

Curriculum Progression for Art and Design at Coombe Bissett Primary School

YEAR R

Key Knowledge Taken from the EYFS Curriculum

Expressive Arts and Design

Early Learning Goal for being Imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Early Learning Goal for Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Physical Development

Early Learning Goal for Physical Development moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Personal, Social and Emotional Development

Self – confidence and Self Awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Key Vocabulary

The key vocabulary will be mainly 'doing' words: painting, drawing, printing, modelling, scratching, scraping, pressing, moulding, rolling, wrapping, cutting, sticking, texture

Naming tools and materials that are used.

Response words linked to what they are creating or what they are being shown – linking in emotions to how art work can make you feel.

Scale words: big, small, tall, short, long, wide, deep, shallow

Colour words: naming the three primary colours. Naming the colours you can make using the primary colours.

Appropriate Art Process Skills for Year R

Drawing:

I can use a variety of tools to make marks.

I can use drawings to tell a story.

I can use drawing to represent how I am feeling.

Colour:

I can name the three primary colours.

I can begin to name other colours I mix using primary colours.

Texture:

I take part in sensory activities to explore materials.

I can use different textures to create a collaged piece of art.

Form:

I can begin to construct with 3D pieces – junk modelling – to create a planned piece.

I can model with play-doh and clay to form a sculpture I can tell you about.

Printing:

I can create rubbings.

I can print with a variety of objects.

Pattern:

I can create repeating patterns.

I can create simple symmetry.

I can use pattern to create a desired effect.

Key Skills

Generating Ideas (1)	Making (2)
<p>Work purposely responding to colours, shapes, materials and the resources on offer for a given Art and Design opportunity.</p> <p>Experimentation with form and texture to create an end product/piece.</p>	<p>Work spontaneously and enjoy the act of making and creating.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Sustain concentration and control when experimenting with tools and materials.</p> <p>Being able to talk about features of their own and others work, recognising the differences between them and the strengths of others.</p>
Evaluating (3)	Knowledge and Understanding (4)
<p>To be able to recognise and describe key features of their own and other's work.</p>	<p>To know that art, designs and craft can be created by anyone who has an interest and passion in being creative.</p> <p>To know that art, design and craft is made by artists exhibiting care and skill and is valued by others for its qualities.</p> <p>To be able to explain what they are doing and what their desired outcome is.</p>
Potential barriers to learning	Potential for going deeper
<p>Fine motor skills.</p> <p>Visual impairments.</p> <p>Resilience and perseverance.</p>	<p>In order to deepen their understanding children should work alongside adults to explore the work of famous and/or local artists.</p> <p>Have opportunities to discuss the works of others, local and international artists.</p>
Prior Knowledge requirements	Assessment Opportunities
<p>Fine and gross motor development.</p>	<p>Observations of the learning process.</p> <p>Photos of the learning process.</p> <p>Presentation of final pieces.</p> <p>Sharing their creations with friends and family in gallery style afternoons.</p> <p>Having an Art sketch book which will continue with them through the school.</p>

YEAR 1 AND 2

Key Knowledge Taken from the National Curriculum

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The KS1 Programme of Study requires that 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 Vocabulary

Describe colours using descriptive language based on the senses: touching, looking and emotional feelings. Hard, soft, rough, smooth, curved, round, cold, warm.

Emotional language such as: happy, sad, lonely, content.

Language such as: similarity, difference, foreground and background, shade, smidge and blend.

Discussing art and design forms by beginning to share opinions verbally.

Focussing on our school STEM sentences such as 'I like this piece of art work because.....' 'I do not like this piece of art work because.....' 'This piece of art makes me feel..... because.....'

Appropriate Art Process Skills for Years 1 and 2

Drawing:

I can extend the variety of drawing tools I use (eg. pencil, charcoal, chalk).

I can explore texture through drawing by beginning to add and experiment with shading.

I can observe and draw landscapes.

I can observe pattern.

I can observe and draw people in more detail with growing accuracy (eg. faces and limbs).

Colour:

I can name all the primary, secondary and tertiary colours.

