

2019

Curriculum Skills and Progression Map Art and Design



Nebula
where stars are born



The Nebula Federation

Frettenham Primary School

ART AND DESIGN: AGE RELATED STATUTORY COVERAGE

KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Learn 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. 	<ul style="list-style-type: none"> • Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. • Create sketch books to record their observations and use them to review and revisit ideas • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history

Class 1	
Reception (EYFS)	Year 1
<p>PLANNING</p> <ul style="list-style-type: none"> Identify which materials they may need. Use ICT to create a simple picture (e.g. using a simple paint program). Use a workbook to collect ideas. Enjoy exploring a mix of paint and material at random. <p>EVALUATING</p> <ul style="list-style-type: none"> Talk about their work and explain what they like Talk about what they have done. Identify colours and shapes. <p>DRAWING</p> <ul style="list-style-type: none"> Use drawing to express their feelings. Draw controlled lines and use this skill to draw different shapes. Interpret an object through drawing. <p>PAINTING</p> <ul style="list-style-type: none"> Experiment with a range of painting equipment. Paint controlled lines and use this skill to make different shapes. Mix colours and describe how they change. <p>PRINTING</p> <ul style="list-style-type: none"> Use different tools though printing to create marks. Create a simple pattern Begin to create a repeating pattern through printing skills. <p>TEXTILES AND COLLAGE</p> <ul style="list-style-type: none"> Manipulate fabric to achieve a desired effect? (e.g. weaving, costume making, paper making) Use a range of media to create collage by cutting and tearing. <p>Build layers of materials to create an image (with support)</p> <p>SCULPTURE AND 3D FORM</p> <ul style="list-style-type: none"> Select and use appropriate 3D shapes to build and recreate models. Use found items to build models. Enjoy exploring and experimenting with various media through creating 3D sculptures and models. 	<p>PLANNING</p> <ul style="list-style-type: none"> Identify which materials may be required in order to express their ideas. Respond to an artist, expressing what they may like to include within their own work. Use ICT to create a simple picture (e.g. using a simple paint program). Use a sketchbook to collect ideas. Work with a range of mix media to show ideas. <p>EVALUATING</p> <ul style="list-style-type: none"> Talk about their work and explain what they like Use artistic vocabulary to explain colours and shapes. Begin to use specific colour language: primary colours... Talk about drawings and painting and express how they feel. <p>DRAWING</p> <ul style="list-style-type: none"> Use drawing to express their feelings or emotion. Draw lines of different shapes and thickness using different grades of pencil. Interpret an object through drawing. <p>PAINTING</p> <ul style="list-style-type: none"> Have a understanding of basic colour theory, start to recognise and identify primary colours. Use multiple painting tools to create effect. Use primary and secondary colours to explore repeating patterns. <p>PRINTING</p> <ul style="list-style-type: none"> Create a print design using a repeating pattern. Recognise different marks through printing with different materials. Begin to apply drawing skills to print <p>TEXTILES AND COLLAGE</p> <ul style="list-style-type: none"> Group together fabrics by colour and texture. Build layers of materials to form an image. Use a range of media to create collage by cutting and tearing. <p>SCULPTURE AND 3D FORM</p> <ul style="list-style-type: none"> Scrunch, roll and shape materials to form a 3D form. Use different materials to create range texture, using various bonding techniques. Recognise different textures in different surfaces.
Greater Depth	
<ul style="list-style-type: none"> Can they develop their own ideas through selecting and using materials and working on processes that interest them? Through their explorations, can they find out and make decisions about how media and materials can be combined and changed? Can they talk about the ideas and process which have led them to make their designs or images? Can they talk about the features of their own and others' work, recognising the differences between them and the strengths of others? 	<ul style="list-style-type: none"> Can they evaluate their own and others' artwork and make suggestions for improvement?

