

Intent

At Holy Trinity CE Academy, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Implementation

The teaching and implementation of the Art and Design Curriculum at Holy Trinity CE Academy is based on the National Curriculum and supported by the Cornerstones topic planning, ensuring a well-structured approach to this creative subject.

The children are taught Art as part of their termly topic work. Areas covered include sculpture, mosaics, printing based on topic work, such as printing flags for ships, nature, Mexican art, wartime art, painting, pointillism, and the work of the Inuit artists. More detail can be found in our Long-Term plan.

The work of famous local, national and international artists are explored to enhance the children's learning.

The children's learning is further enhanced art clubs where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

Early Years Foundation Stage

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

Explore the textures, movement, feel and look of different media and materials

Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.

Use different media and materials to express their own ideas

Explore colour and use for a particular purpose

Develop skills to use simple tools and techniques competently and appropriately

Select appropriate media and techniques and adapt their work where necessary

Key stage 1

Pupils are taught:

to use a range of materials creatively to design and make products

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination



to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

Impact

The impact of whole-school Art will be seen across the school with an increase in the profile of Art. The impact of the curriculum is monitored and assessed through: learning walks, lesson plan reviews, book scrutinies.



End of EYFS Expectations

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
 Pupils are taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils are taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

Holy Trinity CE Academy School Progression document EVES						
Progression document EYFS						
3 and 4 years	Reception children	ELG				



Physical development	 Use large muscle movements to wave flags and streamers, paint and make marks. Choose the right resource to carry out their own plan. Use one-handed tools and equipment Use a comfortable grip with good control when holding pens and pencils. 	 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall bodystrength, balance, coordination and agility. 	 Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Expressive Arts and Design	 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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and 	 Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	 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.



Holy Trinity CE Academy School								
	Progression document KS1 and KS2							
Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Drawing	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media.	Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Use a sketchbook to	Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source	Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.	Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work.	Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e.		



Start to record	plan and	material for			shading,
simple media	develop simple	future works.	Use sketchbooks	Use	hatching within
explorations in	ideas.		to collect and	sketchbooks to	their own work,
a sketch book.		Begin to show	record visual	collect and	understanding
	Continue to	an awareness of	information from	record visual	which works
Develop a	investigate	objects having a	different sources	information	well in their
range of tone	tone by	third dimension	as well as	from different	work and why.
using a pencil	drawing	and perspective.	planning and	sources as well	,
and use a	light/dark lines,		colleting source	as planning	Use
variety of	light/dark	Create textures	material for	and colleting	sketchbooks to
drawing	patterns,	and patterns with	future works.	source material	collect and
techniques	light/dark	a wide rage of		for future	record visual
such as:	shapes using a	drawing	Have	works.	information
hatching,	pencil.	implements.	opportunities to		from different
scribbling,	'	'	develop further	Start to develop	sources as well
stippling, and	Name, match		drawings	their own style	as planning
blending to	and draw		featuring the	using tonal	and colleting
create light/	lines/marks		third dimension	contrast and	source
dark lines.	from		and perspective.	mixed media.	material.
	observations.		' '		
Investigate			Experiment with	Have	Adapt their
textures by	Continue to		different grades	opportunities to	work according
describing,	Investigate		of pencil and	develop further	to their views
naming,	textures and		other	simple	and describe
rubbing,	produce an		implements to	perspective in	how they might
copying.	expanding		achieve	their work using	develop it
.,,	range of		variations in	a single focal	further.
Produce an	patterns		tone.	point and	Develop their
expanding				horizon. Begin	own style using
range of			Further develop	to develop an	tonal contrast
patterns and			drawing a range	awareness of	and mixed
textures			of tones, lines	composition,	media.
			using a pencil.	scale and	
			Include in their	proportion in	Have
			drawing a range	their paintings.	opportunities to
			of technique and		develop further
			begin to	Use drawing	simple
			understand why	techniques to	perspective in
		1	that hast suit	work from	the simulation and the state of

they best suit

work from a

their work using



					variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders	a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.
Textiles and collage	Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. Use more than one type of stitch. Explain how to thread a needle and	To be able to name some forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. Gain confidence in stitching two pieces of fabric. Explain	Show awareness and name a range of different fabrics. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Apply decoration using beads, buttons, feathers etc.	Plan a design in a sketchbook and execute it. Use a technique as a basis for stitch embroidery. Apply decoration using needle and thread: buttons, sequins. Become confident in applying colour	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Demonstrate experience in 3D weaving. Produce two colour tie dye. Continue to ain	Experiment with a variety of techniques exploiting ideas from sketchbook. Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and
	have a go. Have some experience of	how to thread a needle and have a go.	Continue to gain experience in	with printing, tie dye. Create and use dyes. Use	experience in batik- use more than one colour.	3D as required.



