



## Art and Design Sequence of Learning

(Link to [POS ART & DESIGN Knowledge Progression \(2023\)](#))



EYFS - Expressive Art and Design (Art and Design , DT , Music , Drama and Role Play)					
	Area of Learning		Skills and Knowledge we want the children to have at end of EYFS	ELG	FS vocabulary
<b>FS</b>	<p><b>Expressive Art and Design:</b></p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p><b>FS1</b>  <b>Painting, drawing, collage and sculpture:</b> Able to mix primary colours to an appropriate consistency, able to name colours, can hold a paintbrush in the palm of their hand.            Draw faces with features and draw enclosed spaces, giving meaning.            Able to use glue sticks, spatulas and add other materials to develop models (eg tissue paper, glitter).  <b>Music</b> - Enjoys listening to and responds to music, talks about how music makes them feel. Explores instruments and is beginning to name them (drum, tambourine, maracas, triangle).  <b>Singing and dancing:</b> Copies basic actions and moves to music. Learn short routines, beginning to match pace. Sings in a small group and knows some words when singing.  <b>Small world:</b> Plays with familiar resources. Simple small world (farms, cars, trains, dolls).Starting to develop own storylines using own experiences, rhymes and stories.</p> <p><b>FS2</b>  <b>Autumn Term</b>  <b>Painting (incl printing)</b> : able to mix primary colours to make secondary colours            Use a thick paintbrush using tripod grip  <b>Drawing:</b> Draws people from their family and self portraits  <b>Collage:</b> joins items with glue and tape  <b>Sculpture (form):</b> Builds simple models incl walls, roof and towers            Manipulates clay or playdough (rolls, cuts, squashes, pinches, twists)  <b>Photography:</b> know how to use the ipad to take a photo and load onto an appropriate programme  <b>Focus Artists:</b> Yayoi Kusama (focus orange, pumpkins and dots), Yves Klein (focus on paint and blue) Matisse (The Snail - collage).            Books:Books about artists and colour mixing.  <b>Woodwork</b> Holding nails, Using hammer, taps  <b>Music:</b> Responds to music through movement and can identify if music is “happy, scary or sad”. Uses claves to tap out pulse  <b>Singing:</b>Joins in songs as a group  <b>Dancing:</b> Moves in response to the music  <b>Role play:</b> Accesses small world, home corner etc and takes part in role</p>	<ol style="list-style-type: none"> <li>1. To know how to mix colours</li> <li>2. To know some songs, rhymes and poems</li> <li>3. To be able to plan do and review their work</li> </ol>	<p><b>Expressive Arts and Design</b>  <b>ELG: Creating with Materials</b>            Children at the expected level of development will: -            Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -            Share their creations, explaining the process they have used; -            Make use of props and materials when role playing characters in narratives and stories.  <b>ELG: Being Imaginative and Expressive</b>            Children at the expected level of development will: -            Invent, adapt and recount narratives and stories with peers and their teacher; -            Sing a range of well-known nursery rhymes and songs;            Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>colour            shape(s)            line(s)            draw            paint            make            design            material            describing texture            and material            naming different            media            scrunch, twist,            fold, bend, roll,            smooth, bending,            rough, hard,            weave, flexible,            rigid            rolls, cuts,            squashes,            pinches, twist</p>

		<p>play activities with peers or adult</p> <p><b>Spring Term</b></p> <p><b>Painting:</b> Add white or black paint to alter tint or shade Experiment with different brush sizes and tools to add detail Print with different resources</p> <p><b>Drawing:</b> Draws people with detail (sausage limbs, body). Draws self-portrait with some appropriate features</p> <p><b>Collage:</b> joins items in a variety of way: masking tape, string, ribbon</p> <p><b>Sculpture (form):</b> Builds models that replicate real life. Use a variety of resources including natural.</p> <p><b>Photography:</b> Knows how to use ipad to capture a specific image or element of art (eg. line, colour, space etc.)</p> <p><b>Artists:</b> Barbara Hepworth and Anthony Gormley (Natural Sculpture), Matisse - The Sheaf Ansel Adams and others (Outdoor photography)</p> <p><b>Woodwork:</b> Screwing and joining</p> <p><b>Music:</b> Names and knows how to play a variety of instruments.</p> <p><b>Singing:</b> sings in a group, matching pitch and following melody</p> <p><b>Dancing:</b> Responds to and interprets music through movement</p> <p><b>Role play:</b> Participates in play related to rhymes and stories and may extend and develop stories</p> <p><b>Summer Term</b></p> <p><b>Painting:</b> colour match to a specific colour and shade Create patterns or meaningful painting or when printing</p> <p><b>Drawing:</b> Draw self-portraits, landscapes and cityscapes.</p> <p><b>Collage:</b> knows how to secure boxes, decorate bottles etc. Knows how to improve models Use appropriate language: scrunch, twist, fold, bend, roll, smooth, bending, rough, hard, weave, flexible, rigid</p> <p><b>Sculpture (form):</b> Makes something with clear intentions Makes something they give clear meaning to</p> <p><b>Photography:</b> use the ipad with a specific purpose in mind Use photography as part of their artwork and explain their intention(s)</p> <p><b>Artists:</b> Banksy (portraits/graphics), Jackson Pollock (painting on a large scale) and Eric Carle (collage).</p> <p><b>Woodwork</b> Draw and plan what going to make Measuring</p> <p><b>Music:</b> Beginning to write own compositions using symbols, patterns or pictures.</p> <p><b>Singing:</b> Sings by themselves, matching pitch and following melody</p> <p><b>Dancing:</b> replicates dances and creates own in response to music/stimulus</p> <p><b>Role play:</b> Use imagination to develop own storylines with peers. Involves props and resources.</p>			
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**Sequence of Learning Y1 - Y6**