Progression of Art Skills	
Class 2	

Year 2	Year 3
<p>PLANNING</p> <ul style="list-style-type: none"> Identify and plan multiple ways to express their ideas. Make links to artists to inspire their work (e.g. colour, pattern, shape...) Use ICT to make simple mark making skills (e.g. brush and pen tools). Use a sketchbook to explore and collect ideas. Work with a range of mix media to show ideas and meaning. <p>EVALUATING</p> <ul style="list-style-type: none"> Talk about their work and explain their choices. Use art vocabulary: colour, shape, artist's name... Use specific colour language: primary, secondary... Decide what they think and feel about their own and others' work. <p>DRAWING</p> <ul style="list-style-type: none"> Use sketchbooks to explore line and shape within their work. Understand how they can create tone and texture using multiple grades of shading pencil. Create the form of a person through drawing <p>PAINTING</p> <ul style="list-style-type: none"> Mix colour to explore colour theory, understanding the difference between primary and secondary colours. Use watercolours to create different effects using both the paints and brushes. Show awareness of shades of colour. <p>PRINTING</p> <ul style="list-style-type: none"> Create a print design using a repeating pattern. Make an impression into a surface and use this to create a print. Begin to experiment with printing techniques, e.g. repeating patterns, block printing, potato printing... <p>TEXTILES AND COLLAGE</p> <ul style="list-style-type: none"> Use their sketchbook as a mode to record experimentation. Bond fabrics together using glue. Use a range of media to create collage by cutting and joining. <p>SCULPTURE AND 3D FORM</p> <ul style="list-style-type: none"> Mould, foam, shape and bond materials to create a 3D form. Use bonding techniques to add parts onto their sculpture. Experiment with media and techniques for sculpting, modelling or constructing a collaborative piece. . . 	<p>PLANNING</p> <ul style="list-style-type: none"> Begin to show independence and creativity during the planning process. Compare and explore work from multiple artists and cultures, looking at (e.g. colour, culture, tone, themes, techniques...) Use ICT to develop and share ideas – combining digital media with their own ideas. Use a sketchbook to share ideas. Work on preliminary studies to test multiple media and develop techniques. <p>EVALUATING</p> <ul style="list-style-type: none"> Discuss the choices they made whilst creating their artwork. Use art vocabulary: colour, shape, pattern... Understand and use the colour language of primary and secondary. Make comments on the work of themselves and others, including both ideas and techniques. <p>DRAWING</p> <ul style="list-style-type: none"> Use sketchbooks to explore colour and pattern. Create tone and texture using shading techniques. Add expression when drawing people. <p>PAINTING</p> <ul style="list-style-type: none"> Mix a range of colours, showing understanding of primary, secondary and contrasting colours. Create an effect by using a range of brushes. Identify an awareness of colours that work well together. <p>PRINTING</p> <ul style="list-style-type: none"> Experiment with printing, creating a layered print design using 2 colours or more. Experiment with a technique (e.g. poly-blocks, relief, mono and resist printing). Transfer a drawing into a print design. <p>TEXTILES AND COLLAGE</p> <ul style="list-style-type: none"> Explore a technique (e.g. dying, weaving, quilting or applique. Join fabrics to build an image. Use a range of media to create a collage by overlapping materials. <p>SCULPTURE AND 3D FORM</p> <ul style="list-style-type: none"> Create a 2D design with a 3D angle Make a simple prototype to begin to understand shape and space. <p>Experiment by working collaboratively to create a large sculptural form.</p>
Greater Depth	
<ul style="list-style-type: none"> Can they make comparisons between their own artwork and other artists? 	<ul style="list-style-type: none"> Can they evaluate their learning process and make suggestions for improvement in their own