weaving and	Continue to	applying colour	resist paste and		Design, plan
understand the	gain	with printing.	batik.		and decorate a
process and	experience in				fabric piece.
some	weaving, both	Explore using	Use sketchbooks	Plan a design	
techniques.	3D and flat i.e.	resist paste and	to collect and	in a sketchbook	Recognise
	grass through	batik.	record visual	and execute it.	different forms
Begin to	twigs, carrier		information from		of textiles and
identify	bags on a bike	Show further	different	Use	express
different types	wheel	experience in	sources. To	sketchbooks	opinions on
and textures of		changing and	record textile	Plan a	them.
fabric and	Use a	modifying	explorations and	sculpture	
materials for	sketchbook to	threads and	experimentations	through	Use
collage.	plan and	fabrics, knotting,	as well as try out	drawing and	sketchbooks to
	develop simple	fraying, fringing,	ideas.	other	collect and
Use	ideas and	pulling threads,		preparatory	record visual
appropriate	making simple	twisting, plaiting.	Adapt work as	work.	information
language to	informed		and when		from different
describe	choices in	Use a	necessary and	Use the sketch	sources.
colours, media,	media.	sketchbook to	explain why.	book to plan	
equipment and		plan, collect and		how to join	Use the sketch
textures.	Change and	develop ideas.	Change and	parts of the	book to plan
	modify threads	To record textile	modify threads	sculpture.	how to join
Artists:	and fabrics,	explorations and	and fabrics,		parts of the
Ashley,	knotting,	experimentations	Use language	Demonstrate	sculpture.
Fassett,	fraying,	as well as try out	appropriate to	experience in	
African/ Indian.	fringing, pulling	ideas.	skill and	combining	Adapt their
	threads,		technique.	techniques to	work according
	twisting,	Demonstrate		produce an end	to their views
	plaiting.	experience in	Demonstrate	piece:	and describe
		looking at fabrics	experience in	Embroidery	how they might
	Gain	from other	looking at fabrics	over tie dye.	develop it
	experience in	countries.	from other		further.
	applying colour	Discuss own and	countries	Show	
	with printing,	others work,		awareness of	Annotate work
	dipping, fabric	expressing		the skills	in sketchbook.
	crayons	thoughts and		involved in	Use language
	Create and use	feelings, and		aspects such	appropriate to
	dyes i.e. onion	using knowledge		as knitting, lace	skill and
		and		making.	technique



		skins, tea, coffee	understanding of artists and techniques.		Change and modify threads and fabrics, Use language appropriate to skill and technique	
Reflecting and evaluating	Look and talk about what they have produced, describing simple techniques and media used. Identify what they might change in their current work or what they might develop in their future work	Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further. Annotate work in sketchbooks	Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques Adapt work according to their views and describe how they might develop it further	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further Identify artists who have worked in a similar way to their own work.	Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own



Artists, designers and	Explore the	Explore the	Continue to	Discuss and	Discuss and	Discuss and
craftsmen study	work of a range of artists, craft	work of a range of artists, craft	explore the work of a range of	review own and others work,	review own and others work,	review own and others work,
	makers and	makers and	artists, craft	expressing	expressing	expressing
	designers,	designers,	makers and	thoughts and	thoughts and	thoughts and
	describing the	describing the	designers,	feelings, and	feelings, and	feelings
	differences and similarities	differences and similarities	describing the differences and	identify modifications/	identify modifications/	explaining their views and
	between	between	similarities	changes and see	changes and	identify
	different	different	between	how they can be	see how they	modifications/
	practices and	practices and	different	developed	can be	changes and
	disciplines, and	disciplines, and	practices and	further.	developed	see how they
	making links to their own work.	making links to their own work.	disciplines, and	Dogin to avalore	further.	can be
	their own work.	their own work.	making links to their own work	Begin to explore a range of great	Identify artists	developed further.
	Look at and	Discuss own	their own work	artists, architects	who have	Tartifor.
	talk about own	work and	Discuss own and	and designers in	worked in a	Identify artists
	work and that	others work,	others work,	history.	similar way to	who have worked
	of other artists and the	expressing	expressing	Antictor Covo	their own work.	in a similar way to their own work.
	techniques	thoughts and feelings.	thoughts and feelings, and	Artists: Goya, Sargent,	Explore a	their own work.
	they had used.	Toomingo.	using knowledge	Holbein.	range of great	Explore a range
	,	Artists: Durer,	and		artists,	of great artists,
		Da Vinci,	understanding of		architects and	architects and
		Cezanne	artists and		designers in	designers in
			techniques.		history.	history and identify those
			Artists: Picasso,		Compare	who have worked
			Hopper,		the style of	in a similar way to
			Surrealism etc.		different	them.



