

2019

Curriculum Skills and Progression Map Art and Design



Nebula
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The Nebula Federation

Hainford VC 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

Whole school Art and design Long-term plan

	Class 1		Class 2		Class 3		
	A	B	A	B	A	B	C
Drawing	Figure (self-portrait) - face	Buildings: Our school	Sketch book to record and develop ideas Mark Making: shading (light & dark) – pattern line and shape V. Gogh	Landscape: London (chalk & pastels) Lowry Buildings (2d) Sir Christopher Wren – St Pauls Rome:	Building: 3D - Iktinos and Kallikrates: The Parthenon - Depth and perspective - Design an Ancient Greek temple	Figure: full body movement - Degas’ ballerinas - Sketch wooden mannequin - Neolithic humans hunting	Figure Portrait: faces with emotions - Henry Moore - WW2 portraits
Painting	Colour-mixing: Kandinsky (colour) Circles	Colour-mixing: Sunflowers. V. Gogh <i>(The days the colours quit)</i>	Colour mixing (primary and secondary) Henri Rousseau	Figure (Portrait): drawing someone else (upper body and head) Figure Portrait: Henry Blogg (heroic) (background - storm) <i>Foreground & background</i>	Landscape: bodies of water - Water-colour paints - Monet’s water lilies (water effect) - Hokusai’s great wave (movement)	Landscape: hills and roads - Hockney’s roads - Perspective & depth - Textures (fields)	Colour: Chinese nature - Mixing paints - Different tints, tones, hues and shades

Hainford: Art and design Curriculum Skills and Progression Map

Key language is in red



3D	Mini-beasts (playdoh) Nick Park	Sculpture: impressions in clay: Making marks (impressions)	Sculpture: aboriginal art: didgeridoos	Sculpture: clay inlay pattern	Sculpture: brown gummed tape - Ancient Greek pots	Sculpture: small-scale clay inlay - Medieval pendants - Intricate designs	Sculpture: wire and tinfoil - Giacometti - Movement - Animals
Printing Collage Textiles	Printmaking: <i>Seasonal (throughout the year)</i> Printmaking: Polystyrene	Threading a picture Collage: Leaf man	Weaving fabrics and threads Printmaking: animal prints William Morris	Collage: Roman Mosaic (fish) Sewing:	Collage: Pharaoh mask - Picasso portraits (cubism) - Precision cutting - Different materials	Textiles: Medieval wall hanging - Applique & tapestry	Printing: Mayan pattern - Make printing block - Layer patterns and colours

Art Skills: Planning, creating, evaluating

Skills Map - Art			
Years R to 3			
Reception	Year 1	Year 2	Year 3
<p>PLANNING</p> <p>Can they talk about what they are going to do?</p>	<p>PLANNING</p> <p>Can they talk about what they are going to do?</p>	<p>PLANNING</p> <ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through sketches in their sketchbooks? • Can they make links with an artist and show this in their sketchbooks? • Explore ideas and collect information in a sketch book 	<p>PLANNING</p> <ul style="list-style-type: none"> • Make their own choices • Can they make links to an artist to inspire their work? • Begin to work more abstractly • Collect visual and other information • Use digital equipment to collect ideas • Use a sketchbook to make notes about artists, skills and techniques • Annotate a sketch book

<p style="text-align: center;">CREATING</p> <ul style="list-style-type: none"> • Can they use and explore a variety of materials, experimenting with colour, design ... shape ...? • Can they explore and differentiate between colours ...? • Can they represent their own ideas, thoughts and feelings through art and design ? • Can they create simple representations of events, people and objects? • Can they use what they have learned about media and materials in purposeful and original ways? • Can they explore simple mark making with a variety of materials (pencil, wax crayon, felt tip, biro etc) using a variety of textured, sized, coloured and shaped papers? 	<p style="text-align: center;">CREATING</p> <ul style="list-style-type: none"> • Can they represent their own ideas, thoughts and feelings through art and design • Can they create a picture independently? 	<p style="text-align: center;">CREATING</p> <ul style="list-style-type: none"> • Can they use their sketchbooks as a mode to record experimentation? • Use a range of materials / processes to show ideas / meanings • Select the best materials for the job • Reproduce from memory, observation or imagination • Identify different ways to express ideas 	<p style="text-align: center;">CREATING</p> <ul style="list-style-type: none"> • Experiment in many different ways • Experiment with mood using colour • Use a range of materials / processes to show ideas / meanings • Can they transfer a drawing into a different medium? • Create artwork following an idea or towards a specific purpose
<p style="text-align: center;">EVALUATING</p> <ul style="list-style-type: none"> • Can they talk about what they have done? • Can they describe what they can see and like in the work of another artist? • Can they say what they like about their artwork or what they did well? 	<p style="text-align: center;">EVALUATING</p> <ul style="list-style-type: none"> • Talk about their work and explain it • Describe what they think or feel about their own and others' work • Begin to use ways to improve work 	<p style="text-align: center;">EVALUATING</p> <ul style="list-style-type: none"> • Use and build on art vocabulary: • Identify what they might change in their current work or develop in their future work. • Describe what they think or feel about their own and others' work • Think of ways to adapt and improve own work • Explore ideas and change what they have done to give a better result 	<p style="text-align: center;">EVALUATING</p> <ul style="list-style-type: none"> • Use art vocabulary: • Make comments on the work of others, including both ideas and techniques • Apply previous knowledge to improve work • Adapt and refine work to reflect purpose • Think of ways to adapt and improve own work • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook

Class 3		
Year 4	Year 5	Year 6
<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">CREATING</p> <ul style="list-style-type: none"> • Explore a range of implements and media. • Show an awareness of line, tone, pattern, texture, colour and shape. • Explore a new technique to create an effect. • Explain the technique they are using. 	<p style="text-align: center;">CREATING</p> <ul style="list-style-type: none"> • Use a range of implements and media effectively. • Show control over line, tone, pattern, texture, colour and shape. • Choose an appropriate technique to create a desired effect. • Explain why they have chosen the technique they are using. 	<p style="text-align: center;">CREATING</p> <ul style="list-style-type: none"> • Use and evaluate a range of implements and media to create the desired outcome. • Show precision by manipulating line, tone, pattern, texture, colour and shape. • Use a range of techniques to create the effects they intended to make. • Evaluate the technique they are using.

