

Skills and Progression Map

Art and Design

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'

Nebula Spirituality Statement



SKILLS

Outlined in the National Curriculum 2014, there are three given example strands of art:

- Drawing
- Painting
- 3d Sculpture

We have based our curriculum around these 3 strands, enhancing the children's learning in each class through the additional strands of: collage, printing and textiles.

In mixed-year classes, this means the main strands are met every 2 years, with the other units interspersed. Where classes have a third year-group, the core strands of art are further met. By the time the children move on to their next class, they have met the series of skills and will be assessed against them.

Each unit is further supported by known artists, designers, movements and architects to help the children make links through their own work.

Each Art and Design unit will take on the following elements:

- Developing Ideas
- Responding to Art (the art of others and their own work)
- Technique

Key language has also been set out for each year group on the skills progression map and builds upon and incorporates the previous years' vocabulary.

Developing Ideas						
	EYFS	Year 2	Year 3	Year 4	Year 5	Year 6
Expected	<ul style="list-style-type: none"> Collect and record media explorations as part of a project. To use what they have learnt about media and materials in an original way and be able to explain their choices. 	<ul style="list-style-type: none"> Use a sketchbook to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform their work. 	<ul style="list-style-type: none"> Identify interesting aspects of objects as a starting point for work. Use a sketch book to express feelings about a subject. Make notes in a sketch book about techniques used by artists. 	<ul style="list-style-type: none"> Use a sketchbook to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Express likes and dislikes through annotations. Use a sketchbook to adapt and improve original ideas. Make notes to indicate their intentions/purpose of a piece of work. 	<ul style="list-style-type: none"> Keep notes which consider how a piece of work may be developed further. Use sketchbooks to collect and record visual information from different sources as well as planning and collating source material for future works. Start to develop their own style using tonal contrast and mixed media. Adapt work as and when necessary and explain why. 	<ul style="list-style-type: none"> Use a sketchbook to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Use sketchbooks to collect and record visual information from different sources as well as planning and collating source material. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media.
	<p style="text-align: center;">Year 1</p> <ul style="list-style-type: none"> Start to record simple media explorations in a sketchbook. Use a sketchbook to show the progression of their work. 					
Greater Depth	Can they explain what they are doing using accurate vocabulary?	Can they explain what they are doing and why?	Can they reflect learnt skills into their own work independently?	Can they reflect on their work, regardless of personal likes and dislikes?	Can they consider and explain why adaptations are an important part of the art process?	Can they develop ideas to meet a set of criteria that are self-devised?

Responding to Art						
	EYFS	Year 2	Year 3	Year 4	Year 5	Year 6
Expected	<ul style="list-style-type: none"> Say something they like about their work. Recognise similarities between their work and the work of famous artists, craft makers or designers. 	<ul style="list-style-type: none"> Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Express thoughts and feelings about a piece of art. Explain how a piece of art makes them feel – link to emotions. 	<ul style="list-style-type: none"> Continue to explore 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. Discuss own and others' work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and periods of time. 	<ul style="list-style-type: none"> Discuss and review own and others' work, expressing thoughts and feelings and explaining their views. Begin to explore a range of great artists, architects and designers in history. Reflect and explain the successes and challenges in a piece of art they have created. Identify changes they might make or how their work could be developed further. 	<ul style="list-style-type: none"> Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Compare the style of different styles and approaches. 	<ul style="list-style-type: none"> Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes on how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Recognise the art of key artists and begin to place them in key movements or historical events.
	<p style="text-align: center;">Year 1</p> <ul style="list-style-type: none"> Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. Explore 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. 					
Greater Depth	Can they consider their own likes and dislikes in the works of others?	Can they consider why a piece of work might appeal to others, regardless of their own opinions?	Can they compare art to other known artists?	Can they explicitly reflect on the work of others in their own work?	Can they justify modifications in relation to the given task?	Can they build on the ideas of others when creating their own pieces?