					styles and approaches: Moore, Aztec. Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassat.	Artists: Have opportunity to explore modern and traditional artists using ICT and other resources.
Painting	Experiment with a variety of media; different brush sizes and tools. Explore lightening and darkening paint without the use of black or white. Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to record simple media	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. Use a sketchbook to plan and develop simple ideas and continue to	Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Use sketchbooks to	Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with



	explorations in a sketch book. Start to mix a range of secondary colours, moving towards predicting resulting colours	store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.	Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Confidently create different effects and textures with paint according to what they need for the task	Mix colour, shades and tones with increasing confidence. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Start to look at working in the style of a selected artist (not copying)	collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media. Recognise the art of key artists and begin to place them in key movements or historical events	confidence building on previous knowledge. Understanding which works well in their work and why.
3D Art	Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. Shape and model	Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination.				



materials for a		Use equipment	Work in a safe,	Work in a safe,	Work in a safe,
purpose, e.g.	Use a	and media with	organised way,	organised way,	organised way,
pot, tile from	sketchbook to	confidence.	caring for	caring for	caring for
observation	plan and	Learn to secure	equipment.	equipment.	equipment.
and	develop simple	work to continue			
imagination.	ideas and	at a later date.	Secure work to	Secure work to	Secure work to
	making simple		continue at a	continue at a	continue at a
Continue to	informed	Join two parts	later date.	later date.	later date.
manipulate	choices in	successfully.			
malleable	media.	Construct a	Make a slip to	Show	Model and
materials in a		simple base for	join to pieces of	experience in	develop work
variety of ways	Demonstrate	extending and	clay.	combining	through a
including	experience in	modelling other		pinch, slabbing	combination of
rolling,	surface	shapes.	Decorate, coil,	and coiling to	pinch, slab, and
pinching and	patterns/		and produce	produce end	coil.
kneading.	textures and	Use a	marquettes	pieces.	
	use them when	sketchbook to	confidently when		Work around
Impress and	appropriate.	plan, collect and	necessarily.	Develop	armatures or
apply simple		develop ideas.		understanding	over
decoration	Explore carving	To record media	Model over an	of different	constructed
techniques:	as a form of 3D	explorations and	armature:	ways of	foundations.
impressed,	art.	experimentations	newspaper	finishing work:	
painted,		as well as try out	frame for	glaze, paint,	Demonstrate
applied.	Artists:	ideas.	modroc.	polish	experience in
	Hepworth, Arp,				the
Use tools and	Nevelson,	Produce more	Use recycled,	Gain	understanding
equipment	Gabo.	intricate surface	natural and man-	experience in	of different
safely and in		patterns/	made materials	model ling over	ways of
the correct		textures and use	to create	an armature:	finishing work:
way.		them when	sculptures.	newspaper	glaze, paint,
		appropriate.		frame for	polish.
Artists:			Use sketchbooks	modroc.	_
Moore,		Produce larger	to collect and		Demonstrate
African,		ware using	record visual	Use recycled,	experience in
Native		pinch/ slab/ coil	information from	natural and	relief and
American.		techniques.	different sources	manmade	freestanding
			as well as	materials to	work using a
		Continue to .	planning, trying	create	range of media.
		explore carving	out ideas, plan	sculptures,	



