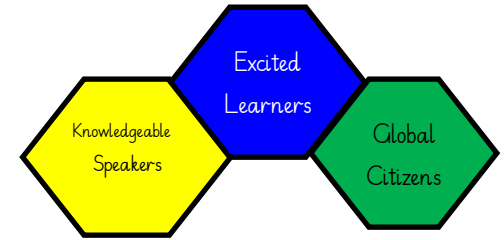
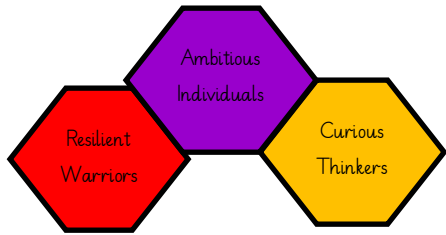


Curriculum Skills Progression and Assessment Handbook



Art and Design
"Art is a place for children to learn to trust their ideas themselves and to explore what is possible."
Maryann F Kohl – educator and publisher

Geography
"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world."
President Barack Obama

Science
"The important thing is to never stop questioning."
Albert Einstein

Computing
"The computer is not a device anymore. It is an extension of your mind and your gateway to other people."
Mark Shuttleworth- Entrepreneur

History
"The more you know about the past, the better prepared you are for the future"
Theodore Roosevelt

At Burnt Tree Primary School 'every child matters'; therefore, we strive to ensure our pupils are happy and healthy both physically and mentally. We endeavour to exploit every opportunity within the curriculum to develop their physical and mental strength to be successful. All children will develop the emotional intelligence to be caring and kind citizens who are aware of their self-worth and identify their place in society. They will become life-long learners who are independent, responsible and respectful.

Languages
'The limits of my language are the limits of my world'.
Lutwig Wittgenstein. Australian-British philosopher of language.

Music
"There is music in every child. The teacher's job is to find it and nurture it."
Francis Clark- pianist

Design and Technology
"It's not just about ideas, it's about making ideas happen"
Scott Belsky- entrepreneur

PE
"If you can't fly, then run, if you can't run, then walk, if you can't walk, then crawl, but whatever you do, you have to keep moving forward."
Martin Luther King

RE
"The beauty of the world lies in the diversity of its people."
Unknown

Art and Design N Bird sketches

Art and Design is covered throughout all areas. See EYFS topic plan for further information on topics covered over the year.

All about me – Autumn 1 All about autumn – Autumn 2

All about winter – Spring 1

All about spring – Spring 2/Summer 1

All about summer – Summer 2

To include exploring materials and colours, building, drawing, collage.

Art and Design Y6 Bird sketches

Autumn – World War 2 – planes and trains sketching involving movement/perspective, create air raid shelter sculptures.

Spring – Rainforests – toucan sketching and paintings, printing

Summer – Leaving a legacy – creating props

Remembrance paintings inspired by **Banksy**

Art and Design Y5 Bird sketches

Autumn – Vikings and Saxons- Sketch and paint the sea- including movement, Dragon eye sculptures,

Spring – North America 3D collage of the rocky mountains, Sketch of rocky mountains including reflection inspired by **Van Gogh**

Summer – Victorians Sketches, paintings and prints inspired by **William Morris**.

Remembrance paintings inspired by **Jaqueline Hurley's Where Tommy's go the poppies grow**

Art and Design R Bird sketches

Art and Design is covered throughout all areas. See EYFS topic plan for further information on topics covered over the year.

