mythologica)

Add collage to a painted, printed or drawn background

Use a range of media to create collages

Use different techniques, colours and textures etc when designing and making pieces of work

Use collage as a means of extending work from initial ideas

Drawing: Perspective and Composition
Begin to use simple perspective in their work using a single focal point and horizon.

	<p>Show an awareness of how paintings are created, e.g. composition.</p> <p>Carry out preliminary studies, trying different media/materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><u>Colour</u> Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify and work with complementary and contrasting colours</p>	<p>Mix and match colours to create atmosphere and light effects</p> <p>Identify/work with complementary & contrasting colours</p>				
Extraordinary Lives		<p>CREATOR: Shaun Tan (CYCLE 1)</p> <p>CREATOR: Jackie Morris (CYCLE 2)</p>				