



Wimbledon Chase Primary School
Art Curriculum Progression

All curriculums at Wimbledon Chase are founded on the Wimbledon Chase Cornerstones. However, each subject will have specific aims, a coherent progression of skills and knowledge and explicit outcomes for children. These are outlined below.

Artists and links are suggested ideas for reference and can be changed.

Early Years	Nursery	Reception
Knowledge	<ul style="list-style-type: none">- To be aware that there are different colours.- To know the names of the primary colours- To be aware that artists and illustrators make pictures e.g. Pablo Picasso, Axel Scheffler <p>AMAZING ME Pablo Picasso</p> <p>CREATURES GREAT AND SMALL Axel Scheffler Megan Coyle https://www.tate.org.uk/art/teaching-resource/animals-art</p> <p>OUR WONDERFUL WORLD Van Gogh -Starry Night Frank Bowling https://www.tate.org.uk/kids/explore/who-is/who-frank-bowling</p>	<ul style="list-style-type: none">- Begin to talk about similarities and differences between different mediums.- Understand what happens when they mix colours- To recognise familiar artists and illustrators e.g. Rob Biddulph, Janet Ahlberg <p>HERE I AM Andy Goldsworthy, James Brunt (Loose parts in the environment) Links with Autumn and Owl Babies Rob Biddulph, Janet Ahlberg Diwali art - Medhi, Diya Lamps, Rangoli patterns</p> <p>ONCE UPON A TIME Arcimboldo (The Enormous Turnip), Monet bridges (Billy Goats Gruff) Larry Moss balloon sculptures</p> <p>CREEPY CRAWLIES Jim Field - Oi Frog, M.C.Escher</p>

<p>Skills</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> - Explore different drawing tools - e.g. pencils, felt tips, chalk, crayons, fingers - Draw with increasing complexity and detail, such as representing a face with a circle and including some details - Show different emotions in their drawing - Use drawing to represent ideas like movement and loud noises 	<p><u>Painting and Colour</u></p> <ul style="list-style-type: none"> - Explore colour and colour mixing - To explore printing with sponges and stamps - To experiment with different sized paint brushes and tools 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> - Select and use appropriate drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. - Use drawings to tell a story from retelling or from imagination. - Investigate different lines - thick, thin, wavy, straight. - Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?) 	<p><u>Painting and Colour</u></p> <ul style="list-style-type: none"> - Experiencing and using primary and secondary colours and knowing their names. - Experiment with colour, design, texture, form and function. - Uses a range of tools to make coloured marks on paper e.g. sponges, brushes, fingers.
<p>Skills</p>	<p><u>Pattern and Print</u></p> <ul style="list-style-type: none"> - Make patterns from loose parts and natural objects. - Use different tools to print and make marks on a variety of different surfaces and textures. 	<p><u>Sculpture and Collage</u></p> <ul style="list-style-type: none"> - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them - Join different materials and explore different textures - Use loose parts and natural objects to make pictures and models 	<p><u>Pattern and Print</u></p> <ul style="list-style-type: none"> - Make rubbings showing a range of textures and patterns. - Take print from objects eg: leaves, hands, onions, feet, junk, bark, modelling clay etc. - Create their own patterns and repeating patterns using natural objects and loose parts. 	<p><u>Sculpture and Collage</u></p> <ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials - Simple collages, using paper, pasta, beans and larger tactile things, loose parts and natural objects. - Selects, sorts, tears and glues items down. - Constructs with a purpose in mind using a variety of resources. - Manipulate materials to achieve a planned effect, - Able to shape and model from observation and imagination. - Impress and apply simple decoration. - Make models and patterns using loose parts (including natural objects) and represent real objects with them