EVALUATING	EVALUATING	EVALUATING
<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. 	<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. 	<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.

Art Skills Map – Technique Specific (Hainford)				
Class	Drawing	3D	Painting	Printing / Collage / Textiles
1	<ul style="list-style-type: none"> Can they begin to show some control and refinement in drawing? Can they draw from observation, imagination & experience? Can they look at how a variety of artists have drawn? Can they draw a self-portrait? Can they draw different types of line? 	<ul style="list-style-type: none"> Can they be safe in using materials and tools? Can they develop and explore simple shape forming and modelling both from observation and imagination? Can they develop simple joining techniques? Can they mark make into surfaces: playdough, plasticine, clay etc? can they begin to sculpt with a variety of materials, junk modelling, soap etc? Can they explore real-life examples of 3D art or sculpture? Can they create a large scale textile or sculpture piece through class collaboration? Can they make something out of clay? 	<ul style="list-style-type: none"> Can they use and care for equipment correctly? Can they use media, mixing, changing colours etc? Can they use a brush effectively in different ways? Can they develop mark making with a variety of things – fingers/sponges/twigs etc? Can they explore lightening and darkening colours? Can they work in a variety of ways – table/easel/floor etc? Can they work from observation, imagination & experience? Can they look at the way different artists have painted? Can they begin to show some control and refinement in painting? 	<ul style="list-style-type: none"> Can they cut carefully (Scissor skills) Can they cut and tear paper and card for their collages? Can they scrunch paper to build an image.? They use and explore a variety of materials, experimenting with colour, design, texture, shape ... They explore and differentiate between colours, begin to describe the texture of things ... Can they create rubbings, using wax crayons developing a repertoire of surfaces? Can they create finger, hand, footprints developed into single, repeat and pictures? Can they create simple vegetable prints? Can they create printed pictures using

				<p>objects such as leaves, lids, corks, sponges and screwed up paper?</p> <ul style="list-style-type: none"> • Can they impress objects into clay and print with it? <p>Can they look at work of printmakers and discuss?</p>
Class	Drawing	3D	Painting	Printing / Collage / Textiles
2	<ul style="list-style-type: none"> • Can they understand where they might use different grades of pencil in their drawing and why? • Can they use different media (graphite, charcoal) to create different drawing styles? • Can they create different tones using light and dark? • Can they use different shading techniques to create different tones? • Can they show patterns and texture in their drawings? • Can they make a variety of lines, using different sizes and thicknesses • Can they use different shading techniques to give depth to a drawing? • Experiment with different grades of pencil and other implements. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> • Can they mould, form and shape and bond materials to create a 3D form? • Can they using bonding techniques to add parts onto their sculpture? • Can they apply a smooth surface to a sculptural form? • Can they add line and shape to their work? • Can they build an image in 3D form? 	<ul style="list-style-type: none"> • Can they create shades of a colour? • Can they mix a range of colours in the colour wheel? • Can they show an understanding of primary colours and show how to make some secondary colours? • Can they identify what colours work well together? • Can they use a range of brushes to create different effects? 	<ul style="list-style-type: none"> • Can they create a repeat print? • Can they create an impression in a surface and use this to print? • Can they find printing opportunities in everyday objects? • Can they use different kinds of media to embellish and add details on their collage and explain what effect this has? • Select the best materials for the job • Can they create collage with range of materials and textures
Class	Drawing	3D	Painting	Printing / Collage / Textiles
3	<ul style="list-style-type: none"> • Demonstrate and refine their control over line, tone, pattern and texture using a wide variety of different marks. 	<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 	<ul style="list-style-type: none"> • Can they experiment with watercolour techniques to create different effects? • Make and match different 	<ul style="list-style-type: none"> • Create an appropriate print design, considering pattern, repetition, symmetry and the build-up of layers and colours.

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	<ul style="list-style-type: none">• Create tone and texture using hatching and cross hatching.• Show depth by creating shade and shadows.• Show an awareness of perspective and composition by manipulating shape, space and size.• Create a mood by portraying feeling and emotion.• Depict movement.	<p>develop shape, space and form.</p> <ul style="list-style-type: none">• Develop and improve their use of different media and techniques for sculpting, modelling or constructing.	<p>colours, demonstrating a secure knowledge of primary, secondary, complementary, contrasting, warm, cold and neutral colours.</p> <ul style="list-style-type: none">• Make different tints and shades of a colour by adding black and white.• Create an appropriate effect or texture using paints and brushes.• Show depth by creating shade and shadows.• Show an awareness of perspective and composition by manipulating shape, space and size	<ul style="list-style-type: none">• Choose appropriate grades of threads and needles for stitching for different purposes (e.g. quilting, embroidery, trappings or appliqué).• Use a range of media to create a collage with different layers, colours, textures and techniques for cutting and joining.
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