

# Art and Design Progression Document

This is intended to be a spiral curriculum. Pupils should be taught National Curriculum objectives but should be supported to catch up.

End Points (Threshold Concepts)		Milestones					
		KS 1		Lower KS 2		Upper KS 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Develop ideas</b> (This concept involves understanding how ideas develop through an artistic process)</p>		<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop</li> <li>Create and use a sketch book (small paperback book) to collate ideas</li> <li>To self-assess own work appropriate to ability of pupil.</li> <li>For pupil to act on advice from staff.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to use a range of materials creatively to design and make products (KS1)</li> <li>To self-assess own work and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li><b>Comment on artworks using visual language</b></li> <li>Introduce hard back sketch book.</li> <li>To self-assess own work and peer assess.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and connect ideas from starting points throughout the curriculum.</li> <li>Create &amp; use a sketch book to record their observations and use them to review and revisit ideas</li> <li><b>Comment on artworks accurately using visual language</b></li> <li>To self-assess own work and compare similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</li> <li>Use the qualities of materials to enhance ideas</li> <li>Spot the potential in unexpected results and work progresses</li> <li><b>Comment on artworks with a fluent grasp of visual language.</b></li> <li>To self-assess own work continually to</li> </ul>	<ul style="list-style-type: none"> <li>Have developed ideas and apply appropriate art techniques, including control in their creative use of materials evident in their sketchbooks</li> <li><b>Confidently experiment with a well-developed awareness of different kinds of art, craft and design (KS2).</b></li> <li><b>Use appropriate visual language and artistic vocabulary</b></li> </ul>

						make informed choices	<b>to reflect and comment</b> <ul style="list-style-type: none"> <li>To self-assess own work to independently inform future development.</li> </ul>
<b>Use &amp; maintenance of equipment and resources</b>		<ul style="list-style-type: none"> <li>Use apparatus appropriately, respectfully responsibly and safely</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment and resources safely and appropriately and for a desired outcome</li> </ul>	<ul style="list-style-type: none"> <li>Select equipment and resources appropriately for a desired outcome</li> <li><b>Understand and follow simple health and safety rules</b></li> </ul>	<ul style="list-style-type: none"> <li>Select equipment and resources appropriately for a desired outcome</li> <li>Understand and follow health and safety rules relating to access use and storage of equipment</li> </ul>	<ul style="list-style-type: none"> <li>Begin to independently access all equipment and resources to create a desired outcome</li> <li><b>Select appropriate PPE for given task.</b></li> </ul>	<ul style="list-style-type: none"> <li>Independently access all equipment and resources to create a desired outcome</li> <li>Share and demonstrate the importance of health and safety to peers</li> </ul>
<b>Master Techniques</b> <i>(This concept involves developing a skill set so that ideas may be communicated)</i>	<b>Painting</b>	<ul style="list-style-type: none"> <li>Use thick and thin brushes or tools.</li> <li>Use a range of tools and canvases, including outdoor spaces.</li> <li><b>Mix primary colours to make secondary colours.</b></li> <li>Add white to colours to make tints and</li> </ul>	<ul style="list-style-type: none"> <li>Select thick/thin brushes/tools for artistic purpose</li> <li>Create &amp; use colour wheels</li> <li>Predict outcomes of colour mixing</li> <li>Use painting to develop and share their ideas, experiences and</li> </ul>	<ul style="list-style-type: none"> <li>Use a number of brush/tools techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to</li> </ul>	<ul style="list-style-type: none"> <li><b>Developed accuracy of brush technique and use of tools</b></li> <li>Development of colour palette to replicate model</li> <li>Use of range of paints and styles to create mood.</li> </ul>	<ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>Combine colours, tones and tints to</li> </ul>	<ul style="list-style-type: none"> <li>Mastery of art and design techniques learned from Y3-6, including painting with a range of materials (KS2).</li> </ul>

