



Subject coverage and progression in Art at Reepham Primary School.

At Reepham Primary School, we aim to offer a range of opportunities in the arts as we believe this is central to developing well rounded individuals, who can prosper and develop their own individual talents. As such, the teaching of Art is crucial within our curriculum; art creates opportunities to learn more deeply about the cultures of different places and periods in history. We run our own art exhibition annually to celebrate our children's talent and creativity.

We adopt the following purpose and aims of the KS1 and KS2 Art National Curriculum:

Purpose

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The RPS curriculum for art and design aims to ensure that all pupils:

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

Curriculum Coverage

In order to ensure children's experience in art is broad and progressive, the following techniques will be used in each year group:

Year Group	Drawing	Painting	Printing	Textiles	Collage	3D Form	Digital Media	Art Appreciation
Reception	✓	✓						✓
Years 1	✓	✓		✓		✓	✓	✓
Year 2	✓		✓		✓		✓	✓
Year 3	✓	✓		✓		✓		✓
Year 4	✓		✓		✓		✓	✓
Year 5	✓	✓		✓			✓	✓
Year 6	✓		✓		✓	✓		✓

Sketch Books used throughout the school to plan work, practice skills and develop techniques.

In order to ensure progression in the children's learning, teachers will use the following guidance when planning and evaluating. Where the specific medium has not been taught in the previous year, teachers will include all appropriate coverage in their lessons.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. <input type="checkbox"/> Use a sketchbook to gather and collect artwork. <input type="checkbox"/> Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> <input type="checkbox"/> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. <input type="checkbox"/> Understand the basic use of a sketchbook and work out ideas for drawings. <input type="checkbox"/> Draw for a sustained period of time from the figure and real objects, including single and grouped objects. <input type="checkbox"/> Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> <input type="checkbox"/> Experiment with different grades of pencil and other implements. <input type="checkbox"/> Plan, refine and alter their drawings as necessary. <input type="checkbox"/> Use their sketchbook to collect and record visual information from different sources. <input type="checkbox"/> Draw for a sustained period of time at their own level. <input type="checkbox"/> Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> <input type="checkbox"/> Make informed choices in drawing inc. paper and media. <input type="checkbox"/> Alter and refine drawings and describe changes using art vocabulary. <input type="checkbox"/> Collect images and information independently in a sketchbook. <input type="checkbox"/> Use research to inspire drawings from memory and imagination. <input type="checkbox"/> Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of source material for their work. <input type="checkbox"/> Work in a sustained and independent way from observation, experience and imagination. <input type="checkbox"/> Use a sketchbook to develop ideas. <input type="checkbox"/> Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a wide variety of ways to make different marks with dry and wet media. <input type="checkbox"/> Identify artists who have worked in a similar way to their own work. <input type="checkbox"/> Develop ideas using different or mixed media, using a sketchbook. <input type="checkbox"/> Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	<ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of tools and techniques including the use of different brush sizes and types. <input type="checkbox"/> Mix and match colours to artefacts and objects. <input type="checkbox"/> Work on different scales. <input type="checkbox"/> Mix secondary colours and shades <input type="checkbox"/> using different types of paint. 	<ul style="list-style-type: none"> <input type="checkbox"/> Mix a range of secondary colours, shades and tones. <input type="checkbox"/> Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. <input type="checkbox"/> Name different types of paint and their properties. <input type="checkbox"/> Work on a range of scales e.g. large brush on large paper etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Mix a variety of colours and know which primary colours make secondary colours. <input type="checkbox"/> Use a developed colour vocabulary. <input type="checkbox"/> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. <input type="checkbox"/> Work confidently on a range of scales e.g. 	<ul style="list-style-type: none"> <input type="checkbox"/> Make and match colours with increasing accuracy. <input type="checkbox"/> Use more specific colour language e.g. tint, tone, shade, hue. <input type="checkbox"/> Choose paints and implements appropriately. <input type="checkbox"/> Plan and create different effects and textures with paint according to what they need for the task. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. <input type="checkbox"/> Work on preliminary studies to test media and materials. <input type="checkbox"/> Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Create shades and tints using black and white. <input type="checkbox"/> Choose appropriate paint, paper and implements to adapt and extend their work. <input type="checkbox"/> Carry out preliminary studies, test media and materials and mix appropriate colours. <input type="checkbox"/> Work from a variety of sources, inc. those researched independently.

