

Mousehole School Art Knowledge, Skills, Sequencing and Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Explore the impact of materials including pencils, paper, different paints, ink, chalk, pastels and materials. Use a range of materials creatively to design and make products using drawing, painting, collage, printing and sculpture.	Use a variety of materials for different techniques with creativity and experimentation. Explore and create images and objects with an extended range of materials such as pencil, charcoal, paint, clay and other materials. Give reasons for choices.	Use a variety of materials for different techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Explore and create images and objects with an extended range of materials such as pencil, charcoal, paint, clay and other materials.
Expression and Imagination		Respond to a range of stimuli. Create art from imagination. Begin to give reasons for choices.	Use sketch books to create, record and evaluate ideas. Respond to the work of others and say how it makes them think or feel, giving reasons. Begin to apply this to their intentions for their own work.	Use sketch books to collect, record, review, revisit and evaluate ideas. Use art to express an emotion or abstract concept.
Techniques		Develop techniques of colour, pattern, texture, line, shape, form and space. Use line to represent objects seen, remembered or imagined. Experiment and enjoy colour using a variety of tools to spread paint. Experiment with different materials, textures and patterns.	Improve mastery of techniques such as drawing, painting, sculpture, printing and collage with varied materials. Use line and tone to represent things seen, remembered or observed. Use colour to express mood using different tools, colour awareness and mixing skills.	Improve mastery of techniques such as drawing, painting, sculpture, printing and collage with varied materials. Use line, tone and shade to represent things that are real, imaginary or observed. Use different brushes for specific purposes and explores different paint effects. Show an awareness of, and select materials and tools, to create images or objects using texture, form and shape. Begin to use perspective.
Artists		Learn about a range of artists, craftsmen and designers. Be able to give their opinion and say what they like / dislike. Make links to their own work.	Learn about great artists, architects and designers. Begin to include elements of other artists' work in their own.	Learn about great artists, architects and designers. Use the work of other artists as a stimulus for their own. Develop the techniques of other artists to use in their own work.

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Key Stage 1						
Materials Explore the impact of materials including pencils, paper, different paints, ink, chalk, pastels and materials. Use a range of materials creatively to design and make products using drawing, painting, collage, printing and sculpture.		Expression and Imagination Respond to a range of stimuli. Create art from imagination. Begin to give reasons for choices.	Techniques Develop techniques of colour, pattern, texture, line, shape, form and space. Use line to represent objects seen, remembered or imagined. Experiment and enjoy colour using a variety of tools to spread paint. Experiment with different materials, textures and patterns.		Artists Learn about a range of artists, craftsmen and designers. Be able to give their opinion and say what they like / dislike. Make links to their own work.	
Year A						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
Autumn A	EYFS Hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Kapow Y1 Art and Design Skills	Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.	Kapow Painting and mixed media: Colour Splash	<ul style="list-style-type: none"> Recap prior learning I can investigate how to mix primary colours? I can apply the knowledge of colour mixing when painting? I can explore explore colour when printing? I can experiment with colour mixing to make a range of secondary colours. I can apply my painting skills when working in the style of an artist. 	Abstract Colours Composition Contemporary Modern art Optical illusions Op art Photorealism Pop art Primary colours Secondary Shape	Children put into practice their understanding of colour mixing to recreate their own versions of the artwork of Clarice Cliff.

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<p>Spring A</p>	<p>EYFS Explore and play with a wide range of media and materials. Use a range of small tools, including scissors, paintbrushes and cutlery. Kapow Y2 formal elements of Art (Frottage)</p>	<p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</p>	<p>Kapow Sculpture and 3D: Paper Play</p>	<ul style="list-style-type: none"> • Recap prior learning • I can roll paper to create 3D structures. • I can shape paper to make a 3D drawing. • I can apply paper shaping skills to make a sculpture. • I can work collaboratively to plan and make a sculpture. • I can pply painting skills when working in 3D. 	<p>3D (Three dimensional) Cylinder Detail Fold Overlap Roll Scrunch Sculpture Spiral Zigzag</p>	<p>Children will apply paper shaping skills to make different sculptures.</p>
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Summer A	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p style="text-align: center;">Kapow Y1</p> <p>Formal elements of Art</p> <p style="text-align: center;">Kapow Y1</p> <p style="text-align: center;">Art and Design Skills</p>	<p>Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons based on the theme of 'The Seaside'.</p>	<p>Kapow: Y1</p> <p>Landscapes using different media</p>	<ul style="list-style-type: none"> • Recap prior learning • I can view work of different artists and develop and share ideas and experiences. • I can visit the beach to explore textures and colours • I can use watercolours to create different tints, shades and hues. • I can add images to a watercolour background. • I can evaluate own and others work, comparing and contrasting 	<p>Figurative</p> <p>Horizon line</p> <p>Impressionism</p> <p>Landscape</p> <p>Post-impressionism</p> <p>Representation</p> <p>Shading</p> <p>Tones</p>	<p>Children will create a landscape beach collage</p>
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
Autumn B	<p>EYFS: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Use a range of small tools, including scissors, paintbrushes</p> <p style="text-align: center;">Kapow Y1</p> <p>Formal Elements of Art</p>	<p>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>	<p>Kapow: Y2</p> <p>Painting and Mixed Media: Life in Colour</p>	<p>Recap prior learning</p> <ul style="list-style-type: none"> • I can develop knowledge of colour mixing. • I can understand how texture can be created with paint. • I can use paint to explore texture and pattern. • I can compose a collage, choosing and arranging materials for effect. • I can evaluate and improve artwork. 	<p>Collage</p> <p>Detail</p> <p>Mixing</p> <p>Overlap</p> <p>Primary colour</p> <p>Secondary colour</p> <p>Surface</p> <p>Texture</p>	<p>To create a 17th century house, using paint and other materials.</p>

