



Knowledge Progression	Autumn	Spring	Summer
<p style="text-align: center;"><b>Castle Class</b> <b>Year A</b></p>	<p><b>Who Am I?</b> <b>Exploring Colour- Mark Rothko</b> Mark Rothko was born in Russia in 1903. He moved to America when he was 10. He used colour to show his feelings. He painted in simple blocks and lines on very big canvases. This type of painting is called 'Colour Filed'. <b>Key vocabulary-</b> shape, line, tone, colour filed, block, primary, secondary, tertiary</p>	<p><b>Dress to Impress</b> <b>Printing fabrics- William Morris</b> William Morris was a British artist born in London in 1834 and died in 1896. He is famous for his patterns and designs inspired by flowers and plants. His designs were printed and repeated many times and use to make wallpapers and fabrics <b>Key vocabulary-</b> shade, colour, pattern, repeat, printmaking</p>	<p><b>Circle of Life</b> <b>The Equatorial Jungle by Henri Rousseau</b> Henri Rousseau (1844—1910) was born in France in 1844. Rousseau was a self-taught painter and did not become a full-time artist until he turned 49. Although many of his paintings were jungle scenes, Rousseau never actually went to the jungle. His inspiration came from visiting Parisian gardens and he used skills and techniques pictures and illustrations in books. <b>Key vocabulary-</b> Tint. Tone. Media, technique line, texture, background, foreground</p>
<p style="text-align: center;"><b>Castle Class</b> <b>Year B</b></p>	<p><b>Home and Away</b> <b>White Flower Number Georgia O'Keefe</b> Known for her paintings of flowers. Used bright, bold colours and large, flowing shapes. Was inspired by nature. Zoomed in on flowers to show their details. <b>Key vocabulary-</b> primary colour, secondary colour, mixing, shape, paintbrush width, brushstroke experimenting.</p>	<p><b>The Big Build</b> <b>Pottery Designs- Clarice Cliff</b> Clay is a soft, earthy material that has been used for thousands of years. Clay can be manipulated when it is soft and hard. Clarice Cliff 1899-1972 was a famous female ceramic pioneer. Her designs were known as art deco, famous for their bright colours and bold geometric shapes. <b>Key vocabulary-</b> Mix, ceramics, shade, Art Deco</p>	<p><b>All Aboard</b> <b>Transient Art- Tony Plant</b> Transient art means "moveable art". It means creating a design out of loose pieces that are not fixed, to create something that is not permanent. Tony Plant is a Cornwall-based sculptor working with tide, duration and site. His large-scale Tidal Drawings are temporary sculptures made by walking in wet sand within a single tide cycle. <b>Key vocabulary-</b> transient, temporary, natural, single, tidal, cycle, sculpture.</p>

<p style="text-align: center;"><b>Sail Class Year A</b></p>	<p><b>Cornwall</b>  <b>Local Artist- John Dyer</b>          John Dyer is an English painter who focuses on colourful landscapes.          Born in 1968 in Cornwall.          Colours and light are essential to any piece of art' (John Dyer)          John Dyer is the artist in residence for the world famous Eden Project.  <b>Key vocabulary-</b> Form, shape, tone, primary colour, secondary colour , media and medium, observational art</p>	<p><b>Ancient Greeks</b>  <b>Sculpture- Venus de Milo by Alexandros of Antioch</b>          A sculpture is a piece of art in 3D (three dimensions). Sculptures can be made by carving, modelling or placing materials together. They can be made out of stone, wood, clay or any other material the artist wants to use!          People who designed and created them are called sculptors and they have been used throughout human history.          Venus de Milo is an ancient marble statue generally thought to represent the Greek goddess of love and beauty, Aphrodite  <b>Key vocabulary-</b> Sculpture, papier mache, marble, pattern, repeated patterns, symmetry,., band pattern, motif</p>	<p><b>To the Stars</b>  <b>Modern art Cubism and Pablo Picasso</b>          Pablo Ruiz Picasso was a Spanish painter, sculptor, printmaker, poet, playwright who spent most of his adult life in France.          He is best known as the co-founder of cubism. Picasso could draw and paint when he was very young.          His first word was lápiz, the Spanish word for "pencil". At the age of eight, Picasso created his first oil painting called "The Picador"  <b>Key vocabulary-</b> Cubism, co-founder, contrasts replicate.</p>
---	--	--	--