Drawing						
	EYFS	Year 2	Year 3	Year 4	Year 5	Year 6
Expected	<ul style="list-style-type: none"> Consider selected media based on drawing task. Use observations to enhance drawings. Draw a range of objects with increased accuracy. 	<ul style="list-style-type: none"> Control the types of marks made with a variety of media. Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Use three contrasting grades of pencil for effect. 	<ul style="list-style-type: none"> Develop intricate patterns and marks with a variety of media. Use different grades of pencil shade to show different tones. Create textures and patterns with a wide range of drawing implements. 	<ul style="list-style-type: none"> Develop techniques to create intricate patterns, marks and lines using a growing range of media. Use these techniques to develop texture and tone. Organise line, tone, shape and colour to represent figures and forms in movement. 	<ul style="list-style-type: none"> Use learnt techniques to work in a sustained and independent way. Develop a key element of their work: line, tone, pattern and texture. Use these different techniques to create mood and feeling. 	<ul style="list-style-type: none"> Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes. Ensure sketches communicate emotions and a sense of self with accuracy and imagination.
	<p style="text-align: center;">Year 1</p> <ul style="list-style-type: none"> Experiment with a variety of media. Begin to control the types of marks made with the range of media. Develop a range of tone using a pencil and use a variety of drawing techniques. Draw lines of different shapes and thickness, using 2 different grades of pencil. Observe and draw shapes from observation. Look at objects from different angles. 	<ul style="list-style-type: none"> Continue to investigate textures and produce an expanding range of patterns. Use a viewfinder to focus on a specific part of an artefact before drawing it. 	<ul style="list-style-type: none"> Begin to show an awareness of objects having a third dimension and perspective. Draw objects from different viewpoints, eg above, below, front and back. Use their sketches to produce a final piece of work. 	<ul style="list-style-type: none"> Have opportunities to develop further drawings featuring the third dimension and perspective. Show expression and in their sketches. 	<ul style="list-style-type: none"> Use drawing techniques to work from a variety of sources: observation, photographs and digital images. Begin to understand proportion in artwork. 	<ul style="list-style-type: none"> Have opportunities to develop further simple perspective. Develop an awareness of composition, scale and proportion.

Painting						
	EYFS	Year 2	Year 3	Year 4	Year 5	Year 6
Expected	<ul style="list-style-type: none"> Select brush size for purpose. To use their knowledge of colours mixing to mix a range of colours. Identify the primary colours. Choose colours for a purpose. 	<ul style="list-style-type: none"> Continue to control the types of marks made with a range of painting techniques: layering, mixing and adding texture. Mix paint to create all the secondary colours. Continue to experiment in lightening and darkening without the use of black or white. Begin to mix colour tints and shades. Store information on colour mixing, the colour wheel and colour spectrums. 	<ul style="list-style-type: none"> Demonstrate increasing control with the types of marks made. Experiment with different effects and textures: blocking in colour, washes, thickened paint and textural effects. Use a range of brushes to create different effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, tints and shades with increasing confidence. 	<ul style="list-style-type: none"> Confidently control types of marks made. Experiment with different effects and textures, including those learnt previously. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, tints and shades with increasing confidence. Start to look at working in the style of a selected artist. 	<ul style="list-style-type: none"> Confidently control the types of marks made. Experiment with different effects and textures. Be able to identify primary, secondary, complementary and contrasting colours. Mix and match colours to create atmosphere and light effects. Mix colour, tints and shades with confidence. Start to develop a painting from a drawing whilst looking at key artists. 	<ul style="list-style-type: none"> Purposely control the types of marks made. Experiment with different effects and textures. Mix colour, tints and shades with confidence, building on previous knowledge. Work in a sustained and independent way to develop their own style of painting. Choose appropriate paint, paper and implements to adapt and extend their work. Explain why they have chosen specific painting techniques.
	<p style="text-align: center;">Year 1</p> <ul style="list-style-type: none"> Explore with a variety of media including different brush sizes and tools. Choose to use thick and thin brushes as appropriate. Begin to control the types of marks made with the range of media. Start to mix a range of secondary colours, moving towards predicting resulting colours. Name the primary and secondary colours. 					

