

Skills Progression: Art

National Curriculum aims & purpose:

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:

- produce creative work, exploring ideas and recording 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 & cultural development of their forms

School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school

Art stimulates imagination and creativity. Art enables us to communicate what we see, think and feel in ways that words alone simply are not capable of. Art provides us with both a universal language of colour, texture, form and pattern, and with limitless opportunities to combine these in new ways.

As a result of all this, we believe that it is vital for all children to experience and engage with a range of visual, tactile and sensory experiences, it is essential that we provide them with a rich diet of art throughout their primary education. This equips our children with both key artistic skills and an enjoyment of the subject that will help them to become expressive, open, curious and independent adults.

Our Art and Design curriculum identifies six core strands, which are each returned to, revised and built upon each year. Central to these is the ability to explore and develop ideas - including questioning and observation of the world around us, the use of discussion and analysis to foster creativity and the study of the role of artists, architects and designers. Alongside this, we have also identified artists to study in each year group. The work of these great painters, sculptors and designers is used to stimulate discussion and an appreciation of their work, as well as inspiring artwork of our own. Their lives and work also provide a platform on which to develop the use of the language and vocabulary of art.

Links to learning in EYFS:

Expressive Arts & Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Explore what happens when they mix colours.
- Understand that different media can be combined to create new effects.
- Create simple representations of events, people and objects.
- Choose particular colours to use for a purpose.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Links to other subjects / curriculum areas:

- Maths - exploring patterns, symmetry and sequences, and recognising how certain numerical strings (eg. the Fibonacci sequence) recur often in nature.
- PE - using dance, silhouettes, body angles and the human form as the basis for artwork; exploring techniques to capture motion in still images and forms
- English - discussion and debate around artworks and artists being studied; making and using masks to support drama and storytelling; studying the work of illustrators and creating new illustrations for existing stories
- Computing - creating digital art and manipulating images
- RE - the role of art, sculpture etc in religious buildings and their symbolic meanings

Experiences every child should have:

- Work collaboratively with an artist.
- Meet significant artists, discuss their work with them, give honest feedback on their work and be able to comment on their style.
- See an artist in action and talk to them about their work, process and inspirations
- Visit galleries, both locally and nationally, and have opportunities to learn more about the historical and cultural significance of the artwork they encounter.
- Work collaboratively on a large scale piece.
- Show their work in a school or local show, and receive feedback from their audience.
- Experience the process of 'being' an artist, working on canvas, organising, using and caring for their tools and seeking out new inspiration.

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Opportunities to develop and use Learning Powers in our curriculum

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| Curiosity | <ul style="list-style-type: none"> Investigating colour, texture, form and pattern Developing understanding through questioning - How has that been created? What materials have been used? What effect does that have when you look at it, feel it etc? Exploring the capabilities, potential and limitations of materials and different artistic mediums Having opportunities to try things out, go wrong and take risks |
| Independence | <ul style="list-style-type: none"> Developing imaginative and innovative ways of creating art Selecting materials and equipment, and justify choices Considering how to use different mediums independently, mixing water paints/ combining two mediums, Understanding how to use tools, adhesives, paints and other medium safely. Learning skills needed by independent adults (eg. mixing, cutting, gluing) |
| Empathy | <ul style="list-style-type: none"> Considering the needs, wants and preferences of others when working Understanding issues of sustainability, recycling and the environmental impact of items, and recognise how products may have an impact beyond those that were initially intended Thinking about how particular works of art make the viewer feel and how this can be incorporated into new pieces Giving honest feedback to others so that they can develop and improve their work |
| Perseverance | <ul style="list-style-type: none"> Setting ambitious goals for a task - What can we do that will make this better? Can we develop/improve a given technique. Can a different technique be used to create a better finish or final piece Maintaining attention on a long-term project (eg. Developing different printing techniques before deciding on a final piece) Coping with setbacks and demonstrate resourcefulness when tackling practical problems |
| Reflectiveness | <ul style="list-style-type: none"> Breaking tasks down into small steps and developing logical thinking Evaluating pieces of art at several stages and continually revise and improve Developing own success criteria and ways in which these can be agreed Using findings from enquiries, investigations, discussions or analysis of existing artworks to support further development Taking feedback from others and using this to make improvements to a final piece. |
| Cooperation | <ul style="list-style-type: none"> Presenting and sharing work with others Working in teams to complete larger pieces of work (sculptures, textiles pieces) Imitating the work of famous artist's style - with an understanding on how it may have shaped different cultures. Sharing resources, tools and ways of working. Exploring textiles, patterns, forms and techniques from other cultures. |