<p style="text-align: center;"><b>Sail Class Year B</b></p>	<p><b>Britain in the Blitz</b>  <b>Silhouettes and Remembrance</b>          Silhouette is an outline, shadow drawing of an object, in one solid colour          Silhouette images can portray the subject as a dark, block shape, usually contrasted against a much brighter background.          Silhouettes have been used in art throughout history to represent events and people.  <b>Key vocabulary-</b> outline, shadow, block, contrast, represent          .</p>	<p><b>The Stone Age to the Iron Age</b>  <b>Cave paintings of Lascaux</b>          Early humans may have used art as a way of helping themselves in their struggle for survival. Paintings of animals on cave walls are common.          Art may have been used as a form of communication. The Stone Age was a period of history before we had written or photographic records of life.          Lascaux is the name given to a cave in the Vézère Valley of southwestern France.          The Lascaux cave is famous for its cave paintings.  <b>Key vocabulary-</b> drawing, charcoal, pastels, shading</p>	<p><b>Circle of Life</b>  <b>-Still Life to Surrealism- Magritte and Dali</b>          Surrealism means 'beyond reality'- NOT REAL. Surrealist art often does not appear to make sense because of the focus on dreams and subconscious thought.          Surrealist artists include Salvador Dali, Frida Kahlo and Max Ernst and Rene Magritte.          René Magritte was born in Belgium.          A common theme in his paintings is hidden faces          Salvador Dali is the most famous artist in surrealism.  <b>Key vocabulary-</b> surrealism , subconscious, refine</p>
---	---	--	--

<p style="text-align: center;"><b>Sail Class</b> <b>Year C</b></p>	<p><b>Amazing Amazon</b> <b>Sculpture Balloon Dogs- Jeff Koons</b> Jeffrey Lynn Koons (born January 21, 1955) is a famous American artist. He is known for creating art inspired by popular culture and everyday objects. His sculptures often look like balloon animals, but they are made from shiny stainless steel. <b>Key vocabulary-</b> sculpture,, natural materials, man-made materials, paper mâché, shape, form, join, coil, slab, score.</p>	<p><b>Ancient Egypt</b> <b>Natural Pigments in Art linked with Leonardo da Vinci</b> Ancient Egyptians created paintings, sculptures and carvings as a way of granting immortal life, by appealing to different gods. The Ancient Egyptians, along with many artists since, used natural pigments to create meaningful colours. Leonardo da Vinci also used natural pigments in his paintings. The ‘Mona Lisa’, and ‘The Last Supper’ both contain evidence that he used—and experimented with—lead oxides. <b>Key vocabulary-</b> natural pigment, texture, tone, blending, hemutyu</p>	<p><b>Transport</b> <b>Perspective Train in the Rain-JMW Turner</b> There are three types of linear perspective: one-point perspective, two-point perspective and three-point perspective. Atmospheric perspective is mostly used in artworks that depict landscapes. Turner became known as ‘The Painter of Light’. <b>Key vocabulary-</b> vanishing point, perspective, one point, linear, horizon</p>
<p style="text-align: center;"><b>Sail Class</b> <b>Year D</b></p>	<p><b>The Romans</b> <b>Mosaics-Escher</b> Tessellation is a repeating pattern of one or more shapes. Tessellation is often used in building design and can also be observed in nature. M.C Escher was inspired by the buildings he saw when travelling and his love of maths. <b>Key vocabulary-</b> mosaic, line. shape, rotate, repeat, curve</p>	<p><b>The Coast</b> <b>Natural Art- Andy Goldsworthy</b> Land art, or Earth art, is art that is made within the landscape. Land art is usually captured using photography because it is temporary and often made on a large scale . Land art can be made from many materials. Some artists sculpt the land into pieces called earthworks. Other artists use natural materials, such as twigs and rocks, to make sculptures within the landscape <b>Key vocabulary-</b> temporary, transient, installation, relief sculpture, freestanding, earthwork</p>	<p><b>The Dark Ages</b> <b>Saxon Brooches inspired by Tiffany Patterns</b> The Anglo-Saxons wore jewellery, including brooches, beaded necklaces and bracelets, made from gold, silver, bronze and copper. These adornments were important status symbols, worn to show their wealth and rank. Louis Comfort Tiffany (1848–1933) was an American artist, designer, and decorator. He was well known as part of the Art Nouveau movement. <b>Key vocabulary-</b> pattern, shape, technique, design</p>

