

Art and Design Whole School Progression of Skills

Providing a first class education for our children is our core purpose. Within the primary phase we seek to lay the foundations of knowledge, skills and attitudes that prepare children extremely well for their next stage of education so that transition from one stage to another is natural, seamless and timely. We seek to develop in children a life-long love of learning and the underlying skills to enable them to succeed. Our curriculum aims to go beyond the merely academic, but also into the behaviours and attitudes we wish our children to demonstrate as citizens of the world.

At CHANGE Schools Partnership we believe that:

- The curriculum in our schools is everything that our pupils experience including the school and classroom environment, their interactions with staff and pupils and the quality of the daily pedagogy used in the delivery of a course of study.
- The content of our curriculum should build 21st century skills such as collaboration, critical thinking and communication, and will continue to evolve responding to our ever-changing world.
- We have a moral duty to our most vulnerable pupils for whom we know education is the best route for a successful future.
- All children are capable of excellence through becoming reflective and independent learners within an environment that exposes them to great outcomes.
- We seek to promote children's intrinsic motivation by giving them ownership over the direction of their learning.
- Children should love coming to school each day where their time will be filled with fun, purposeful and challenging learning.
- Children deserve learning experiences that will stick with them for a lifetime.

Purpose of study (from the National Curriculum)

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.

Aims (from the National Curriculum)

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

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National Curriculum Requirements of Art and Design at Key Stage 1

Pupils should be 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 wider 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.

Subject Content	EYFS (if appropriate)	Year 1	Year 2
To evaluate their own and others' work.	Encourage children to self and peer assess work reflecting on how to improve towards their final outcome. Refer to Austin's butterfly.		
Use a range of materials to design and make products.	3D: Find out how to build using construction kits, junk materials and natural materials. 3D: Discover how to model using different model materials such as plasticine, clay or dough. Can they cut, roll and coil materials?	Investigate different materials and how they can be adapted, including experimenting with pleating, cutting and folding paper and thin card to understand the difference between 2D and 3D. Explore a range of mediums (chalk, oil pastels, paint) and discover their range of effects when designing and making a product. Can they draw lines of different shapes and thicknesses, using 2 grades of pencils?	Investigate different methods of designing; including drawing and the use of ICT. Decide on methods, materials and processes. Can they use simple IT mark-making tools (brush and pen tools)? Use a range of mediums (water colour, variety of pencils, pastels) to design products and decide on a preference. Experiment with different types of materials to design and make products (material, sponges, paper, foil, cotton wool).

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Subject Content	EYFS (if appropriate)	Year 1	Year 2
Share ideas, experience and imagination (using drawing, painting and sculpture).	<p>Talk about the stories and ideas in their artwork, sharing with others how and why they generated their ideas.</p> <p>Make art individually and collaboratively.</p> <p>Think about what art is and share with others.</p>	<p>Share ideas about what art is and where it can be found.</p> <p>Work as part of a group to create a piece of work and also create artwork independently.</p> <p>Draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feeling to others.</p> <p><i>Can they draw using pencils and crayons?</i></p> <p>Discover together how to use drawing as a precursor (practising) for other art work (for example using a sketch book).</p>	<p>Observe different artists by having the opportunity of seeing real art and identifying possible inspiration behind the artist's work.</p> <p>Discover together how to use drawing as a precursor (practising) for other art work (for example using a sketch book).</p> <p><i>Can they set out their ideas using 'annotation' in their sketch books?</i></p> <p><i>Do they keep notes in their sketch books as to how they have changed their work?</i></p> <p>Make art individually and collaboratively, sharing ideas for design, technique and use of materials.</p>

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Develop a range of art and design techniques.	<p>Discover how to make pictures and patterns by cutting and sticking for a variety of materials (wall paper, cellophane, tissue paper and fabric).</p> <p>Experiment to create different textures and investigate what happens when paint is mixed.</p> <p>Identify that different tools can be used to apply paint, including fingers, brushes, cotton buds and sticks.</p> <p>Find out how to print by loading an object with paint and applying it to a surface; make repeated patterns and print into different surfaces.</p> <p>Print on to paper and textiles using objects such as sponges, vegetables and fruit.</p> <p><i>Can they create repeating patterns?</i> <i>Can they design their own printing block?</i></p>	<p>Drawing: Create drawings by understanding that they are made using lines to create shapes, patterns, textures and can be added to with dark and light tones.</p> <p>Paint 2D: Experiment with different marks, shapes and patterns that can be made with paint. Explore the effects of adding other materials to paint such as sand, glitter, pva glue and string.</p> <p><i>Can they choose to use a thick or thin brush?</i> <i>Can they name the primary and secondary colours?</i></p>	<p>Collage: Experiment with a range of materials and methods to create a variety of collages. Identify how to cut shapes accurately from paper and thin card and cut different kinds of lines.</p> <p><i>Can they use different kinds of materials on their collage and explain why they have chosen them?</i></p> <p>2D drawing: Beginning to draw, considering proportion between shapes (e.g. size of facial features).</p> <p><i>Can they create different tones using light and dark?</i></p> <p>2D painting: Explore tints of colours by adding white to a colour. Explore tones by adding black.</p> <p><i>Can they mix paint to create all of the secondary colours?</i></p>