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<p>Spring B</p>	<p>EYFS Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Use a range of small tools, including scissors, paintbrushes and cutlery. Kapow Y1 : Drawing: make your mark</p>	<p>Suggest ways to draw a word through marks. Use relevant language to describe how an object feels. Suggest ways to create different textures through drawn marks. Freely experiment with different tools, receiving encouragement when needed. Describe and then draw shapes that make up an object. Use good observational skills to add details to their drawing. Use an interesting range of marks that show an understanding of how to draw different textures. Make sketches, which may be of basic stick-like figures or may imply more shapes.</p>	<p>Kapow Y2 Tell a story</p>	<p>Recap prior learning</p> <ul style="list-style-type: none"> • I can develop a range of mark making techniques. • I can explore and experiment with mark making to create textures. • I can develop observational drawing • To understand how to apply expressions to illustrate a character. • To develop illustrations to tell a story. 	<p>blending charcoal concertina cross hatching emoji emotion expression frame hatching illustrations illustrator lines mark-making re-tell</p>	
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Summer B		Mary Anning tbc		<ul style="list-style-type: none">• Recap prior learning• I can observe and discuss pictures of fossils and make decisions about which ones I like and why.• I can use pinching, printing, and rolling skills using play dough.• I can design my own tile with fossil prints, plants, and footprints.• I can make a fossil tile.• I can evaluate my fossil tile		
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Lower Key Stage 2							
Materials	Expression and Imagination		Techniques		Artists		
Use a variety of materials for different techniques with creativity and experimentation. Explore and create images and objects with an extended range of materials such as pencil, charcoal, paint, clay and other materials. Give reasons for choices.	Use sketch books to create, record and evaluate ideas. Respond to the work of others and say how it makes them think or feel, giving reasons. Begin to apply this to their intentions for their own work.		Improve mastery of techniques such as drawing, painting, sculpture, printing and collage with varied materials. Use line and tone to represent things seen, remembered or observed. Use colour to express mood using different tools, colour awareness and mixing skills.		Learn about great artists, architects and designers. Begin to include elements of other artists' work in their own.		
Year A							
	Prior Learning		Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
Autumn A	EYFS Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Kapow Y1 Formal Elements of Art Kapow Y2 Formal elements of Art	Children will explore different styles of art/techniques, experimenting with charcoal, berries, leaves and homemade paints. Children will get a sense of what it would have been like to create art thousands of years ago and why these pieces were created.	Kapow Y3 Pre-historic Art (Art & Design Skills)		<ul style="list-style-type: none"> • Recap prior learning • I can understand the purpose of cave art. • I can use different mediums to produce a drawing of an animal. • I can create our own paints using natural materials. • I can paint a pre-historic animal using cave art techniques. • I can create a collaborative pre-historic piece of art (For display in gallery) 	Cave artists Charcoal Geometric Iron Age Line drawings Pre-historic Proportions Stone Age	Children will produce a 'cave art' gallery open to visits from their peers and the wider school community.