I can recognise and name the colours that mix to form another colour.

I can apply colour with a range of tools.

I can describe emotions in terms of colour and give my reasons why.

Texture:

I can create a piece of artwork using the technique of simple weaving.

I can create a collage using different textures.

I can sort materials according to their qualities selecting different materials for different effects.

Form:

I can construct 3D pieces using carving, pinching and rolling (eg. with clay, modelling dough and/or salt dough).

Printing:

I can create relief prints eg. carve into a polystyrene block.

I can print by carving own relief into vegetables such as potatoes.

Pattern:

I can develop my awareness of patterns looking at the world around me and other artists work.

I can create precise repeating patterns.

I can use more intricate symmetry in my artwork.

Key Skills

Generating Ideas (1)

Recognising that an individual's ideas can be expressed in and through their artwork.

Making (2)

Having a growing awareness of different materials. Trying out a range of materials and

<p>Experimentation with an open mind (for instance they enthusiastically try out and use all materials that are presented to them). Looking to create something that interests them, that they have had modelled or that they have been shown in another artist's work. Building on their drawing skills to represent their thoughts and ideas.</p>	<p>processes, recognising that they have different qualities. Using a variety of materials purposefully to achieve particular characteristics or qualities. Deliberately choosing to use particular techniques and materials for a given purpose. Developing control over resources and techniques in order to create more skilled artwork.</p>
<p>Evaluating (3)</p>	<p>Knowledge and Understanding (4)</p>
<p>Showing a growing interest in the work of others. Being able to describe what they think/feel about the work of others. Beginning to compare and contrast different pieces of art work.</p>	<p>Knowing how to recognise and describe some simple characteristics of different kinds of art, craft and design. Being able to name some of the tools and techniques they are learning about and using in their own artwork. (ie: colour, tone, shade) Know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times.</p>
<p>Potential barriers to learning</p>	<p>Potential for going deeper</p>
<p>Fine motor skills. Visual impairments. Resilience and perseverance.</p>	<p>Have opportunities to discuss the works of others, both local and international artists. Children should be given the opportunity to deepen their understanding by comparing their work to the work of a studied artist and then looking at additional artists more independently</p>
<p>Prior Knowledge requirements</p>	<p>Assessment Opportunities</p>
<p><i>Year R</i> <i>To know that art, designs and craft can be created by anyone who has an interest and passion in being creative.</i> <i>To know that art, design and craft is made by artists exhibiting care and skill and is valued by others for its qualities.</i> <i>To be able to explain what they are doing and what their desired outcome is.</i> <i>Fine and gross motor development.</i></p>	<p>Observations of the learning process. Photos of the learning process. Presentation of final pieces. Sharing their creations with friends and family in gallery style afternoons. Having an Art sketch book which will continue with them through the school.</p>

YEAR 3 AND 4

Key Knowledge Taken from the National Curriculum

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

In 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.

The KS2 Curriculum Programme of Study requires that 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.'

Key Vocabulary

Understanding the meaning of: matching colours, lines, shades and contrasts for dark and light, hot and cold, creative, adaptation, sources, variation, complement, contrast

Use technical terms from taught process skills: eg: scale, depth, stitches, observe, tint, tone, shade, tessellation.

Appropriate Art Process Skills for Year 3 and 4

Drawing:

I can identify and draw the effect of light.

I can consider correct scale and proportion in my sketches.

I can create accurate drawings of whole people including proportion, placement and movement.

I can work on a variety of scales.

I can create computer generated drawings and designs.

Colour:

I can mix colours to match tint, tone and shade.

I can identify and observe colours in the environment and in others' artwork.

I can use colour to reflect my own mood.

I can begin to predict how others mood may be represented through colour.

Texture:

I can use a variety of stitches.

I can observe and design textural art.

I can compare different materials (with a focus on fabrics, prints and patterns).

Form:

I can plan and develop a 3D piece.

I can explore surface patterns and textures.

I can discuss my own work and the work of sculptors.

Printing:

I can modify and adapt a print to create a different effect.

I can use print to create my own pattern and design.

Pattern:

I can explore environmental and man-made patterns.