3D Art						
	EYFS	Year 2	Year 3	Year 4	Year 5	Year 6
Expected	<ul style="list-style-type: none"> Use a range of 3d items for a creative purpose Cut materials accurately and with purpose Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	<ul style="list-style-type: none"> Experiment with different malleable media. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Apply simple decoration techniques: impressed, painted and applied. Shape and model materials for a purpose. Use tools and equipment safely and in the correct way. 	<ul style="list-style-type: none"> Use clay, Modroc or other malleable material to create an imaginary or realistic form e.g. a pot, structure or figure. Explore carving as a form of 3D art. Demonstrate experience in surface patterns and textures and use them when appropriate. Start to consider shaping and modelling materials for the users need. Develop an increasing awareness to use tools and equipment safely and in the correct way. 	<ul style="list-style-type: none"> Join two parts successfully. Continue to explore carving as a form of 3D art. Produce more intricate surface patterns and textures and use them when appropriate. Construct a simple base for extending and modelling other shapes, applying this to the need of the user. Learn to safely select the tools needed to secure work to continue at a later date. Work in a safe, organised way, caring for equipment. 	<ul style="list-style-type: none"> Make a slip to join two pieces of clay. Gain more experience in carving as a form of 3D art. Decorate, coil and produce maquettes confidently. Model over an armature (newspaper frame for Modroc). Use language appropriate to skill and technique, commenting on the effectiveness of multiple tools. Produce larger ware using pinch, slab and coil techniques. 	<ul style="list-style-type: none"> Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Develop confidence in carving a simple form. Develop understanding of different ways of finishing work. Show experience in combining pinch, slab and coil.
	<p style="text-align: center;">Year 1</p> <ul style="list-style-type: none"> Enjoy a range of malleable media such as clay, papier-mâché or salt dough. Cut shapes using scissors and other modelling tools. Understand that different media can be combined to create new effects. Construct with a purpose in mind, using a variety of resources. Select tools and techniques needed to shape, assemble and join materials they are using. 					

Printing						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected	<ul style="list-style-type: none"> Explore printing simple pictures with a range of hard and soft materials, eg cork, sponge. Design their own printing block. Explore impressed printing. Drawing into ink, printing from objects. Create a simple repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> Continue to explore printing simple pictures with a range of hard and soft materials. Explore mono printing. Explore printing in relief. Use string and card. Make simple marks on rollers and printing palettes. Make simple prints. Demonstrate experience at impressed printing, drawing into ink, printing from objects. Design patterns of increasing complexity and repetition. Use equipment and media correctly and be able to produce a clean printed image. 	<ul style="list-style-type: none"> Continue to explore relief printing and mono printing. Print simple pictures using different printing techniques. Begin to demonstrate experience in three colour printing. Experiment with overprinting motifs using two colours. Start to combine prints taken from different objects to produce an end piece. 	<ul style="list-style-type: none"> Increase awareness of relief printing and mono printing. Expand experience in three colour printing. Continue experimenting with overprinting motifs using three colours. Continue to experience combining prints taken from different objects to produce an end piece. Create an accurate print design that meets a given criteria. 	<ul style="list-style-type: none"> Show experience in a range of mono print techniques. Continue to gain experience in overprinting colours. Start to overlay prints with other media. Print onto a range of different materials. Use a variety of tools in a safe way. Create an accurate print design that meets a self-developed criterion. 	<ul style="list-style-type: none"> Demonstrate experience in a range of printmaking techniques. Describe the techniques and processes they use. Overprint using different colours. Be confident in printing onto a range of different materials. Collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their research and views and developing an enhanced set of criteria.

