



Leonard Stanley C of E (VA) Primary School

Art & Design Progression

Art progression ensures children learn a love of history using a sequenced and progressive system to allow them to have a deep and rich understanding of a range of art mediums, a knowledge of a range of notable artists and an appreciation and understanding of art in context. Art is split into three distinct areas, practical knowledge, theoretical knowledge and disciplinary knowledge, to ensure the art curriculum is ambitious and well designed. The curriculum goes hand-in-hand with topics and enrichment activities and children are immersed in art to enhance their cultural capital (famous artists and artwork), diversity (art from other cultures and countries) and from our local area. The curriculum is also challenging, experiential and encourages quality, enhanced by our school's DEEP philosophy. Our progression document is based on the Ofsted Review and the National Curriculum.

National Curriculum

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 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 should be 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 should be 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.

EYFS (LSEY & YR)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Self Portrait. -looking carefully in the mirror, drawing a careful accurate drawing join materials together explore art materials and colour mixing freely	Superheroes – colour Pop art – Artist: Andy Warhol	Artists: Royal Portrait Examples Drawing: Kings and Queens self portraits Painting: Firework art – Guy Fawkes Sculpture: Clay Diwali diya lamps	Artist: Giuseppe Arcimboldo Drawing: Observational drawings of fruit Final piece of art in the style of Giuseppe Arcimboldo using pastels (Convergent)	Drawing: Self-portraits Painting: Mayan masks Dreamcatchers	Drawing: Self-portraits Artists: South American artists - Torres Garcia, Diego Rivera and Beatriz Milhazes Drawing symbols, geometric patterns and murals.	Artists: Banksy, Drawing: self-portrait, pop art and stencil work
I can use various tools for artwork and design e.g. playdough tools I can select my own art and design	Artist: Van Gogh Drawing: Starry night (continuing colour)	Artist: Goldsworthy Sculpture: art using natural materials		Artist: Georgia O'Keefe Painting (watercolours): final piece in the style of Georgia O'Keefe (Convergent)		
Kandinsky find out about the artist and paint in his style	Artist: Jane Bolton Textile Houses Pictures	Drawing: Polar animals using pastels and chalk Painting: Acrylic paint animals	Sculpture: Egyptian masks- Papier mache Drawing: headdresses, and faces	Drawing: Create a perspective picture Painting: use watercolours to paint a river.	Artist: Henri Rousseau Divergent drawing of rainforest scene, inspired by Rousseau	Artist: Henry Moore Sculpture: Clay modelling elephants
combine different techniques e.g. collage, paint, crayon, clay to create art	Artist: Molly Haslund Drawing: using Circles, create Snail pictures	Painting: Arctic sunset using watercolours Sculpture: clay penguins	Painting: Egyptian mask Death Masks	Artist: David Hockney Painting: D Hockney style	Sculpture: Clay -Ancient Greek art	Drawing: Indian Madhubani paintings and mehndi patterns
Draw a still life of a flower a rainbow fish on the window of the classroom, each child paints a scale of the fish	Outdoor world Artist: Van Gogh Sunflowers Painting: Sunflower Paintings Sculpture: Clay sunflower bowls	Artist: Goldsworthy Sculpture: art using natural materials Drawing: Hedgehogs using charcoal or chalk	Artists: Hokusai & Hayaoski Drawing: The great wave and fish art- textures, repeating patterns and tone Printing- Create patterned tiles and print using links.	Sculpture: Roman mosaics Artist: Barbra Hepworth Sculpture: clay	Artist: Piet Mondrain Painting divergent pieces, focussing on complementary and contrasting colours	Artist: L S Lowry Drawing: Local history sketches and photographs to create a divergent painting , inspired by LS Lowry Textiles: Sewing

Theoretical Knowledge: Artist study

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Kandinsky	Van Gogh Andy Warhol Jane Bolton Molly Haslund	Goldsworthy Royal Portrait Artists	Giuseppe Arcimboldo Hokusai Hayaoski	Georgia O'Keefe David Hockney Barbara Hepworth	Henri Rousseau Piet Mondrian	Banksy Henry Moore LS Lowry
Discussion of style of artists Emulating artist work	Discussion of style of artists Emulating artist work	Discussion of style of artists Emulating artist work	Bio: Artists Examples of work: opinion of style Practice artistic style and examples of work (convergent)	Bio: Artists Examples of work: opinion of style Practice artistic style and examples of work (convergent)	Bio: Artists Examples of work: opinion of style Practice artistic style and examples of work (convergent and divergent)	Bio: Artists Examples of work: opinion of style Practice of style of art, building towards divergent styles

Disciplinary Knowledge

LSEY & YR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Do you like this art work? How does it make you feel?	Do you like this art work? How does it make you feel?	Do you like this art work? What medium is used for this art?	What's the main idea of this artwork? What in it makes you think that? Do you like it? Why?	What's the main idea of this artwork? What in it makes you think that? What title would you give this artwork and why?	What's the main idea of this artwork? What in it makes you think that? Is it like any other artists?	What's the main idea of this artwork? What in it makes you think that? Is it used for culture or traditions?