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Spring A	<p style="text-align: center;">EYFS</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p style="text-align: center;">Kapow Y1</p> <p>Formal Elements of Art</p> <p style="text-align: center;">Kapow Y2</p> <p>Formal elements of Art</p>	<p>To explore different ways of painting and the effects that they can create.</p>	<p>Kapow Year 4: Paintings and mixed media</p>	<ul style="list-style-type: none"> • Recap prior learning • investigate different ways of applying paint. • I can use tints and shades to give a 3D effect when painting. • I can explore how paint can create very different effects. • I can consider proportion and composition when planning a still life painting . • I can apply knowledge of colour mixing and painting techniques to create a finished piece. 	<p style="text-align: center;">3D</p> <p>Contrasting paint Dabbing Formal Landscape Pointillism Portrait Shadow Still life Stippling paint Texture Tint</p>	<p>To create a final still life piece that links to our project</p>
Summer A	<p style="text-align: center;">EYFS</p> <p>Hold a pencil effectively in preparation for fluent</p>	<p>Children will begin to recognise and draw geometric shapes, using</p>	<p>Kapow Year 3: Formal</p>	<ul style="list-style-type: none"> • Recap prior learning • Recognise and draw simple shapes found in everyday objects. 	<p style="text-align: center;">2D</p> <p>Dark Geometric</p>	<p>To create a final drawing piece using</p>

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	writing—using the tripod grip in almost all cases Kapow Y1 Formal elements of Art Kapow Y2 Formal Elements of Art	shading and tone - we will focus on objects that children come across on a daily basis. They will also explore working with wire to create a sculpture.	Elements of Art	<ul style="list-style-type: none"> I can recognise and apply geometry when drawing (with a focus on beehives) I can create and form shapes using soft modelling wire. I can apply even layers of pencil tone when shading. I can show tone by shading. 	Shapes Geometry Light Sculpture Seven Elements of Art Shading Tone	shading for an object they might find in nature	
Year B							
	Prior Learning		Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
Autumn B	Kapow Year 1 Art and Design unit Kapow Year 2 Formal Elements of Art Y2 Sculpture Unit Sculpture and 3D: Paper Play	This unit will need to be swapped with Cycle A We will be exploring the importance of Ancient Egyptian art, using sketchbooks to explore drawing techniques, producing a final design for a scroll and evaluating the outcome.	Kapow Y3 Craft and Design - Ancient Egyptian Scrolls		<ul style="list-style-type: none"> Recap prior learning I can investigate the sale, pattern and characteristics of ancient Egyptian art. I can apply design skills inspired by the style of an ancient civilisation. I can apply drawing and painting skills in the style of ancient civilisation. 	3d Shape Design Pattern Texture	Produce an Ancient Egyptian scroll
Spring B	EYFS Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Kapow Y1 Formal Elements of Art Kapow Year 2 Formal elements of Art	Exploring the use of paint techniques, shadowing, tint and light and dark. Using knowledge of tint, shade, proportion and observation to create a still life painting.	Kapow-painting and mixed media - light and dark (Year 4)		<ul style="list-style-type: none"> Recap prior learning I can investigate maps as a starting point for my drawing? I can learn and apply the steps of the felt-making process? How can I experiment with a craft technique to develop an idea? How can I use my craft skills when printmaking? Can I evaluate my final piece against the design brief? 	composition hue proportion shade shadow still life tint tone	Still life composition

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Summer B	Kapow Year 2 Human Form Kapow Y3 Egyptian 3D unit	Learning about the works of inspirational sculptors, creating 3D works of art, working with recycled materials and making collages.	Kapow Y4 Art and Design Skills – Sculpture	<ul style="list-style-type: none"> • Recap prior learning • I can create a sculpture in the style of the sculptor Sekari Douglas Camp. • I can create a sculpture in the style of El Anastsui • I can create a sculpture inspired by the athletes of Ancient Greece. 	Composition Contrast Geometric Optical effect Recycle Upcycle Wax resist	Exhibition of sculptures
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Upper Key Stage 2							
Materials Use a variety of materials for different techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Explore and create images and objects with an extended range of materials such as pencil, charcoal, paint, clay and other materials.		Expression and Imagination Use sketch books to collect, record, review, revisit and evaluate ideas. Use art to express an emotion or abstract concept.	Techniques Improve mastery of techniques such as drawing, painting, sculpture, printing and collage with varied materials. Use line, tone and shade to represent things that are real, imaginary or observed. Use different brushes for specific purposes and explores different paint effects. Show an awareness of, and select materials and tools, to create images or objects using texture, form and shape. Begin to use perspective.			Artists Learn about great artists, architects and designers. Use the work of other artists as a stimulus for their own. Develop the techniques of other artists to use in their own work.	
Year A							
	Prior Learning		Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
Autumn A				Kapow Y5 Craft and Design – Architecture	<ul style="list-style-type: none"> Recap prior learning I can make observational drawings of houses using detail and proportion. To apply an understanding of architecture to design a building. 3. Recognise Hundertwasser’s work and develop ideas from it. Design a monument for the future.	Architect Architecture Commemorate Composition Elevation Legacy Monoprint Perspective Proportion Symbolism Transform	Design a monument to themselves or a family member.
Spring A	Kapow Y1 Art and Design Skills Y3 Pre-historic Art Unit (Art & Design Skills) Y4 Kapow Art and Design	Developing design, drawing, craft, painting and art appreciation skills; designing a hat, creating zentangle patterns and prints, painting in an impressionist style and exploring the work of Edward Hopper.		Kapow Y6 Art and Design	1. Study Monet’s The Japanese Footbridge and mix complex colours to recreate picture. 2. Investigate Zentangle patterns and create an abstract drawing using repetitive patterns. 3. Make a hat which has a purpose - emphasis on design process, reviewing, evaluating and modifying 4. Analyse Edward Hopper’s ‘Nighthawks’ with an emphasis on scene, technique, form/shape and colour/light	Impressionism Claude Monet Prototype Realism Symbolism Zentangle Pattern	Zentangle Pattern Hat prototype