Year	Practical Task (including artists)	Disciplinary Knowledge Strands	Substantive Knowledge Strands	Vocabulary (Tier 3)	
		(Being an artist)	(Building an overview of art)	Theme specific	Subject specific
Year 1	<a href="#">Line, mark making and smudging</a>  <b>Artists:</b> Heather Hansen	Create Appreciate Evaluate	<b>Practical Task</b> Sketch Paint Sculpt/3D Collage Print	mark marking charcoal blend experiment smudge hard soft press physical	<b>KEY STAGE 1</b> line shape pattern colour texture space form visual tactile draw observation artists craft makers designers materials media medium period modern contrast layer decorate critique compare represents vertical horizontal diagonal reflect symmetrical
	<a href="#">Printmaking</a>  <b>Artists:</b> Piet Mondrian (abstract)	Create Appreciate Evaluate	<b>Practical Task</b> Sketch Paint Sculpt/3D Collage Print	primary colours secondary colours printing Tools straight line Vertical horizontal shape	
	<a href="#">Observational drawing</a> (Plants and other natural objects) <a href="https://www.accessart.org.uk/shells-observational-and-imaginative-drawing/">https://www.accessart.org.uk/shells-observational-and-imaginative-drawing/</a>  <b>Artists:</b> Georgia O'Keefe (still life) Van Gogh	Create Appreciate Evaluate	<b>Practical Task</b> Sketch Paint Sculpt/3D Collage Print	drawing colour pattern space effect position	

Year 2	<p><b>Explore design through making</b> Clay tile</p> <p><b>Artists:</b> William Morris and Orla Kiely</p>	<p>Create Appreciate Evaluate</p>	<p><b>Practical Task</b> Sketch Paint Sculpt/3D Collage Print</p>	<p>Line Pattern Rubbing Relief Texture Pottery Craft maker</p>	<p>pottery resist relief style template craft model trace brushwork primary secondary tertiary</p>
	<p><b>Colourful Collage</b> Adding patterns to paper, ripping/cutting and layering paper</p> <p><b>Artists:</b> Matisse and Eric Carle</p>	<p>Create Appreciate Evaluate</p>	<p><b>Practical</b> Sketch Paint Sculpt/3D Collage Print</p>	<p>collage decision making layer layering overlap composition pattern collage patterns ripping cutting sticking</p>	
	<p><b>Printmaking</b> Link to GFoL</p> <p><b>Artists:</b> Claire West</p>	<p>Create Appreciate Evaluate</p>	<p><b>Practical Task</b> Sketch Paint Sculpt/3D Collage Print</p>	<p>mono printing layer layering overlap</p>	
Year 3	<p><b>Stone Age Art</b> Cave art Clay pinch pot</p> <p><b>Artists:</b> Stone Age Artists</p>	<p>Create Appreciate Evaluate</p>	<p><b>Practical Task</b> Sketch Paint Sculpt/3D Collage Print</p>	<p>relief process technique</p>	<p><b>KEY STAGE 2</b> perspective chronological origin process series genre culture realism surrealism still life</p>
	<p><b>Visual literacy</b> (Figurative drawing inspired by Quentin Blake)</p>	<p>Create Appreciate Evaluate</p>	<p><b>Practical Task</b> Sketch Paint</p>	<p>figurative drawings sketch</p>	