Practical Knowledge -DRAWING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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Learning to hold pencil effectively using threefinger (tripod) grip. ‘Take a line for a walk’ exercise (Paul Klee). Begin to use other graphic tools: <i>chalk, crayon, pen, etc.</i> Draw on different surfaces and produce pencil lines of different thickness. Create area of tone using pencil. Create self-portrait in pencil.	Control pencil with confidence. Use line, tone and shade to represent things seen, remembered or imagined. Develop a range of patterns and tones using a single pencil. Explore shading, using different media.	Begin to produce an expanding range of pattern and texture to replicate those in the real world (Arctic) Work from direct observation and imagination. Use a range of drawing media in different ways: <i>crosshatching, hatching, stippling, scumbling, blending, etc.</i> Accurately fill shape using coloured pencil, pastel, etc. Begin to talk about their own work.	Experiment with line, tone and shade. Effectively use a range of materials to produce line, tone and shade. Control pencil with detail, accuracy and increased confidence. Produce a growing range of pattern and texture. Develop confidence when working from imagination and observation. Use sketchbook to explore and record experiments with media.	Use sketchbook to plan and develop ideas. Solidly infill shapes with colour pencil and produce a range of tones with different media. Express different feelings or moods through drawing. Develop a range of tones using a single pencil. Select media and technique which is appropriate to task in order to achieve specific outcome. Using appropriate language to discuss their own work and the work of famous artists shown in class.	Produce a range of pattern and texture with a single pencil to replicate those in the real world. Work from both direct observation and imagination. Use a sketch book to develop knowledge of media potential and record results. Use a range of drawing media in different ways: <i>cross-hatching, hatching, stippling, scumbling, blending, etc.</i> Demonstrate and effectively combine two or more elements (<i>line, tone, pattern, texture, etc.</i>)	Looks at and discusses their own work and that of other famous artists shown in class. Processes, adapts and changes ideas to achieve a final piece. Develop their own style using elements of exploration and experiment from sketchbooks. Create drawing with large range of tonal contrast. Use drawing as part of mixed-media work. Research necessary information to help improve and inform their work.
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Practical Knowledge -PAINTING

EYFS

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6

Explore different ways to apply paint: <i>brush, sponge, fingers, twigs, etc.</i>	Work with paint of different flow and consistency.	Use of colour and brushstroke to express mood.	Explore the effect on paint and directional brush strokes. adding other materials: <i>sand, glue, sawdust, etc.</i>	Use a sketchbook to store information on colour mixing, brush strokes, etc.	Use a range of different colours, techniques and tools to express mood	Use a sketchbook to regularly record and store information as appropriate.
Create a self-portrait, mixing colours to represent self.	Create images of things observed, remembered or imagined using colour.	Explore colour matching and try to replicate the colours of objects around them.	Use primary and secondary colours with the addition of black, white and grey: <i>tints, tones, shade.</i>	Increased knowledge of the colour wheel: <i>primary, secondary, tertiary colours.</i>	Investigate shapes, symbols, and forms to build a composition	Begin to develop an individual style (divergent art).
Explain how a piece of art makes them feel: <i>mood and emotion.</i>	Begin to use and develop knowledge of different brushes and recognise how they affect the brushstroke.	Understand how different brushes create a range of brushstrokes.	Organise their own desk area to create an effective working space and learn to clear away efficiently.	Lighten and darken by the addition of black, white or grey.	Mix and match colour accurately while using sketchbook to support work, record colours and plan ideas.	Use mixed-media experiments in work: <i>collage, fabric, card, biro, coloured pencil, etc.</i>
Look and talk about their own artwork, describing technique and media used.	Use media correctly to achieve desired result.	Use language and terms appropriate to task and media used.	Identify and use the appropriate media and equipment with increased confidence.	Use various brushes to produce range of distinct brushstrokes appropriate for work.	Demonstrate working knowledge and understanding of complementary colours.	Demonstrate an understanding of the relationship between various colours and how to use those colours effectively.
Mix colour to match objects.		Look at and discuss their own work and the work of famous artists shown in class .	Develop ability to match colour and predict the results of colour mixing with increasing accuracy.	Produce imaginative work by combining ideas and techniques effectively.	Replicate and introduce patterns, colours and textures from the real world into their work.	Able to discuss and evaluate their own work and the work of famous artists shown in class.
Recognise and name primary colours.				Create different paint effects by using a variety of tools and techniques: <i>drips, scratches, splashes, dots, smears, etc.</i>		Demonstrate working knowledge and understanding of complementary colours, including tones, tints and shades