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Subject Content	EYFS (if appropriate)	Year 1	Year 2
Study a range of artists.	<p>Have opportunities to meet and work with professional artists.</p> <p>Describe a picture created by an artist.</p> <p>Experiment with a technique that an artist uses.</p>	<p>Look at and talk about the work of artists who use different kinds of techniques including drawing, collage, use of ICT etc.</p> <p>Create a piece of art in the style of an artist.</p>	<p>Discuss and describe the work of notable artists, artisans ("street markets where local artisans display handwoven textiles, painted ceramics, and leather goods") and designers.</p> <p>Use some of the studied artists to create pictures in the style of their works, copying techniques to create their artwork.</p>

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National Curriculum Requirements of Art and Design at Key Stage 2				
Pupils should be taught:				
<ul style="list-style-type: none"> 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 (e.g – pencil, charcoal, paint, clay). About the greatest artists, architects and designers in history. 				
Subject Content	Year 3	Year 4	Year 5	Year 6
To evaluate their own and others' work.	Encourage children to self and peer assess work reflecting on how to improve towards their final outcome. Refer to Austin's butterfly.			
Children create a sketch collection in books to record their observations and use them to review and revisit ideas.	Sketch collection of observational drawing and ideas using line, tone, texture and shading. Draw accurately from observation. Draw from imagination and memory. Draw lines of different sizes and thicknesses. Colour neatly following the lines. Experiments with grip to assist drawing styles. Develop skills to draw, considering proportion between shapes (e.g. size of facial features). Can they use their sketch books to express feelings? Can they suggest improvements to their work by keeping notes in their sketch books? Can they use different grades of pencil shade, to show different tones and texture?	Sketch collection of observational drawing and ideas using line, tone, texture, shading, hatching and cross-hatching. Use a view-finder to select an area of a subject for drawing. Secure skills to draw, considering proportion between shapes (e.g. size of facial features). Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Do they use their sketch books to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketch books?	Sketch collection of observational drawing and ideas, variety of techniques including reflections, shadow, direction of sunlight, movement and perspective. (see pencil kings link at the bottom). Use drawing confidently in a variety of styles appropriate to the task. Draw accurately from observation – using and talking about their use of tone, pattern and texture, line and shape. Draw from imagination and memory to design and illustrate. Develop accuracy and expression in their drawings including the human figure. Do their sketch books contain notes and quotes showing their reflections through their work? Do they compare their methods to those of others?	Sketch collection of observational drawing and ideas, variety of techniques including reflections, shadow, direction of sunlight, movement and perspective. Show confidence in using variety of drawing mediums including ink and pen. Choose and combine different drawing materials as appropriate to task and purpose. Accurately able to express ideas in drawings. Able to talk about their own style of preferred style of drawing and make comparisons with that of other pupils. Do their sketch books contain detailed notes and quotes about items? Do they compare their methods to those of others? Do they adapt and refine their work to reflect its meaning and purpose?

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- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g – pencil, charcoal, paint, clay).
- About the greatest artists, architects and designers in history.

Subject Content	Year 3	Year 4	Year 5	Year 6
Improve mastery of art and design techniques	<p>Printing: Mastered printing techniques of using layers of colours and repeating patterns. Learn how to use polystyrene.</p> <p><i>Can they make their own printing block?</i> <i>Can they create a 2 colour print?</i></p>	<p>3D: Select and arrange 3D materials (Modroc, chicken wire, newspaper, glue, fabric) to convey feelings, expression and movement when creating collage and sculpture.</p> <p><i>Do they experiment with and combine materials and processes to design and make 3D form?</i> <i>Can they begin to sculpt clay and other mouldable materials?</i></p>	<p>2D: Create painting through the use of a colour palette and combine colours to create colours, tones and tints to enhance mood.</p> <p>Create paintings using washes, layering and detail.</p> <p>ICT: Integrate digital images. (using piccollage, see saw or other similar app or program).</p> <p><i>Can they create a piece of art work which includes the integration of digital images they have taken/downloaded?</i></p>	<p>2D: Experiment with pen and ink techniques (cross hatching, hatching, random lines, ink wash, stippling, cross contour – see picture attached below).</p> <p><i>Can they explain why they have combined different techniques to create drawings?</i> <i>Can they explain why they have chosen specific drawing techniques?</i></p> <p>Use 'space' to create different effects. http://thevirtualinstructor.com/space.html</p>

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Subject Content	Year 3	Year 4	Year 5	Year 6
Learn about and take inspiration from notable artists/architects/designers	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Look at and talk about work of artists.</p> <p>Can they make notes in their sketch books about techniques used by artists?</p>	<p>Create original pieces that are influenced by the studies of notable artists, artisans and designers.</p> <p>Look at and talk about work of artists who use different mediums and identify what techniques may have been used.</p> <p>Can they experiment with different styles which artist have used?</p>	<p>Show and explain the influence of notable artists, artisans and designers in their work.</p> <p>Look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art.</p> <p>Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>	<p>Create original pieces that show a range of influences of notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Can they say what their work is influenced by?</p>

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Useful links:

<https://www.pencilkings.com/5-easy-ways-to-create-movement-drawings/>

<http://thevirtualinstructor.com/penandink.html>

<https://www.bbc.co.uk/education/subjects/zyg4d2p>

<https://www.pinterest.com/ehemple/emotionmood-in-art/>

<http://thevirtualinstructor.com/space.html>

Few Pen and Ink Techniques