Developing Ideas	Skills Progression
<p><b>EYFS</b></p>	<p>Work purposefully, responding to colours, shapes, materials, etc. Create simple representations of people and other things. Think about what art is and share ideas with others. Talk about the stories and ideas in their art work, sharing with others how and why they generated their ideas.</p>
<p><b>Year 1 and 2</b></p>	<p>Record and explore ideas from first-hand observation. Ask and answer questions about the starting points for their work. Explore different methods and materials. Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>
<p><b>Year 3 and 4</b></p>	<p>Select and record ideas from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make observations about starting points throughout the curriculum. Record and explore ideas in a variety of ways, using sketch books.</p>

	Discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures. Discuss artwork using visual language.
<b>Year 5 and 6</b>	Collect ideas, information and sketches from first-hand observation and experience; present ideas imaginatively in a sketch book for different purposes. Develop and imaginatively extend ideas from starting points throughout the curriculum. Carefully select materials based on qualities to enhance work. Explore and discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language.
<b>Artists</b>	<b>Skills Progression</b>
<b>EYFS</b>	Describe a picture created by an artist. Experiment with a technique that an artist uses.
<b>Year 1</b>	Describe the work of notable artists, designers and artisans: <ul style="list-style-type: none"> <li>• Colour fields- Mark Rothko</li> <li>• Painting and collage- Henri Rousseau</li> <li>• Transient Art Tony Plant</li> <li>• Large scale painting- Georgia O'Keefe</li> <li>• Printing and repeating pattern- William Morris</li> <li>• Bold patterns- Clarice Cliff</li> </ul> Use some of the ideas of artists studied to create pieces.
<b>Year 2</b>	Describe the work of notable artists, designers and artisans: <ul style="list-style-type: none"> <li>• Colour fields- Mark Rothko</li> <li>• Painting and collage- Henri Rousseau</li> <li>• Transient Art Tony Plant</li> <li>• Large scale painting- Georgia O'Keefe</li> <li>• Printing and repeating pattern- William Morris</li> <li>• Bold patterns- Clarice Cliff</li> </ul> Use some of the ideas of artists studied to create pieces.
<b>Year 3 and 4</b>	Replicate some of the techniques used by notable artists, designers and artisans. In discussion draw on past experience. Give details (including own sketches) about the style of some notable artists, designers and artisans. In discussion refer to past explorations and works seen : <ul style="list-style-type: none"> <li>• Cornish Landscapes- John Dyer</li> <li>• Natural art- Andy Goldsworthy</li> <li>• Ancient sculpture- Venus de Milo(Alexandros of Antioch)</li> <li>• Modern art- Pablo Picasso</li> <li>• Cave painting – Lescaux</li> <li>• Still life to Surrealism- Rene Magritte and Salvador Dali</li> <li>• Roman mosaics- M.C Escher</li> <li>• Natural pigments- Leonardo da Vinci</li> <li>• Modern sculpture Balloon Dog- Jeff Koons</li> </ul>

	<ul style="list-style-type: none"> <li>• Silhouettes- Remembrance day inspired</li> <li>• Transport and perspective- J.M.W Turner</li> <li>• Saxon brooch designs- Tiffany inspiration</li> </ul>
<b>Year 5 and 6</b>	<p>Replicate some of the techniques used by notable artists, designers and artisans.          In discussion draw on past experience.          Give details (including own sketches) about the style of some notable artists, designers and artisans.          In discussion refer to past explorations and works seen :</p> <ul style="list-style-type: none"> <li>• Cornish Landscapes- John Dyer</li> <li>• Natural art- Andy Goldsworthy</li> <li>• Ancient sculpture- Venus de Milo(Alexandros of Antioch)</li> <li>• Modern art- Pablo Picasso</li> <li>• Cave painting – Lescaux</li> <li>• Still life to Surrealism- Rene Magritte and Salvador Dali</li> <li>• Roman mosaics- M.C Escher</li> <li>• Natural pigments- Leonardo da Vinci</li> <li>• Modern sculpture Balloon Dog- Jeff Koons</li> <li>• Silhouettes- Remembrance day inspired</li> <li>• Transport and perspective- J.M.W Turner</li> <li>• Saxon brooch designs- Tiffany inspiration</li> </ul>