Key Vocabulary	<ul style="list-style-type: none"> - Colours, red, blue, yellow - Paint, paintbrush, pen, pencil, felt tip pens, crayons, chalk, paper, card 	<ul style="list-style-type: none"> - purple, orange, green, pink, brown - artist, illustrator, portrait - colour, shape, printing, statue, model - pastels, charcoal, water colour, poster paints, fabric, cardboard, tissue paper
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IMPACT AT END OF EYFS				
Character	Cognition	Collaboration	Community	Success in their next stage of education
<p>Children will show interest in different mark making equipment and tools. They will show willingness to experiment with media. Share and talk about their creations. They are encouraged to focus on the process rather than the finished product and to realise every child is an artist.</p>	<p>Through the world around them children will be able to develop their own ideas and express their creativity. Children will choose their own tool from a selection.</p>	<p>Children will be able to work alongside others during a variety of creative tasks.</p>	<p>Some artwork will be inspired by the local area, and diversity and heritage of our pupils.</p>	<p>Have a foundation on which to build the knowledge, skills and techniques needed in KS1.</p>

KS1	Year 1		Year 2	
Knowledge	<ul style="list-style-type: none"> - Begin to notice similarities and differences between different mediums - Children experiment with mixing paints to understand tone and secondary colours. - Begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. - To recognise familiar artists and illustrators works e.g. <p>WHO? WHAT? WHEN? WHERE? AND WHY?</p> <p>Maurice Sendak - Where the Wild Things Turner - Boat paintings - Where the Wild Things Turner Windmill painting - Little Red Hen Nick Mackman - Little Red Hen sculptures. https://nickmackmansculpture.co.uk/</p> <p>TURRETS AND TIARAS</p> <p>Beerstraaten's 'Castle of Muiden in Winter' and John Constable's cloud studies Picasso, Van Gogh, Cubism</p> <p>MOVING ALONG</p> <p>Emma Shipley Aboriginal Art</p>		<ul style="list-style-type: none"> - Describing the differences and similarities between different practices and disciplines, and making links to their own work. - Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. - Awareness of natural and man made forms and environments - Name different types of paint and their properties. - Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. <p>BESIDE THE SEASIDE</p> <ul style="list-style-type: none"> - To name works of famous artists. Compare the styles Eileen Downes, John Piper <p>FIRE AND ICE</p> <p>Jan Griffier Lowry- London Pictures</p> <p>A WALK IN THE WOODS</p> <p>David Hockney, Damien Hurst, Sir Edwin Henry Landseer (MidSummers Night Dream)</p>	
Skills	<p><u>Drawing</u></p> <ul style="list-style-type: none"> -use different materials to draw, for example pastels, chalk, felt tips, charcoal -draw lines of varying thickness, experimenting with different grades of pencil (use sketch books to record mark making with different pencil grades) 	<p><u>Painting and Colour</u></p> <ul style="list-style-type: none"> - Use painting as a medium to develop and share ideas. - Focus on using colour and space for effect. - Develop and use a texture for effect. - Add white and black to alter tints and shades; Experiment with changing textures in paint 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> - Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. - Draw for a sustained period of time from the figure and real objects, including single and grouped objects. - Experiment with the visual elements; line, shape, pattern and colour. 	<p><u>Painting and Colour.</u></p> <ul style="list-style-type: none"> -Mix a range of secondary colours, shades and tones. Begin to describe colours by objects – 'raspberry pink, sunshine yellow' Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. -Work on a range of scales e.g. large brush on large paper etc. Experience using colour on a large scale, A3/A2 playground.