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<p>A</p>	<p>Kapow Y2 Sculpture Unit Sculpture and 3D Paper Play Kapow Y4 Art and Design Skills – Sculpture</p>	<p>Exploring art with a message, looking at the works of Da Vinci, Caravaggio and Vermeer; exploring expressive drawing techniques; conveying message through the technique of chiaroscuro.</p>	<p>Kapow Y6 Make My Voice Heard</p>	<ol style="list-style-type: none"> 1. Use imagery, pattern and colour ideas from Mayan art 2. Investigate mark making using natural material / homemade tools and explore expressive drawing techniques 3. Create a tile containing images which represents all aspects of themselves. 4. Use the technique of chiaroscuro (light and dark) to represent Mayan calendar names 5. Use an area the children feel strongly about (environment /charity/cause etc) to create an image to convey this message using techniques previously <ul style="list-style-type: none"> • practised. 	<p>Abstract Chiaroscuro Composition Expressive Figurative Mark making Maya Shading Tone</p>	<p>Using technique of chiaroscuro create an artwork conveying a meaningful message.</p>
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Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composi e
Autumn B	Kapow: Y1 Landscapes using different media Kapow Year 4: Paintings and mixed media Kapow Y4 Art and Design Skills – Painting	To experiment with materials and techniques when adapting photo portraits, create a self- portrait that aims to represent something about them and show they have considered the effect created by their choice of materials and composition in their final piece.	Y5: Drawing, Painting and Mixed Media – Portraits	<ul style="list-style-type: none"> Recap prior learning I can investigate the features of a Tudor portrait and pose in the style of a Tudor subject. I can use collage and digital manipulation to create a self-portrait in the style of a Tudor. I can experiment with different painting techniques. I can practice the skills necessary to draw the components of facial realism (eyes, noses, lips) I can complete a self-portrait in the style of a Tudor artist. 	Collage Composition Evaluate Mixed media Mono- print Portrait Represent Self- portrait Texture Transfer	Create a self- portrait in the style of Hans Holbein's portrait of Henry VIII
Spring B	Kapow: Y1 Art and Design Skills Kapow Y4 Art and Design Skills – Painting Kapow Y6 Art and Design	Looking at the meaning behind art, children: analyse the intentions of graffiti artists like Banksy and go on to make their own symbolic imagery. To apply an understanding of architecture to design a building	Kapow Y5 Every Picture Tells a Story	<ul style="list-style-type: none"> Recap prior learning I can evaluate and analyse a work of street art and relate it to the news and current affairs and to British Values. I can use different mark making to design a street-art style tag. I can consider how visual symbols create a meaningful message I can apply observational drawing skills to interpret forms accurately. I can apply the understanding of architecture to build a design. I can draw and make the net and 3D plan of my building design. 	British Values Emoji Graffiti Pattern	To build sketch book pages that evaluate the work of an artist and create pieces of art work inspired by artists.
Summer B	Kapow Y2 Formal Elements of Art Unit Y4 Kapow Formal elements Unit Kapow Y5 Art and design skills Unit	Creating a variety of landscape pieces influenced by the form of rivers. The children will look at the landscape art of the local school of artists, known as the	Kapow Y6 Still Life	<ul style="list-style-type: none"> Recap prior learning I can use watercolour blending techniques to create backgrounds (sky) and foregrounds (trees) I can understand how to analyse and recreate a famous painting (David Hockney – Mt Parents) I can create a landscape painting in the 		Create landscape art, focussing on rivers in a range of styles and mixed media

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		Lamorna School. They will compare and contrast this art from the early 20 th century to the contemporary art of David Hockney and the pointillism of George Seurat		style of David Hockney <ul style="list-style-type: none">• I can experiment with pointillism like George Seurat		
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