<b>Mastering Techniques- Drawing</b>	<b>Skills Progression</b>
<b>EYFS</b>	<p>Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk).            Use drawings to tell a story (retelling or imagination).            Investigate different lines (thick, thin, wavy, and straight).            Explore different textures. -Encourage accurate drawings of people that include all visible parts of the body (head, hands, fingers).            Represent their own ideas, thoughts and feelings through art.</p>
<b>Year 1 and 2</b>	<p>Use sketchbooks to gather and collect artwork, as well as planning ideas.            Extend the variety of drawing tools and surfaces.            Draw lines of different sizes and thickness.            Show pattern and texture by adding dots and lines.            Show different tones by using coloured pencils.            Explore the use of pattern, line, shape and colour.            Observe and draw landscapes, patterns, faces and objects.            Colour neatly, following the lines when appropriate            Know what a plan and elevation is.            Explore with a sense of perspective thinking about foreground and background.</p>
<b>Year 3 and 4</b>	<p>Use sketchbooks to collect and record observations, and to develop their own ideas.</p>

	<p>Annotate sketches to explain and elaborate ideas.</p> <p>Plan, refine and alter sketches as necessary.</p> <p>Use different grades of pencils to show line, tone and texture.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Develop shading to show light and shadow.</p> <p>Use hatching and cross to show tone and texture.</p> <p>Use a view finder to select an area of a subject for drawing.</p> <p>Continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Draw with a basic sense of perspective and know horizon, vertical and horizontal.</p>
<b>Year 5 and 6</b>	<p>Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape.</p> <p>Show confidence in using a variety of drawing mediums.</p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Develop the effect of light on objects and people from different directions, using tone.</p> <p>Develop accuracy and expression in observational drawings, including the human figure. Be aware of scale and how to compare when drawing.</p> <p>Choose and combine different drawing materials as appropriate to task and purpose.</p> <p>Draw with an understanding of vanishing points in landscape art.</p>
<b>Mastering Techniques- Painting</b>	<b>Skills Progression</b>
<b>EYFS</b>	<p>Experiment with primary colours.</p> <p>Experiment with mixing colours independently.</p> <p>Name colours.</p> <p>Learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, glue).</p> <p>Use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers)</p>
<b>Year 1 and 2</b>	<p>Use a variety of tools, including thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p> <p>Create colour wheels.</p> <p>Add white to colours to make tints and black to colours to make tones (create colour charts).</p> <p>Mix and match colours to pictures and objects when appropriate</p> <p>Create different textures (e.g. using sand, sawdust, flour).</p> <p>Ensure they can name colours.</p>
<b>Year 3 and 4</b>	<p>Introduce different types of brushes for specific purposes.</p> <p>Mix colours effectively, knowing which primary colours make secondary.</p> <p>Colour mixing and matching; tint, tone, shade (match using colour charts).</p> <p>Use watercolour paint to produce washes for backgrounds, then to add detail.</p> <p>Experiment with creating mood with colour.</p> <p>Experiment with different effects and textures (e.g. blocking in colour, washes, thickened paint).</p> <p>Techniques –apply colour, using dotting, scratching, splashing.</p>

	Make sensible choices about the areas to paint in sequence
<b>Year 5 and 6</b>	<p>Sketch (lightly) before painting to combine line and colour if needed</p> <p>Use brush techniques and the quality of paint to create texture.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p> <p>Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Accurately mix colour.</p> <p>Consider artists' use of colour (colour wheel) and application of it.</p>
<b>Mastering Techniques- Textiles and Collage</b>	<b>Skills Progression</b>
<b>EYFS</b>	<p>Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials.</p> <p>Create simple collages using fabric, paper, pasta, beans and larger tactile things.</p> <p>Simple weaving.</p> <p>Experiment with different textures, including sensory experience.</p> <p>Explore how media and materials can be combined and changed.</p>
<b>Year 1 and 2</b>	<p>Use a variety of techniques (e.g. tie dyeing, weaving, plaiting, wax or oil resist, sewing and binca).</p> <p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p> <p>Learn how to thread a needle, knot, cut, glue and trim material.</p> <p>Create images from imagination, experience and observation.</p> <p>Collect visual information from a variety of sources, describing the visual and tactile elements.</p> <p>Make a simple mosaic</p>
<b>Year 3 and 4</b>	<p>Use a variety of techniques (build on KS1).</p> <p>Name the materials and tools they have used.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Colour on fabric.</p> <p>Create weavings with a good sense of colour</p> <p>Use overlapping, layering, coiling, tessellation, mosaic and montage</p> <p>Collect visual information from a variety of sources, describing the visual and tactile elements.</p>
<b>Year 5 and 6</b>	<p>Independently different textures, colours and techniques when designing and making pieces of work to express the intent</p> <p>Combine visual and tactile qualities when designing and making pieces of work to have an affect on the viewer</p> <p>Show precision in techniques and awareness of the whole composition</p> <p>Join fabric in different ways for an affective composition thinking about contrasts and harmony</p> <p>Combine previously learned techniques to create pieces independently.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
<b>Mastering Techniques-</b>	<b>Skills Progression</b>