	and others' artwork?
Progression of Art Skills	

Class 3		
Year 4	Year 5	Year 6
<p>PLANNING</p> <ul style="list-style-type: none"> Show increasing independence and creativity with the planning process. Use what they have learnt about artists and styles to influence their work (e.g. colour, culture, content, themes, media, techniques...) Use ICT to develop and share ideas – take photos or videos. Use a sketchbook to share different ideas. Work on preliminary studies to test different media and implements to develop techniques. <p>EVALUATING</p> <ul style="list-style-type: none"> Explain the choices they made whilst creating their artwork. Use art vocabulary: colour, shape, pattern, texture, tone, blend, mood... Use specific colour language: primary, secondary, complementary, contrasting... Identify what they like and would do differently with their own and other's work. <p>DRAWING</p> <ul style="list-style-type: none"> Use sketchbooks to explore line, tone, pattern, texture, colour and shape. Show tone and texture using hatching and cross hatching when drawing still life and landscapes. Create a mood when drawing people. <p>PAINTING</p> <ul style="list-style-type: none"> Make and match different colours, demonstrating a secure knowledge of primary, secondary, complementary and contrasting colours. Create an appropriate effect or texture using paints and brushes. Show awareness of shape, space and size. <p>PRINTING</p> <ul style="list-style-type: none"> Create an appropriate print design, considering pattern, repetition and symmetry. Explore a technique (e.g. poly-blocks, relief, mono and resist printing). Use a technique to create a clear print effect. <p>TEXTILES AND COLLAGE</p> <ul style="list-style-type: none"> Explore a technique (e.g. dying, quilting, embroidery, trappings or applique). 	<p>PLANNING</p> <ul style="list-style-type: none"> Plan and create imaginative work from a variety of sources. Use what they have learnt about artists and styles to influence their work (e.g. colour, culture, content, themes, media, techniques...) Use ICT to develop and share ideas – use a combination of graphics, text and images. Use a sketchbook to develop an idea further. Work on preliminary studies to test and choose appropriate media and implements. <p>EVALUATING</p> <ul style="list-style-type: none"> Adapt and improve their artwork as they go along to move towards a desired end point. Use art vocabulary: tone, texture, blend, composition, shadow, shade, depth, movement... Use specific colour language: complementary, contrasting, warm, cold and neutral... Evaluate their own and others' work, explaining and justifying their reasons. <p>DRAWING</p> <ul style="list-style-type: none"> Use sketchbooks to develop their control over line, tone, pattern, texture, colour and shape. Show depth by creating shade and shadows when drawing still life and landscapes. Show movement when drawing people. <p>PAINTING</p> <ul style="list-style-type: none"> Make and match different colours with increasing accuracy, demonstrating a secure knowledge of warm, cold and neutral colours. Create different effects or textures using paints and brushes. Show depth by creating shade and shadows. <p>PRINTING</p> <ul style="list-style-type: none"> Create an appropriate print design, considering the build-up of layers. Explain the technique they are using (e.g. poly-blocks, relief, mono and resist printing). Create the desired effect they intended to make. <p>TEXTILES AND COLLAGE</p> <ul style="list-style-type: none"> Explain the technique they are using (e.g. dying quilting, embroidery, trapping or applique). Join fabric using different stitches. 	<p>PLANNING</p> <ul style="list-style-type: none"> Plan and create work from a variety of sources, including those researched independently. Use what they have learnt about artists and styles to influence their work (e.g. colour, culture, content, themes, media, techniques...) Use ICT to develop and share ideas – use the internet for research and present findings. Use a sketchbook to develop and improve an idea. Choose appropriate media, paper and implements to adapt their techniques. <p>EVALUATING</p> <ul style="list-style-type: none"> Make on-going revisions to refine their work, often with several adaptations. Use art vocabulary: tone, texture, blend, shadow, shade, depth, composition, perspective, emotion... Use specific colour language: tint, tone, shade, hue... Analyse and comment on their own and others' ideas, methods and techniques. <p>DRAWING</p> <ul style="list-style-type: none"> Use sketchbooks to demonstrate and refine their control over line, tone, pattern and texture using a wide variety of different marks. Show perspective by manipulating shape, space and size when drawing still life and landscapes. Show feeling and emotion when drawing people. <p>PAINTING</p> <ul style="list-style-type: none"> Make different tints and shade of a colour by adding black and white. Use a range of techniques to create different effects or textures using paints and brushes. Show perspective by manipulating shape, space and size. <p>PRINTING</p> <ul style="list-style-type: none"> Create an appropriate print design, considering the build up of layers, colours and textures. Evaluate the technique they are using (e.g. poly-blocks, relief, mono and resist printing). Create the desired effect they intended to make. <p>TEXTILES AND COLLAGE</p> <ul style="list-style-type: none"> Evaluate the technique they are using (e.g. dying, quilting, embroidery, trapping or applique).

<ul style="list-style-type: none"> Join fabrics by stitching. Use a range of media to create collage by cutting and joining. <p>SCULPTURE AND 3D FORM</p> <ul style="list-style-type: none"> Produce 2D designs with different angles of a 3D model. Make simple prototypes to experiment with shape, space and form. Experiment with media and techniques for sculpting, modelling or constructing. 	<ul style="list-style-type: none"> Use different media and techniques to create a collage (e.g. overlapping and layering). <p>SCULPTURE AND 3D FORM</p> <ul style="list-style-type: none"> Begin to produce 2D designs that depict some 3D elements through shading and shadows. Make prototypes to adapt and develop shade, space and form. Develop and improve their use of different media and techniques for sculpting, modelling or constructing. 	<ul style="list-style-type: none"> Choose appropriate grades of threads and needles for using a variety of stitches. Use different media to create a collage with different colours, textures and techniques. <p>SCULPTURE AND 3D FORM</p> <ul style="list-style-type: none"> Produce 2D designs that depict 3D elements through shading, shadows, perspective and depth. Make prototypes to refine and improve shape, space and form. Use a variety of techniques for sculpting, modelling or constructing to include both visual and tactile elements in their work.
Greater Depth		
<ul style="list-style-type: none"> Can they critique their own and others' artwork throughout the learning process to develop and support each other? 	<ul style="list-style-type: none"> Can they accurately discuss their creative process and the effectiveness of the techniques and media they chose? 	<ul style="list-style-type: none"> Can they demonstrate independence and control over their creative process by managing their time effectively, practicing skills, making improvements, critiquing their choices and demonstrating their own style?