Practical Knowledge -SCULPTURE

EYFS

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6

Use junk modelling to create simple 3D object. Use malleable media: <i>clay, papier mâché, salt dough</i>. Cut simple shapes using scissors or other basic modelling tools. Discuss what their 3D object represents. Find words to describe materials, equipment, colours and textures.	Explore surface texture using soft clay. Combine and create basic 3D objects using a variety of tools and materials. Explore how to turn a simple 2D image into a 3D artwork (e.g. from sunflower illustration to 3D sunflower bowl). Understand how to use equipment in a safe and correct manner. Work to build simple 3D shapes and forms either from direct observation or from imagination.	Explore how to join different types of material together. Develop skill using a range of decorative techniques: applied, impression, paint, etc. Attempt different techniques, e.g. pinch, roll, coil to produce an end piece. Develop experience in using simple tools for shaping soft clay, mark making, etc. Replicate patterns and textures in 3D form. Look at and discuss their own 3D work and the work of famous sculptors shown in class.	Demonstrate an awareness of texture, form and shape by recreating a 2D image in 3D form. Begin to look at colour and pattern in 3D structures and include these ideas into their own work. Use the equipment and media with increased confidence. Learn to shape, form and model different malleable materials. Construct 3D objects from either direct observation or imagination.	Show confidence and experience in the process of creating in 3D: <i>mosaic, clay pot, wire sculpture, etc.</i> Plan 3D concepts in sketchbook and make informed choices about media and materials. Develop experience and skill in creating surface pattern and texture onto different materials. Work safely and understand the need to organise working area and clear away effectively. Discuss their own work and the work of famous sculptors shown in class.	Explore personal ideas and how they can be used as a starting point for 3D work. Recreate photograph in both 2D and 3D to explore differences. Create and use a sketchbook to plan and develop 3D ideas. Shape, form and model both soft and rigid materials. Produce increasingly complex 2D patterns and textures on 3D surface. Work directly from observation or imagination with confidence. Uses language and terms appropriate to skill and technique.	Show understanding of the properties of material being used. Exhibit awareness of form, shape and space in the 3D world around them. Work safely and diligently to organise the working area and can clear away with appropriate care. Use sketchbook to inform, plan and develop 3D idea from concept to completion. Aware of the effect of time and weather upon 3D objects in the environment. Shape, form and model both soft and rigid materials and can join them with appropriate method.
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Other practical aspects of art

In addition to drawing, painting and sculpture (the requirements of the national Curriculum), we also provide a flavour of collage, textiles, photography and printing throughout our art curriculum as an experience using a range of mediums.

Building towards divergent and convergent end points in the curriculum

The curriculum sets out what pupils need to know. It may or may not also specify ways for them to use that knowledge or to perform with it. Sometimes the work that pupils do is static or fixed, for example all pupils:

- practise mixing secondary and tertiary colours
- follow the same steps to become competent in making reduction prints

At other times, pupils may create artwork that is diverse and radically different from other pupils' work. For example, they may produce work where they have:

- used different materials
- applied different techniques
- created a single object, while other pupils have created multiple objects

The first examples are outcomes that have been prescribed so that pupils learn a specific curriculum object. In the second examples, pupils use what they have learned as well as drawing on their personal and creative thoughts and feelings to produce individual work.

The distinction above draws on **research in art and design that considers both the convergent (more prescribed) and divergent (less prescribed) goals of the art curriculum**

First, pupils can acquire knowledge to achieve a convergent goal. This is when we are aware of how pupils will apply this information, which may be specific to a certain context. The national curriculum mentions more prescribed outcomes (convergent goals) in its reference to proficiency in art, craft and design techniques.

SEND

SEND children may possibly not need the same level of support with art as with their academic work. Art could be an opportunity for them to express themselves and feel they have achieved the same as their peers, as there are no right or wrong answers. Children with SEND, may not be considered SEND in Art. All pupils should be able to feel able to participate, contribute and achieve. SEND pupils are supported in their learning through a variety of strategies.

Assessment

Assessment in art can be problematic as it can often be seen as subjective. **Verbal instant formative feedback** is preferred to written or summative assessment. *For example, teachers could check pupils' written work to see if they have used the words for formal elements of art correctly (practical knowledge). They might also use formative assessment of pupils' knowledge when re-showing images of artworks previously studied in the curriculum, to check whether pupils remember the artists (theoretical knowledge).* Using Insight tracker, we monitor pupils' understanding of practical elements, knowledge of artists (KS2) and their interpretation of art, following the 3 strands of art knowledge (practical, theoretical and disciplinary knowledge)