		black to make tones.	imagination (KS1)	produce washes for backgrounds then add detail. <ul style="list-style-type: none"> <li>• <b>Experiment with creating mood and colour.</b></li> </ul>		enhance the mood of the piece. <ul style="list-style-type: none"> <li>• Use brush techniques and qualities of paint to create texture.</li> <li>• <b>Develop a personal style of painting, drawing upon ideas from artists.</b></li> </ul>	
	<b>Collage</b>	<ul style="list-style-type: none"> <li>• Use a combination of materials that use a range of techniques e.g. cut, torn glued, scrunched (crumpled).</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Select collage materials for artistic effect</li> <li>• Use collage skills learned in Y1 to <b>develop and share their ideas, experiences and imagination (KS1)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect</li> <li>• <b>Ensure work follows intention.</b></li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop accuracy of collage skills using a range of mixed media</li> </ul>	<ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mastery of art and design techniques learned from Y3-6, including collage with a range of materials (KS2).</b></li> </ul>

	<p><b>Sculpture</b></p>	<ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card, papier-mâché and clay/playdough as materials</li> <li>• Use techniques such as rolling, cutting, moulding and carving</li> </ul>	<ul style="list-style-type: none"> <li>• Use sculpture building on &amp; refining skills taught in Y1 to develop and share their ideas, experiences and imagination (KS1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create and combine shapes to create recognisable forms</b> (e.g. Shapes made from nets or solid materials).</li> <li>• Include texture that convey feelings expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> <li>• Select and explore suitable materials for specific outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms with appropriate proportions</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Accurately recreate from model selecting tools &amp; techniques to refine appearance</li> <li>• Select independently suitable materials for specific outcome</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</b></li> <li>• Accurately use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form</li> <li>• Evaluate effectiveness of materials chosen for specific outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery of art and design techniques (KS2). learned from Y3-6, including sculpture with a range of materials</li> <li>• <b>Evaluate effectiveness of materials chosen for specific outcome and use evaluation to inform future outcomes.</b></li> </ul>
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	<p><b>Drawing</b></p>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly filling the shape and within the boundary.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul> <p>• Draw with a range of implements.</p> <p><b>Composition-awareness of size and appreciating scale</b> (fill the paper)</p>	<ul style="list-style-type: none"> <li>• <b>Use &amp; refine accuracy of drawing skills learned in Y1 to develop and share their ideas, experiences and imagination (KS1)</b></li> <li>• Composition-Beginning to understand foreground and background, orientation (portrait/landscape) and appreciating scale</li> </ul>	<ul style="list-style-type: none"> <li>• Use different hardness of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• <b>Sketch lightly (no need to use a rubber to correct mistakes).</b></li> <li>• Use shading to show light and shadow.</li> <li>• Composition-to create a composition using foreground and background</li> </ul>	<ul style="list-style-type: none"> <li>• Use hatching and cross hatching to show tone and texture.</li> <li>• Develop sketch book, annotating observations and recording new drawing techniques</li> <li>• <b>Composition-drawing using perspective when drawing the foreground and background</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight, silhouettes).</li> <li>• <b>Use a choice of techniques to depict movement, perspective, shadows and reflection.</b></li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• <b>Use lines to represent movement.</b></li> <li>• Composition-creating depth within drawing (objects in foreground more detailed, background less detailed)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mastery of art and design techniques learned from Y3-6, including drawing with a range of materials (KS2).</b></li> </ul>
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	<p><b>Print</b></p>	<p>Use repeating or overlapping shapes.</p> <ul style="list-style-type: none"> <li>• <b>Choose and mimic print from a range of environments (e.g. wallpapers/ nature).</b></li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul> <p>Use of marbling method</p>	<p>Use &amp; refine accuracy of printing skills learned in Y1 to develop and share their ideas, experiences and imagination (KS1)</p>	<ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> </ul> <p>Produce collograph (Print tessellating patterns from pre-prepared blocks)</p>	<p>Make precise repeating patterns.</p> <p>Develop more complex printing blocks e.g. tessellating shapes</p> <p>To use the process of poly block printing (designing print, drawing into polystyrene, layering ink to produce colours)</p>	<ul style="list-style-type: none"> <li>• Build up layers of colours to create depth</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work</li> </ul> <p><b>Embellishing and working in/adding detail to a print with other media.</b></p>	<p>Mastery of art and design techniques learned from Y3-6, including printing with a range of materials (KS2).</p>
	<p><b>Textiles</b></p>	<ul style="list-style-type: none"> <li>• <b>Use weaving/threading to create a pattern.</b></li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques.</li> </ul>	<p>Use &amp; refine accuracy of textile skills learned in Y1 to develop and share their ideas, experiences and imagination (KS1)</p> <ul style="list-style-type: none"> <li>• To use fabric crayons and paints</li> </ul>	<p><b>Shape and stitch materials.</b></p> <ul style="list-style-type: none"> <li>• Use basic cross-stitch and back stitch.</li> <li>• Colour fabric e.g. tie dye.</li> <li>• Create weavings.</li> </ul>	<p>Pin and cut out carefully to create a pattern</p> <ul style="list-style-type: none"> <li>• Use wider range of stitches.</li> <li>• Quilt, pad and gather fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• <b>Choose from a range of stitching techniques.</b></li> <li>• Combine previously learned techniques to create pieces.</li> </ul> <p>Create patterns on fabric using techniques such as Batik</p>	<p>Mastery of art and design techniques including textiles, with a range of materials (KS2).</p>