All about me – Autumn 1 All about autumn – Autumn 2

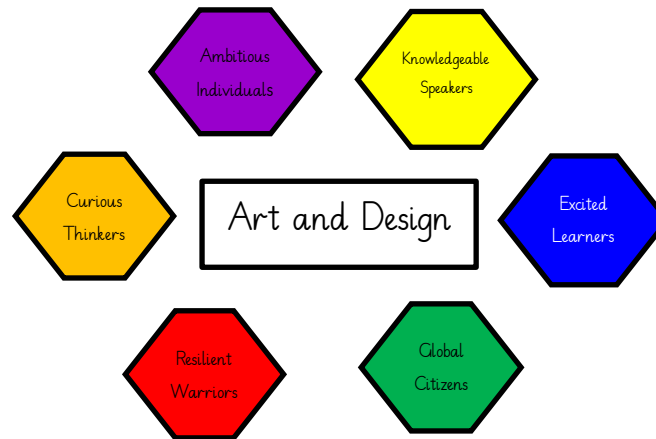
All about winter – Spring 1

All about spring – Spring 2/Summer 1

All about summer – Summer 2

To include exploring materials and colours, building, drawing, collage, artistic effects, design, texture, making props, role play.

Remembrance paintings inspired by **Frans Geerlings- A single poppy**



Art and Design Y4- Bird sketches

Autumn – Egyptians Greek Architecture sketches. Sketching and painting Greek inspired scenes for pot vase.

Spring – European Region Sewn place mat, Paper mache pot vase with detail, European landmarks sketching

Summer – Romans- Roman mosaic inspired collage .Roman printed motifs.

Remembrance paintings inspired by **Lena Danya's Poppy Field**

Art and Design Y1- Bird sketches

Autumn – Great Fire of London- Sketching Samuel Pepys, inspired by **Mary Evans**.

Spring 1- Castles- Textile tapestry, crest, castle model/ sculpture

Spring 2- Royalty- Sketching the king

Summer 1- Local area- Printing from nature

Summer 2- Seasides- Beach themed class collage on large canvas including painting

Remembrance paintings inspired by **Mary Knowland's- Poppy Love**

Art and Design Y2 Bird sketches

Autumn – Florence Nightingale. Florence Nightingale Sketch. Battleground art. Colouring task- ambulances. Painting battlefields tones and tints,

Spring – What a Wonderful world- Animal sketches, clay animal sculptures,

Summer – Healthy Living- Fruit collage, Dip Dye t shirts inspired by **Tie Dye Mary**, Sketching fruits, Colour wheels painting, printing with fruits and vegetables, **Arcimboldo** fruit faces

Remembrance paintings inspired by **Dave H's Spirit of the Great War**

Art and Design Y3 Bird sketches

Autumn – Stone Age- Animal print textile purse, Sketching cave art, Sculpture- Stonehenge, Cave printing

Spring- Extreme Weather- Sketching geographical scenes, colour mixing, Printing large scale canvas depicting physical features inspired by **Laszlo Mednyanszky**

Summer – Egyptians Pyramid collage.