	<ul style="list-style-type: none"> -create different tones using light and dark -create different patterns and textures using dots and lines. - Experiment with different pencil hardness 	<ul style="list-style-type: none"> - Experiment with different brushes (including brushstrokes) and other painting tools 	<ul style="list-style-type: none"> - Continue to draw a way of recording experiences and feelings. 	<ul style="list-style-type: none"> -Mix and match colours using artefacts and objects. -Make as many tones of one colour using primary colours and white. -Darken colours without using black -Mix colours to match those of the natural world – colours that might have a less defined name
Skills	<p><u>Pattern and Print</u></p> <ul style="list-style-type: none"> - Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture - Copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; - Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; 	<p><u>Sculpture and Collage</u></p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use a wide range of patterns. - Experiment with tearing and cutting paper and card. - Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. - They use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, e.g. lines and texture; 	<p><u>Pattern and Print</u></p> <ul style="list-style-type: none"> -Look at natural and manmade patterns and discuss. -Discuss regular and irregular – what does it mean? 	<p><u>Sculpture and Collage</u></p> <ul style="list-style-type: none"> - Develop skills of overlapping and overlaying to create effects. - Use various collage materials to make a specific picture. Create textured collages from a variety of media - Make a simple mosaic - Able to shape and form from direct observation - Use a range of decorative techniques: applied, impressed, painted, etc. - Use a range of tools for shaping, mark making, etc. - Construct from found junk materials. - Replicate patterns and textures in a 3-D form. - Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. - Build a textured relief tile

Key Vocabulary	<ul style="list-style-type: none"> - portrait, self-portrait, line drawing, detail, line, bold, size, space, emotion - primary colours, secondary colours, neutral colours, tints, shades, watercolour wash, dab, bold brushstrokes, rollers, work of art, - 3D shape, land art, sculptor, sculpture, shapes, materials, abstract, 	<ul style="list-style-type: none"> - regular, irregular, layer - printmaking, woodcut, relief printing, texture - landscape, cityscape - colour wheel, warm colours, cool colours - acrylic paint
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IMPACT AT END OF KEY STAGE 1				
Character	Cognition	Collaboration	Community	Success in their next stage of education
<p>Children see themselves and others as artists and use different materials and tools confidently to create. They will be able to talk about their work .</p> <p>They are encouraged to focus on the process rather than the finished product.</p> <p>Children Start a sketchbook to record their journey as an artist through the school.</p>	<p>Children will use artists and life experiences to inspire them.</p> <p>Children will choose an appropriate tool for purpose.</p>	<p>Children will be able to plan and share ideas to develop a finished product.</p>	<p>Wimbledon and London are used to influence artwork linked to the children's topics.</p> <p>Artists, different art movements and cultures will inspire projects.</p>	<p>Have an understanding of the different skills and techniques used when creating a piece of artwork, to build on in KS2.</p>

LKS2	Year 3	Year 4
<p>Knowledge</p>	<ul style="list-style-type: none"> - Introduce different types of brushes for specific purposes, working confidently on a range of scales e.g. thin brush on small pictures etc. - To understand colour mixing through overlapping colour prints deliberately. - Have an understanding of different adhesives and methods of construction - To know that art has been around since man eg hieroglyphics to know some famous artists works <p>ANCIENT EGYPT Hieroglyphics Lois Mailou Jones</p> <p>PREHISTORIC BRITAIN Stonehenge Cave art Jon Stucky Tyree Guyton (Modern artist decorating houses to compare with cave art.) https://www.heidelberg.org</p> <p>THE RAINFOREST Henry Rousseau Jessi Raulet https://www.ettavee.com/</p> <p>OTHER eg Kandinsky (colour), Bridget Riley, Yayoi Kusama (optical) and Monet (reflection) Science https://www.tate.org.uk/kids/explore/what-is/op-art</p>	<ul style="list-style-type: none"> -Discuss the nature of effects able to modify and adapt print as work progresses. - Discuss own work and work of other artists and sculptors with comparisons made. <p>EXPLORING THE EARTH Ted Harrison Beth Lipman Zaria Forman Frank Bowling https://www.tate.org.uk/kids/explore/who-is/who-frank-bowling</p> <p>BRITAIN NOW AND THEN William Morris https://kidadl.com/articles/william-morris-facts-and-victorian-art-for-ks2 Contemporary artists who study UK landmarks https://www.tate.org.uk/art/student-resource/exam-help/landmarks Anna Atkins</p> <p>MEET THE GREEKS Ancient Greek art Takis https://www.tate.org.uk/art/artists/takis-2019/introducing-takis</p> <p>OTHER Cas Holmes https://theartyteacher.com/cas-holmes-themes-techniques/</p>