I can explore tessellation.

I can use pattern to create a desired effect.

Key Skills

Generating Ideas (1)

To select and use relevant resources and references to develop their ideas. To take care and use sketchbooks, and drawing, purposefully

Making (2)

To investigate the nature and qualities of each of the different materials and processes systematically.

<p>to improve understanding, inform ideas and plan for an outcome. <i>For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.</i></p>	<p>To apply the technical skills that they are learning to improve the quality of their work. <i>For instance, in painting they select and use different brushes for different purposes.</i></p>
<p>Evaluating (3)</p> <p>To regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p>	<p>Knowledge and Understanding (4)</p> <p>To learn about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied. To learn about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>
<p>Potential barriers to learning</p> <p>Fine motor skills. Visual impairments. Resilience and perseverance.</p>	<p>Potential for going deeper</p> <p>In order to deepen their understanding children should work alongside adults to explore the work of famous and/or local artists. Have opportunities to discuss the works of others, local and international artists.</p>
<p>Prior Knowledge requirements</p> <p>See learning and knowledge from prior KS.</p>	<p>Assessment Opportunities</p> <p>Observations of the learning process. Photos of the learning process. Presentation of final pieces. Sharing their creations with friends and family in gallery style afternoons. Having an Art sketch book which will continue with them through the school.</p>

YEAR 5 AND 6

Key Knowledge Taken from the National Curriculum

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.

Key Vocabulary

Understanding the meaning of: matching colour, lines, shades and contrasts for light and dark, temperatures; hot, warm and cold, cool, atmosphere, representation, engaging, consistent/inconsistent, delicate, flowing, vibrant, media, distance, symbolic, subtle, complex

Use technical terms from taught process skills: eg: perspective, foreground, background, surface, hue, tint, shade, mood, embellish, media.

Name techniques and tools eg: sculpting, moulding, modelling, weaving, sewing, hanging, pottery, printing, engraving, cartridge paper, card,

Appropriate Art Process Skills for Year 5 and 6

Drawing:

I can use sketching to show the effect of light on objects and people from different directions.

I can use drawing techniques so that others are able to interpret the texture of a surface.

I can produce increasingly accurate drawings of people.

I can include the concept of perspective with more confidence.

Colour:

I can explore hue, tint, tone, shades and mood.

I can explore the use of texture in colour.

I can use colour for a specific purpose including to express feelings.

Texture:

I can develop my experience of embellishing.

I can apply knowledge of different techniques to express feelings.

I can work collaboratively on a larger scale.

Form:

I can plan, develop and evaluate my work.

I can create pieces from observation and imagination.

I can name properties of different media.

I can confidently discuss and evaluate my own work and that of other sculptors

Printing:

I can continue to explore previously taught printing techniques.

I can explore screen-printing as a new printing technique.

I can explore the printing techniques used by various artists.

Pattern:

I can create my own abstract pattern to reflect personal experiences and expression.

I can create pattern for purposes.

I can create intricate patterns, considering the colours and repetition.

Key Skills

Generating Ideas (1)

Making (2)

<p>Independently develop a range of ideas which show curiosity, imagination and originality. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</p> <p><i>For instance, Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used.</i></p>	<p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work</p>
<p>Evaluating (3)</p>	<p>Knowledge and Understanding (4)</p>
<p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work(s).</p>	<p>How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>About the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
<p>Potential barriers to learning</p>	<p>Potential for going deeper</p>
<p>Fine motor skills. Visual impairments. Resilience and perseverance.</p>	<p>In order to deepen their understanding children should work alongside adults to explore the work of famous and/or local artists.</p> <p>Have opportunities to discuss the works of others, local and international artists.</p>
<p>Prior Knowledge requirements</p>	<p>Assessment Opportunities</p>
<p>Fine and gross motor development.</p>	<p>Observations of the learning process. Photos of the learning process. Presentation of final pieces. (Salisbury Journal, Church, Library, Hospital) Sharing their creations with friends and family in gallery style afternoons (website and personal portfolio). Having an Art sketch book which will continue with them through the school.</p>