	<a href="https://www.accessart.org.uk/exaggerating-to-communicate/">https://www.accessart.org.uk/exaggerating-to-communicate/</a> <b>Artists:</b> Quentin Blake (Illustration)		Sculpt/3D Collage Print	line background foreground middle ground depth inspired by... figure personality activity communicate intention	narrative art positive & negative space shade tone warm/cool primary/secondary/tertiary repetition complementary crop image
	<b>Coastal Collage</b>  <b>Artists:</b>	Create Appreciate Evaluate	<b>Practical Task</b> Sketch Paint Sculpt/3D Collage Print	observation imagination layer scale texture	mosaic pastel acrylic oil watercolour technique process carve
<b>Year 4</b>	<b>Collaborative Creation</b> Linked to theme/text (Saxons - Beowulf and monster Grendel?)  <b>Artists:</b> Charlie Mackesy (drawing) Wassily Kandinsky (abstract)	Create Appreciate Evaluate	<b>Practical Task</b> Sketch Paint Sculpt/3D Collage Print	cross-hatching collaboration observational mark making layer painting block printing stencil	theme purpose function opinion infer influence Cubism Abstract Futurist
	<b>Drawing with Scissors</b> (Modern interpretation of Matisse to create a collage) <a href="https://www.accessart.org.uk/screenprinting-inspired-by-matisse/">https://www.accessart.org.uk/screenprinting-inspired-by-matisse/</a>  <b>Artists:</b> Matisse Paul Klee	Create Appreciate Evaluate	<b>Practical Task</b> Sketch Paint Sculpt/3D Collage Print	modern interpretation historic artwork creative response collage texture overlap Overlay layer	Minimalist Installation art Pop Art Pre-historic Art illustrator intensity gradation transition intricate stroke expressive
	<b>3D</b>	Create	<b>Practical Task</b>		horizon line

	<p>Make a model using mixed media - linked to theme - 'Vikings' or English text Using printing techniques to create the background</p> <p><b>Artists:</b> Darrell Wakelam - <a href="https://www.darrellwakelam.com/">https://www.darrellwakelam.com/</a></p>	<p>Appreciate Evaluate</p>	<p>Sketch Paint Sculpt/3D Collage Print</p>		frame
Year 5	<p><b>Tudor Portraits</b> Create clay portraits (in the style of Tudor artists)</p> <p><b>Artists:</b> Hans Eworth and Nicholas Hilliard (Tudor portrait artists)</p>	<p>Create Appreciate Evaluate</p>	<p><b>Practical Task</b> Sketch Paint Sculpt/3D Collage Print</p>	<p>observational experimental scale clay relief sculpt engrave pattern</p>	
	<p><b>Printmaking</b> (Lino print - self portrait) <a href="https://www.accessart.org.uk/easy-lino-printing-with-zeena-shah/">https://www.accessart.org.uk/easy-lino-printing-with-zeena-shah/</a></p> <p><b>Artists:</b> Zeenah Shah</p>	<p>Create Appreciate Evaluate</p>	<p><b>Practical Task</b> Sketch Paint Sculpt/3D Collage Print</p>	<p>lino cutting composition scale transfer chisels pressure monoprint stamping</p>	
	<p><b>Collage, automatic drawing &amp; sculpture</b> (Response to music, an object, video clip etc)</p> <p><b>Artists:</b> Joan Miro <a href="https://www.accessart.org.uk/inspired-miro-collage-automatic-drawing-sculpture/">https://www.accessart.org.uk/inspired-miro-collage-automatic-drawing-sculpture/</a></p>	<p>Create Appreciate Evaluate</p>	<p><b>Practical Task</b> Sketch Paint Sculpt/3D Collage Print</p>	<p>surrealism construction automatic drawing angle</p>	
Year 6	<p><b>Exploring portraits (including Manga)</b> (graphic novels) <a href="https://www.accessart.org.uk/comics-inspi">https://www.accessart.org.uk/comics-inspi</a></p>	<p>Create Appreciate Evaluate</p>	<p><b>Practical Task</b> Sketch Paint</p>	<p>manga unconventional storytelling</p>	

	<a href="http://red-by-museum-collections/">red-by-museum-collections/</a> <b>Artists:</b> Irina Richards		Sculpt/3D Collage Print	graphic design portraiture storyboards	
	<b>Observational drawing and still life-leading to pop art</b> <b>Artists:</b> Andy Warhol Roy Lichtenstein Peter Blake	Create Appreciate Evaluate	<b>Practical Task</b> Sketch Paint Sculpt/3D Collage Print	observation still life culture pop art repetition image collage layer texture	
	<b>Set design</b> Design sets and props linked to end of year performance <a href="https://www.accessart.org.uk/?s=set+design">https://www.accessart.org.uk/?s=set+design</a> <b>Artists:</b> Various set designers/photos from theatres	Create Appreciate Evaluate	<b>Practical Task</b> Sketch Paint Sculpt/3D Collage Digital media Print	dramatic effect stage set visual arts aesthetics construction purpose vision characterise	