Remembrance paintings inspired by **Gary Walker's Remembrance Day**

Art and Design

Use a range of materials				Improve mastery of techniques such as drawing, painting and sculpture with varied materials.			
N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Explore different materials, textures and scales (glue, masking tape, cardboard boxes, paper clips, tubes, egg cups, scrap materials)</p>	<p>Use a range of joining materials (glue, tape, paper clips, split pins)</p> <p>Use a range of materials, textures and scales to construct and create (cardboard boxes, tubes, egg cups, scrap materials)</p>	<p>Use a combination of materials that are cut, torn and glued (paint, paper, clay, plastic). (Collage)</p> <p>Sort and arrange materials. (Collage)</p> <p>Use weaving to create a pattern. (Textiles)</p> <p>Join materials using glue.</p>	<p>Use a combination of materials that are cut, torn and glued (thread, wood, clay, stone, paper). (Collage)</p> <p>Sort and arrange materials. (Collage)</p> <p>Mix materials to create texture. (Collage)</p> <p>Join materials using stitching. (Textiles)</p> <p>Use plaiting. (Textiles)</p> <p>Use dip dye techniques. (Textiles)</p>	<p>Select and arrange materials. (Collage)</p> <p>Present collage neatly. (Collage)</p> <p>Use mosaics and montage. (Collage)</p> <p>Shape and stitch materials. (Textiles)</p> <p>Colour fabric. (Textiles)</p>	<p>Select and arrange materials for a striking effect. (Collage)</p> <p>Ensure work is precise. (Collage)</p> <p>Use coiling, tessellation and overlapping. (Collage)</p> <p>Use basic cross stitch and back stitch. (Textiles)</p> <p>Create weavings. (Textiles)</p>	<p>Mix textures (rough, smooth, plain and patterned). (Collage)</p> <p>Combine visual and tactile qualities. (Collage)</p> <p>Choose from a range of stitching techniques. (Textiles)</p>	<p>Combine previously learnt techniques to create pieces (Textiles)</p>
Use drawing, painting and sculpture				Use sketchbooks to collect, record and evaluate ideas. Improve mastery of techniques such as drawing, painting and sculpture.			
N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Draw from imagination and observation.</p> <p>Add details to their drawings.</p>	<p>Draw from imagination and observation.</p> <p>Add details to their drawings.</p>	<p>Examples: Drawing, pattern making, printing, rubbing, design and collage.</p> <p>Respond to ideas and starting points. (Develop ideas)</p> <p>Explore ideas and</p>	<p>Examples: Drawing, 3D scale and proportion, design and photography.</p> <p>Explore different methods and materials as ideas develop. (Develop ideas)</p> <p>Show pattern and</p>	<p>Develop ideas from starting points throughout the curriculum. (Develop ideas)</p> <p>Collect information, sketches and resources. (Develop ideas)</p> <p>Use different hardness</p>	<p>Adapt and refine ideas as they progress. (Develop ideas)</p> <p>Explore ideas in a variety of ways. (Develop ideas)</p> <p>Comment on art works using visual language. (Develop ideas)</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum. (Develop ideas)</p> <p>Collect information, sketches, resources and present ideas imaginatively in a</p>	<p>Use qualities of materials to enhance ideas. (Develop ideas)</p> <p>Spot the potential in unexpected results as work progresses. (Develop ideas)</p> <p>Comment on artworks with a fluent grasp of</p>

		<p>collect visual information. (Develop ideas)</p> <p>Draw lines of different sizes and thickness. (Drawing)</p> <p>Colour own work neatly following the lines. (Drawing)</p> <p>Use thick and thin brushes. (Paint)</p> <p>Mix primary colours to make secondary colours. (Paint)</p> <p>Use a combination of shapes. (Sculpture)</p> <p>Use rolled up paper, straws, paper, card and clay as materials. (Sculpture)</p>	<p>texture by adding dots and lines. (Drawing)</p> <p>Show different tones by using coloured pencils. (Drawing)</p> <p>Add white to colours to make tints and black to colours to make tones. (Paint)</p> <p>Create colour wheels. (Paint)</p> <p>Include lines and texture. (Sculpture)</p> <p>Use techniques such as rolling, cutting, moulding and carving. (Sculpture)</p>	<p>of pencils to show line, tone and texture. (Drawing)</p> <p>Sketch lightly (no need to use a rubber to correct mistakes) (Drawing)</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. (Paint)</p> <p>Mix colours effectively. (Paint)</p>	<p>Annotate sketches to explain and elaborate ideas. (Drawing)</p> <p>Use shading to show light and shadow. (Drawing)</p> <p>Use hatching and cross hatching to show tone and texture. (Drawing)</p> <p>Use watercolour paint to produce washes for backgrounds then add detail. (Paint)</p> <p>Experiment with creating mood with colour. (Paint)</p>	<p>sketch book. (Develop ideas)</p> <p>Use a variety of techniques to add interesting effects (e.g. reflections and shadows.) (Drawing)</p> <p>Use a choice of techniques to depict shadows and reflection. (Drawing)</p> <p>Use lines to represent movement. (Drawing)</p> <p>Sketch lightly before painting to combine line and colour. (Paint)</p> <p>Create a colour palette. (Paint)</p> <p>Use acrylic paints to create visually interesting pieces. (Paint)</p> <p>Use brush techniques and the qualities of paint to create texture. (Paint)</p>	<p>visual language. (Develop ideas)</p> <p>Use a variety of techniques to add interesting effects (e.g. direction of sunlight) (Drawing)</p> <p>Use a choice of techniques to depict movement and perspective. (Drawing)</p> <p>Choose a style of drawing suitable for the work e.g. realistic or impressionistic. (Drawing)</p> <p>Combine colours, tones and tints to enhance the mood of a piece. (Paint)</p> <p>Develop a personal style of painting, drawing upon ideas from other artists. (Paint)</p>
Develop techniques of colour, pattern, texture, line, shape, form and space.				Improve mastery of techniques such as drawing, painting and sculpture.			
N	R	Y1	Y2	Y3	Y4	Y5	Y6
Explore colour mixing	Develop colour mixing techniques to match	Examples: drawing, painting, natural dyes,	Examples: drawing- charcoal, painting,	Create and combine shapes to create	Include texture that conveys feelings,	Use tools to carve and add shapes, texture	Show life like qualities and real life