Skills	<p><u>Drawing</u></p> <ul style="list-style-type: none"> - use shading to show light and shadow effects; - show an awareness of space when drawing; i.e draw both the positive and negative shapes (outline of the object and the shapes it creates within it) -Encourage close observation of objects in both the natural and man made world. - Make initial sketches as a preparation for painting and other work. - Plan, refine and alter their drawing as necessary - Encourage more accurate drawings of people – particularly faces looking closely at what features and the detail they have. 	<p><u>Painting and Colour</u></p> <ul style="list-style-type: none"> - use varied brush techniques to create shapes, textures, patterns and lines; - mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; - Begin to apply colour using dotting, scratching, splashing to imitate an artist. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> - Identify and draw the effect of light (shadows) on a surface, on objects and people. - Introduce the concepts of scale and proportion. - Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions) - Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. 	<p><u>Painting and Colour</u></p> <ul style="list-style-type: none"> -Mix and match colours to those in a work of art. -Work with one colour against a variety of backgrounds. -Observe colours on hands and faces mix flesh colours. -Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. -Use colour to reflect mood - Examine contrast between hot and cold shades and mix accordingly.
Skills	<p><u>Print and Pattern</u></p> <ul style="list-style-type: none"> - Use relief and impressed printing processes. 	<p><u>Sculpture and Collage</u></p>	<p><u>Pattern and Print</u></p> <ul style="list-style-type: none"> -Interpret environmental and man made patterns and form 	<p><u>Sculpture and Collage</u></p> <ul style="list-style-type: none"> - Experienced surface patterns / textures.

	<ul style="list-style-type: none"> - Explores images through monoprinting on a variety of papers 	<ul style="list-style-type: none"> - cut, make and combine shapes to create recognisable forms - use clay and other malleable materials and practise joining techniques -add materials to the sculpture to create detail - Shape, form, model and construct from observation and / or imagination with increasing confidence. - Begin to have some thought towards size 	<ul style="list-style-type: none"> -Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc 	<ul style="list-style-type: none"> - Work safely, to organize working area and clear away. - Consider light and shadow, space and size. - Investigate, analyse and interpret natural and manmade forms of construction.
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> -light, dark, tone, shadow, line, pattern, form, shape, tone, outline record, detail, refine, decoration, blend - abstract, warm, blend, mix, line, tone, - architect, edging, trimmings, form, shadow, light, 		<ul style="list-style-type: none"> - installation, perspective - subtle, sharp, reflection, highlight - transparent, opaque - shape, pattern, mosaic, tile, collage, arrange - raised, engrave 	

UKS2	Year 5	Year 6
Knowledge	<ul style="list-style-type: none"> - Discuss and evaluate own work and that of others. - To be able to identify suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. - Work directly from observation or imagination with confidence. <p>HOMEFRONT IN WIMBLEDON</p> <ul style="list-style-type: none"> - Example of Artists: Henry Moore https://www.tate.org.uk/kids/explore/who-is/who-henry-moore, Anderson Shelters Paul Nash Natasha Kerr - Textile artist biography and identity - Invite local artist in / Links with the art college. Clarice Cliff <p>INVASION OF THE ISLES</p> <ul style="list-style-type: none"> Anglo saxon art Chris Gryder Long boats collage <p>ECO WARRIORS</p> <ul style="list-style-type: none"> Jennifer Collier Jeannie Baker - Window and Home books links with ECO topic El Anatsui Courtney Mattison https://art21.org/artist/el-anatsui/ <p>OTHER</p> <ul style="list-style-type: none"> Clarice Cliff 	<ul style="list-style-type: none"> - Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials -Discuss own and artists' work, drawing comparisons and reflecting on their own creations. <p>ROMAN BRITAIN</p> <p>Mosaics</p> <p>https://www.english-heritage.org.uk/learn/story-of-england/romans/arts-and-invention/</p> <p>Contemporary art based on mosaics:</p> <p>Alma Woodsey Thomas</p> <p>https://nmwa.org/art/artists/alma-woodsey-thomas/.</p> <p>RIVERS AND FLOODING</p> <p>Hokusai</p> <p>Maggi Hambling</p> <p>George Seurat</p> <p>Helen Zughuib</p> <p>http://www.hzughuib.com/</p> <p>https://www.tate.org.uk/art/art-terms/n/neo-impressionism</p> <p>ANCIENT MAYA</p> <p>Sculptures, masks</p> <p>Victoria Villasana modern artist from Guadalajara- Mexico</p> <p>https://victoriavillasana.com/</p> <p>Frida Kahlo</p> <p>Diego</p> <p>Mayan worry dolls - weaving opportunity.</p> <p>OTHER</p> <p>Pop art portraits</p> <p>Banksy Graffiti and graphic design</p>