Textiles						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected	<ul style="list-style-type: none"> Begin to identify different forms of textiles. Have experience in colouring textiles (printing and fabric crayons). Begin to identify different types and textures of fabric and materials for collage or other art purposes. 	<ul style="list-style-type: none"> Continue identifying different forms of textiles. Gain experience in applying colour to textiles (dipping and fabric crayons/ pens). Develop confidence in weaving, both 3D or flat. Create and use dyes e.g. using onion skins, tea and coffee. 	<ul style="list-style-type: none"> Show an awareness of and name a range of different fabrics. Use a variety of techniques e.g. dyeing, weaving and stitching to create different textural effects. Show further experience in changing and modifying threads and fabrics (knotting, fraying, fringing, pulling threads, twisting, plaiting). Apply decoration using beads, buttons, feathers etc. 	<ul style="list-style-type: none"> Change and modify threads and fabrics. Use a technique as a basis for stitch embroidery. Apply decoration using needle and thread e.g. buttons and sequins. Use mixed media to create a set design (ie Batik or tie-dye). 	<ul style="list-style-type: none"> Continue using a variety of techniques e.g. dyeing, weaving and stitching to create different textural effects. Demonstrate experience in combining techniques to produce an end piece. Change and modify threads and fabrics as needed. Continue to gain experience in batik. Experiment in batik using more than one colour. 	<ul style="list-style-type: none"> Use a number of different stitches creatively to produce different patterns and textures. Design, plan and decorate a fabric piece. Use different grades of threads and needles. Work in 2D and 3D as required. Recognise different forms of textiles and express opinions on them. Use batik with confidence, creating a multicoloured design.

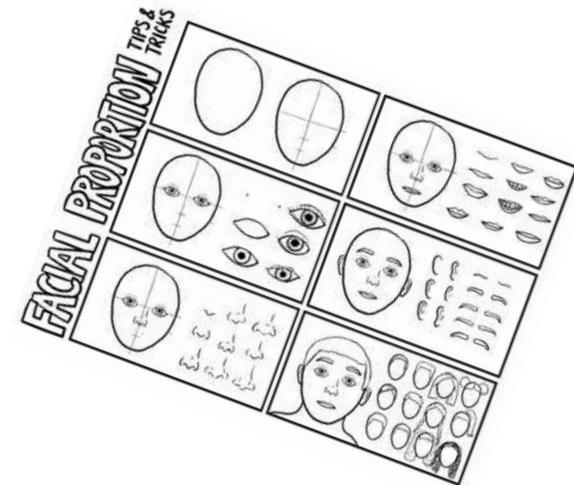
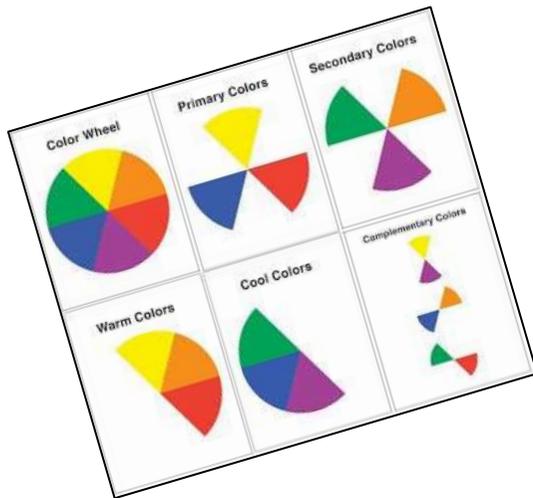
Collage						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected	<ul style="list-style-type: none"> • Create images from a variety of media e.g. tissue paper, crepe paper etc. • Collect and sort colours appropriate for an image. • Arrange and glue materials to different backgrounds. • Fold, crumple, tear and overlap papers. • Create and arrange shapes appropriately by cutting or tearing. 	<ul style="list-style-type: none"> • Create images from a variety of media e.g. fabric, magazines, newspaper etc. • Use different kinds of materials on their collage and explain why they have chosen them. • Sort and group different materials for different purposes e.g. colour, texture. • Use repeated patterns in their collage. 	<ul style="list-style-type: none"> • Experiment with a range of collage techniques such as tearing, overlapping and layering to create texture. • Cut materials and shapes with developing accuracy. • Experiment using different colours. • Begin creating and experimenting with mosaic. 	<ul style="list-style-type: none"> • Select and arrange materials to create a striking effect. • Use coiling and tessellation as new techniques. • Develop learnt mosaic skills and techniques through experimenting with mosaics. • Combine visual and tactile qualities. 	<ul style="list-style-type: none"> • Independently use a range of mixed media to create collages. • Use learnt techniques to add collage to a painted, printed or drawn background. • Use and mix a variety of textures (rough, smooth, plain, and patterned). • Combine visual and tactile qualities for purpose. 	<ul style="list-style-type: none"> • Use a range of materials and justify why they have chosen them. • Combine pattern, tone and shape to create a finished piece. • Use different techniques, colours and textures when designing and planning work. • Use collage as a means of extending work from initial ideas.