	<p><b>Digital Media (linked to creative media concept on computing curriculum)</b></p>	<p>Use a wide range of tools to create different textures, lines, tones, colours and shapes</p> <p><b>Use of iPads/apps/programmes to create images/patterns e.g. Purple Mash/Photo booth</b></p> <p>To use a range of sources to collect images for inspiration.</p>	<p>Use &amp; refine accuracy of digital media skills learned in Y1 to develop and share their ideas, experiences and imagination (KS1)</p> <ul style="list-style-type: none"> <li>Using digital media to layer images i.e. screenshot, snipping tools, chatter pics.</li> </ul> <p><b>To be able to take and edit photographs using different technology.</b></p>	<p><b>Create images, video and sound recordings (linking in animation sequences using sculpture) and explain why they were created.</b></p>	<p>Critically review recordings making improvements</p>	<p>Enhance mixed media and digital media by editing for a specific audience (including sound, video, and animation, still images and installations).</p>	<p>Mastery of art and design techniques, including digital media with a range of materials (KS2).</p>
<p><b>Take inspiration from the greats</b>          (This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history, contemporary and local artists)</p> <p>Ensure children are given to opportunities to interpret abstract and realistic art</p> <p>Expose children to the widest range of art stimuli ensuring age appropriateness</p>		<ul style="list-style-type: none"> <li><b>Describe the work of notable artists, artisans and designers</b></li> <li><b>Use some of the ideas of artists studied to create pieces.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Replicate some of the techniques used by notable artists, artisans, designers and cultures.</b></li> <li><b>Create original pieces that are</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Collect techniques associated with great artists in their sketch books</b></li> <li><b>Link key artists &amp; designers learned about from Y1 to Y3 to painting genre and techniques</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Give details (including own sketches) about the style of some notable artists, artisans and designers.</b></li> <li><b>Show how the work of those studied was influential in both society and to other artists.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Know about great artists, architects and designers in history (KS2).</b></li> <li><b>linking key artists learned about from Y1 to Y6 to painting genre and techniques</b></li> </ul>

			<p>and disciplines, and making links to their own work (KS1).</p> <ul style="list-style-type: none"> <li>To begin to appreciate art e.g. do you like it? Why do you like it? How does it make you feel? Why has the artist...?</li> </ul>	<p>influenced by the studies of others.</p>		<ul style="list-style-type: none"> <li>Create original pieces that show a range of influences and styles.</li> </ul>	<ul style="list-style-type: none"> <li>Using inspiration from 2-3 artist styles to create own art.</li> </ul>
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**A good artist will have:**

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers and understand the historical and cultural development of their art form. (KS3 PoS)
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality that they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work (KS3 PoS)
- A passion for and a commitment to the subject.

National Curriculum National Curriculum Expectations

Steps to National Curriculum

Above and beyond the national curriculum

**Cultural Capital**