	<p>https://www.tate.org.uk/kids/explore/what-is/pop-art Diane Komoter and david Oliveia _Wire artists https://theartyteacher.com/wire-artists-to-use-the-art-classroom/</p>			
Skills	<p><u>Drawing</u> - Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Introduce the concept of perspective. - Work on a variety of scales and collaboratively. - Produce increasingly accurate drawings of people.</p>	<p><u>Painting and Colour.</u> -Use colour for different purposes and to express moods and feelings. - Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. - Consider artists use of colour and application of it</p>	<p><u>Drawing</u> -Look at the effect of light on an object from different directions. -Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. -Produce increasingly detailed preparatory sketches for painting and other work. - Draws familiar things from different viewpoints</p>	<p><u>Painting and Colour</u> - Controlling and experimenting particular qualities of tone, shades, hue and mood. - Explore the use of texture in colour e.g. with sawdust, glue, shavings, sand and on different surfaces.</p>
Skills	<p><u>Print and Pattern</u> - Experienced in combining prints taken from different objects to produce an end piece. - Experienced in producing pictorial and patterned prints. - Designs prints for fabrics, book covers and wallpaper</p>	<p><u>Sculpture and Collage</u> - Shape, form, model and join with confidence. - Produce more intricate patterns and textures.</p>	<p><u>Print and Pattern</u> - Explore printing techniques used by various artists. - Organise own patterns - Use shape to create patterns - Create own abstract pattern - Patterns reflect personal experiences and expression. - Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. - Look at various artists creation of pattern and discuss effect, -Recreates a scene remembered, observed or imagined, through collage printing</p>	<p><u>Sculpture and Collage</u> -Builds up drawings and images of whole or parts of items using various techniques, e.g card, relief - Work collaboratively on a larger scale.</p>

Key Vocabulary	- foreground, middle ground, background, - form, structure, texture, soft, join, sculptor	- density, complimentary, clashing, intense, tertiary - press print, motion, industrial, modernism - sculptor, designer, architect,
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IMPACT AT END OF KEY STAGE 2				
Character	Cognition	Collaboration	Community	Success in their next stage of education
<p>All children are confident artists and have developed their creativity and preferences.</p> <p>Children are able to express their opinions of their own work and others.</p> <p>They are encouraged to focus on the process rather than the finished product.</p> <p>Children keep a sketchbook displaying a record of their journey as an artist through the school.</p>	<p>Children are confident in taking risks and experimenting with different media and tools to express their creativity.</p> <p>Children are able to use their own prior knowledge and research to inform their own ideas.</p>	<p>Children have developed empathy through an ability to perceive, emotionally experience, and contextualise artwork.</p> <p>Children will recognise their own strengths and are able to use this to enhance a group project.</p>	<p>Children are able to use local artists and their cultural experiences to inform their ideas.</p> <p>Collaboration projects with students from the art college are encouraged.</p> <p>Diverse artists, different art movements, school trips will inspire projects.</p>	<p>Children are independent artists with confidence to follow up on their own interests.</p> <p>Children are prepared to transfer their art skills and knowledge to the KS3 curriculum.</p>