<b>Sculpture</b>	
<b>EYFS</b>	<p>Handle, feel and manipulate, pull apart and reconstruct materials.</p> <p>Construct and build from simple objects.</p> <p>Shape and model from observation and imagination. -Impress and apply simple decoration.</p> <p>Simple language created through feel, size, look, smell, etc.</p>
<b>Year 1 and 2</b>	<p>Use techniques such as rolling, cutting, moulding, carving and marking using simple tools.</p> <p>Use materials to make objects for a purpose, (ie, junk models, assemblages).</p> <p>Make simple joins by manipulating modelling material or pasting.</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>Discuss work of sculptors.</p>
<b>Year 3 and 4</b>	<p>Shape, form, model and construct.</p> <p>Understand qualities and potential of materials as a way of problem solving and expression.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Understanding of different adhesives and methods of construction.</p> <p>Use tools more confidently.</p> <p>Simple discussion about</p> <p>Discuss own work and compare work of other sculptors (i.e. aesthetics/size).</p>
<b>Year 5 and 6</b>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Investigate and analyse different forms. -Take into account the properties of media being used.</p> <p>Shape, form, model and join with confidence.</p> <p>Combine visual and tactile qualities.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p> <p>Discuss and evaluate own work and that of other sculptors in detail.</p>
<b>Mastering Techniques-Printing</b>	<b>Skills Progression</b>
<b>EYFS</b>	<p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Work from imagination and observation.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p>
<b>Year 1 and 2</b>	<p>Print with block colours. Use a variety of tools, materials and objects to create prints.</p> <p>Carry out different printing techniques (e.g. monoprint, block, relief and resist printing).</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Make rubbings.</p> <p>Design repeating patterns and overlapping shape patterns.</p> <p>Mimic print from the environment (e.g. wallpapers, curtains, fabric).</p>
<b>Year 3 and 4</b>	<p>Make printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block).</p> <p>Experiment with resist printing including marbling, silkscreen and cold-water paste</p>

	<p>Replicate patterns observed in natural or built environments.</p> <p>Explore pattern and shape, creating designs for printing.</p> <p>Accurate repeat pattern -Talk about the processes used to produce a simple print.</p>
<b>Year 5 and 6</b>	<p>Describe techniques, including the use of layering, poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to the task.</p> <p>Build up layers of colours and textures.</p> <p>Be confident with printing onto paper and fabric.</p> <p>Organise work in terms of pattern, symmetry or random printing styles.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p> <p>Good spatial design</p>
<b>Mastering Techniques-Digital Media</b>	<b>Skills Progression</b>
<b>EYFS</b>	<p>Use ICT to experiment with drawing lines and shapes.</p> <p>Use ICT to experiment with different colours and patterns.</p>
<b>Year 1 and 2</b>	Use a wide range of tools to create different textures, lines, ones, colours and shapes.
<b>Year 3 and 4</b>	Create images, video and sound recordings and explain why they were created.
<b>Year 5 and 6</b>	Enhance digital media by editing (including sound, video, animation, still images and installations).
<b>Evaluating</b>	<b>Skills Progression</b>
<b>EYFS</b>	Recognise and describe key features of their own and others' work.
<b>Year 1 and 2</b>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Annotate work in sketchbook.</p>
<b>Year 3 and 4</b>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketch books.</p>
<b>Year 5 and 6</b>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>