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| Year group | Exploring and developing ideas | Drawing | Painting | Printing | Textiles | 3D Form |
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| Year 1 <small>Year 1 Artist study: David Best, Barbara Hepworth, Rob Jenson</small> | <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. | <ul style="list-style-type: none"> Use a variety of tools, e.g pencils, crayons, pastels, felt tips, charcoal, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour | <ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Six secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust. | <ul style="list-style-type: none"> Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Build a repeating pattern and recognise pattern in the environment. | <ul style="list-style-type: none"> Use a variety of techniques, e.g. weaving, fabric crayons, sewing. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. | <ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. |
| Year 2 <small>Artist study: George Gower, Lowry, Moore, John Dyer, Nikiwaka, Hans Holbein, Paul Klee, Escher, Bridgette James</small> | <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. | <ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips and charcoal. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. | <ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, e.g. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales. large brush on large paper etc. Mix and match colours using artefacts and objects. | <ul style="list-style-type: none"> Use a variety of techniques, e.g. printing, relief, press printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques. | <ul style="list-style-type: none"> Use a variety of techniques, e.g. weaving, tie-dyeing, fabric paints and wax or oil resist and sewing techniques. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills. | <ul style="list-style-type: none"> Manipulate clay for a variety of purposes, e.g. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. |
| Year 3 <small>Artist study: Rob Jenson, Shang Dynasty Sculpture, Alaa Awad.</small> | <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | <ul style="list-style-type: none"> Experiment with different pencils and other implements. Plan, refine and alter drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern | <ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures eg. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. | <ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering, collagraphs. Talk about the processes used to produce a simple print. Explore pattern and shape, creating designs for printing. | <ul style="list-style-type: none"> Use a variety of techniques, e.g. printing, tie dyeing, weaving, embroidery, paper and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. | <ul style="list-style-type: none"> Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object. Plan, design and make models. |

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| Year group | Exploring and developing ideas | Drawing | Painting | Printing | Textiles | 3D Form |
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| Year 4 Artist study: Caravaggio, Bernini, Michelangelo, Richard Long, Andy Goldsworthy, Nils Udo, Dan Fenelon, George Seurat | <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | <ul style="list-style-type: none"> Make informed choices in drawing, paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. | <ul style="list-style-type: none"> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. | <ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, aluminum printing | <ul style="list-style-type: none"> Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiment with paste resist. | <ul style="list-style-type: none"> Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. |
| Year 5 Artist study: Bayeux Tapestry, Henry Moore/Barbara Hepworth, Caravaggio, Michelangelo, Picasso, Damien Hill | <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | <ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. | <ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. | <ul style="list-style-type: none"> Explain a few techniques, e.g the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing Choose inks and overlay colours | <ul style="list-style-type: none"> Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely. | <ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. |

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| | <p style="text-align: center;">Year 6</p> <p style="font-size: small;">Artist study: Emma Jefferys, Emma McClure, Alasdair Lindsay, Van , Whakairo Gogh, Mark Garlick, Danny</p> | <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | <ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. | <ul style="list-style-type: none"> • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, including those researched independently. • Show an awareness of how paintings are created (composition). | <ul style="list-style-type: none"> • Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently. | <ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work. | <ul style="list-style-type: none"> • Develop skills in using clay eg. slabs, coils, slips, etc. • Make a mould or mud rock... • Create sculpture and constructions with increasing independence. |
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