as a form of 3D colours and confidently and sculptural successfully joining. Use language appropriate to as a form of 3D colours and confidently and successfully joining. Furniture, Colours and confidently and sculptural successfully joining. Furniture,
Use language future works. appropriate to material for joining. forms in the environment: use Turniture,
Use language future works. environment: appropriate to Use Furniture,
appropriate to Use Furniture,
skill and Adapt work as sketchbooks buildings.
technique. and when Plan a
necessary and sculpture Use
explain why. through sketchbooks to
drawing and collect and
Gain more other record visual
confidence in preparatory information
carving as a work. Use the from different
form of 3D art. sketch book to sources. Use
plan how to join the sketch book
Artists: Calder, Lise language harts of the to plan how to
Segal, Leach, appropriate to sculpture icin parts of the
found object tochnique Adapt work as
Sculptures from and whom Appotate work
Africa and India Demonstrate necessary and in sketchbook
(Flip-flop art). Demonstrate Necessary and In sketchbook. awareness in explain why. Confidently
environmental carve a simple
sculpture and Confidently form.
found object art. carve a simple
Show awareness form. Solve problems
of the effect of as they occur.
time upon Use language
sculptures appropriate to Use language
skill and appropriate to
Artists: technique. skill and
Egyptian technique.
Artists: Frink, Artists: Have
Christo. Balla, Andre opportunity to
explore modern
and traditional
artists using ICT
and other
resources.



Printing						
3	Explore	Continue to	Print simple	Increase	Use tools in a	Develop ideas
	printing simple	explore printing	pictures using	awareness of	safe way.	from a range of
	pictures with a	simple pictures	different printing	mono and relief		sources.
	range of hard	with a range of	techniques.	printing.	Continue to	See positive
	and soft	hard and soft			gain	and negative
	materials e.g.	materials e.g.	Continue to	Demonstrate	experience in	shapes.
	cork, pen	cork, pen	explore both	experience in	overlaying	
	barrels,	barrels,	mono-printing	fabric printing.	colours.	Demonstrate
	sponge.	sponge.	and relief		_	experience in a
			printing.	Use sketchbooks	Start to overlay	range of
	Demonstrate	Demonstrate		to collect and	prints with	printmaking
	experience at	experience at	Use a	record visual	other media.	techniques.
	impressed	impressed	sketchbook to	information from		
	printing:	printing:	record media	different sources	Use print as a	Describe
	drawing into	drawing into	explorations and	as well as	starting point to	techniques and
	ink, printing	ink, printing	experimentations	planning, trying	embroidery.	processes.
	from objects.	from objects.	as well as try out	out ideas, plan		
			ideas, plan	colours and	Show .	Use
	Use equipment	Use equipment	colours and	collect source	experience in a	sketchbooks to
	and media	and media	collect source	material for	range of mono	collect and
	correctly and be able to	correctly and be able to	material for	future works.	print	record visual information
	produce a	produce a	future works.	Expand	techniques.	from different
	clean printed	clean printed	Demonstrate	experience in 3	Use	sources as well
	image.	image	experience in 3	colour printing.	sketchbooks to	as planning
	illiage.	imaye	colour printing.	Colour printing.	collect and	and colleting
	Explore	Make simple	Colour printing.	Continue to	record visual	source
	printing in	marks on	Demonstrate	experience in	information	material.
	relief: Sting	rollers and	experience in	combining prints	from different	material.
	and card.	printing	combining prints	taken from	sources as well	Adapt their
	Begin to	palettes	taken from	different objects	as planning,	work according
	identify forms	Take simple	different objects	to produce an	trying out	to their views
	of printing:	prints i.e. mono	to produce an	end piece.	ideas, plan	and describe
	Books, posters	-printing.	end piece.	3114 P10001	colours and	how they might
	pictures,	,a.		Create repeating	collect source	develop it
	fabrics.	Use a	Artists:	patterns.	material for	further.
		sketchbook to	Morris,	1	future works.	
		plan and	Labelling			



Artists: Warhol, Hokusai	develop simple ideas and collect textures, patterns to inform other work.	Artists: Rothenstein, Kunisada	Artists: Advertising, Bawden	Annotate work in sketchbook. Develop their own style using tonal contrast and mixed media.
	Experiment with overprinting motifs and colour. Artists: Hiroshige, Escher			Artists: Have traditional artists using ICT and other resources. opportunity to explore modern and