- Create different textures e.g. use of sawdust.

- Mix and match colours using artefacts and objects.

thin brush on small picture etc.

- Show increasing independence and creativity with the painting process.

- Show an awareness of how paintings are created (composition).

Printing

- Make marks in print with a variety of objects, including natural and made objects.

- Carry out different printing techniques e.g. monoprint, block, relief and resist printing.

- Make rubbings.

- Build a repeating pattern and recognise pattern in the environment.

- Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.

- Design patterns of increasing complexity and repetition.

- Print using a variety of materials, objects and techniques.

- Print using a variety of materials, objects and techniques including layering.

- Talk about the processes used to produce a simple print.

- to explore pattern and shape, creating designs for printing.

- Research, create and refine a print using a variety of techniques.

- Select broadly the kinds of material to print with in order to get the effect they want

- Resist printing including marbling, silkscreen and coldwater paste.

- Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.

- Choose the printing method appropriate to task.

- Build up layers and colours/textures.

- Organise their work in terms of pattern, repetition, symmetry or random printing styles.

- Choose inks and overlay colours.

- Describe varied techniques.

- Be familiar with layering prints.

- Be confident with printing on paper and fabric.

- Alter and modify work.

- Work relatively independently.

Textiles/collage

- Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.

- How to thread a needle, cut, glue and trim material.

- Create images from imagination, experience or observation.

- Use a wide variety of media, inc. photocopied material, fabric, plastic, etc.

- Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.

- Create textured collages from a variety of media.

- Make a simple mosaic.

- Stitch, knot and use other manipulative skills.

- Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.

- Name the tools and materials they have used.

- Develop skills in stitching. Cutting and joining.

- Experiment with a range of media e.g. overlapping, layering etc.

- Match the tool to the material.

- Combine skills more readily.

- Choose collage or textiles as a means of extending work already achieved.

- Refine and alter ideas and explain choices using an art vocabulary.

- Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.

- Join fabrics in different ways, including stitching.

- Use different grades and uses of threads and needles.

- Extend their work within a specified technique.

- Use a range of media to create collage.

- Experiment with using batik safely.

- Awareness of the potential of the uses of material.

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

- To be expressive and analytical to adapt, extend and justify their work.

3 D form

- Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.
- Explore sculpture with a range of malleable media, especially clay.
- Experiment with, construct and join recycled, natural and man-made materials.
- Explore shape and form.
- Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.
- Build a textured relief tile.
- Understand the safety and basic care of materials and tools.
- Experiment with, construct and join recycled, natural and man-made materials more confidently.
- Join clay adequately and work reasonably independently.
- Construct a simple clay base for extending and modelling other shapes.
- Cut and join wood safely and effectively.
- Make a simple papier mache object.
- Plan, design and make models.
- Make informed choices about the 3D technique chosen.
- Show an understanding of shape, space and form.
- Plan, design, make and adapt models.
- Talk about their work understanding that it has been sculpted, modelled or constructed.
- Use a variety of materials.
- Describe the different qualities involved in modelling, sculpture and construction.
- Use recycled, natural and man-made materials to create sculpture.
- Plan a sculpture through drawing and other preparatory work.
- Develop skills in using clay inc. slabs, coils, slips, etc.
- Make a mould and use plaster safely.
- Create sculpture and constructions with increasing independence

Exploring and developing ideas (ONGOING)

- Record and explore ideas from first hand observation, experience and imagination.
- Ask and answer questions about the starting points for their work, and develop their ideas.
- Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
- Record and explore ideas from first hand observation, experience and imagination.
- Ask and answer questions about the starting points for their work and the processes they have used.
- Develop their ideas.
- Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.