<i>Talk about the differences between colours.</i>	<i>colours they see and want to represent.</i>	<i>fabric, ceramics and craft.</i> <i>Mimic print from the environment. (Print)</i> <i>Press roll, rub and stamp to make prints. (Print)</i>	<i>assembling and sculpture.</i> <i>Use objects to create prints (fruits and vegetables). (Print)</i> <i>Use repeating or overlapping shapes. (Print)</i>	<i>recognisable forms (e.g. shapes that are made from nets or solid materials) (Sculpture)</i> <i>Use clay and other mouldable materials. (Sculpture)</i> <i>Use layers of two or more colours. (Print)</i> <i>Replicate patterns observed in natural or built environments. (Print)</i>	<i>expression or movement. (Sculpture)</i> <i>Add materials to provide interesting detail. (Sculpture)</i> <i>Make printing blocks. (Print)</i> <i>Make precise repeating patterns. (Print)</i>	<i>and pattern. (Sculpture)</i> <i>Combine visual and tactile qualities. (Sculpture)</i> <i>Build up layers of colour. (Print)</i> <i>Create an accurate pattern showing fine detail. (Print)</i>	<i>proportions or different interpretations. (Sculpture)</i> <i>Use frameworks (such as wire or moulds) to provide stability and form. (Sculpture)</i> <i>Use a range of visual elements to reflect the purpose of the work. (Print)</i>
--	--	--	---	---	--	--	--

Learn about a range of artists, craftsmen and designers

Learn about great artists, architects and designers.

N	R	Y1	Y2	Y3	Y4	Y5	Y6
<i>Be introduced to work of artists.</i> <i>Begin to notice where features of artists' work overlap with the children's (details, colour, movement, line)</i>	<i>Be introduced to work of artists.</i> <i>Talk about art and artists.</i>	<i>Describe the work of notable artists, artisans and designers.</i> <i>Use some of the ideas of artists studied to create pieces.</i>	<i>Describe the work of notable artists, artisans and designers.</i> <i>Use some of the ideas of artists studied to create pieces.</i>	<i>Replicate some of the techniques used by notable artists, artisans and designers.</i>	<i>Create original pieces that are influenced by studies of others.</i>	<i>Give details about the style of some notable artists, artisans and designers.</i> <i>Create original pieces that show a range of influences and styles.</i>	<i>Show how the work of those studied was influential in both society and to other artists.</i>

Art and Design Assessment			Class -	Academic Year -
Autumn	Spring	Summer		
Working at greater depth	Working at greater depth	Working at greater depth		
Working at	Working at	Working at		
Working towards	Working towards	Working towards		
Working below	Working below	Working below		