Provision for Pupils with SEND

Here are some recommendations for ways our Art and Design curriculum can be adapted to meet the needs of children with SEND.

Please note, this is an example of adaptations and is not an exhaustive list.

- Word banks for pre-learning and to support during lessons: topic vocabulary, imperative verbs, resource vocabulary
- Children working below ARE could have adapted activities that meet the skills from year groups below their own
- Adult support when working in practical sessions
- Pre-prepared resources when working in practical sessions
- Use a range of methods to record their design and evaluation elements: typing, filming, recording, drawing...
- Group work or paired work to assist each other
- Additional scaffolding activities – 1:1 or small-group
- Adapted tools to suit need and ability



Art and Design Curriculum – Knowledge and Extended Opportunities

Writing Opportunities may take place within an Art and Design lesson or within an English lesson. Regardless, if the piece has an art focus, the success criteria for the piece will be art-based. That said, if a task lends itself well to a teaching opportunity in English, it may be that the teacher chooses to structure and scaffold the writing piece, creating an extended and independent piece of work that interweaves elements from across the curriculum.

The examples of deeper thinking questions are non-exhaustive and just give an example of questions that might be used throughout each Art and Design topic to give the children further opportunities to share their learning. Teachers will use their discretion when selecting deeper learning questions and they are free to adapt, change or create new questions to support/challenge the children further.

	Possible Writing Opportunities	Deeper Learning Question Examples
EYFS	<ul style="list-style-type: none"> • Fact file • Labels • Captions • Artist investigation 	<ul style="list-style-type: none"> • How could you improve your artwork? • Do you know any artists that your work is similar to? • What do you think the artist thought about when creating this piece?
Key Stage 1	<ul style="list-style-type: none"> • Fact file • Evaluation of work • Instructional writing • Balanced piece of similarities and differences • Gallery tags for items 	<ul style="list-style-type: none"> • How could you improve your artwork? • What suggestions could you make to other people? • Do you know any artists that this piece is similar to? • What do you think the artist was feeling when they created this piece? • What is the same or different about your piece to our original artist?
Key Stage 2	<ul style="list-style-type: none"> • Fact file • Creating a design brief from given information • Evaluation of work • Annotations and note taking • Movement research project 	<ul style="list-style-type: none"> • How could you improve your artwork? • What similarities does your piece have to another person’s; why do you think they are similar in that way? • What is the same or different about your piece to our original artist? • Thinking about our objectives, what feedback could you give a friend to improve and develop their work? • If you had more time, what would you change on your piece of work? • What artistic style would work best here and why? • What are the key similarities and differences between [artist’s name] and [artist’s name]?

Art and Design Curriculum – Cross Curricular Links and Curriculum Enrichment

Where possible, the individual subjects within our curriculum lend themselves to a variety of cross-curricular or inquiry-based tasks. This gives the children a greater purpose to their learning, making further links to the wider world and to developing the skills they are being taught.

These examples of cross-curricular links are non-exhaustive and just give an example of ways the curriculum subjects can enhance the children’s learning. Teachers will use their discretion when selecting these opportunities, so as to avoid tenuous links, while making the learning purposeful and engaging.

ART AND DESIGN: Cross-Curricular Links
<ul style="list-style-type: none">• Maths – shape and measure may feature in the children’s artwork• Design Technology – throughout the DT process art will feature, in terms of skills needed as well as design elements including annotated drawings• History/Geography – art projects try to follow our topic plan and so artists or pieces may be created according to the history and geography focus of the term• French – the children may study the work of famous French artists• Computing – the children may use the internet to research or may use computing as part of the art process towards a final piece

ART AND DESIGN: Curriculum Enrichment
<ul style="list-style-type: none">• School trips to places such as: Sainsbury Centre, Castle Mall, village walks or trips to the city• Visitors in school from an art and design profession• Whole-school art projects with a common theme or art strand• Parent workshops to create collaborative pieces• After-School or lunchtime art clubs