

Whole School Progression in Art and Design

<p>National Curriculum Statements KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 ♣ talk 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. 		<p>National Curriculum Statements KS2 Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ 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 ♣ about great artists, architects and designers in history. 	
	Key Stage 1	Lower KS2	Upper KS2
Investigating and Exploring	<p>Talk about, describe and draw simple images and artefacts.</p> <p>Use simple drawings and sketches to record ideas, thoughts and feelings.</p> <p>Talk about and compare the differences and similarities in the work of artists, craft makers and designers from different cultures and historical periods.</p>	<p>Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate.</p> <p>Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments.</p> <p>Develop an understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</p>	<p>Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features - including visits to museums and galleries.</p> <p>Use a wide range of visual techniques and secondary sources of information to support the development of projects.</p> <p>Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas, and how they can use this in their own work.</p>
Drawing	<p>Explore and discuss a range of mark-making media and techniques, e.g. pencils, chalk, charcoal etc.</p> <p>Use marks and drawn images to describe and express thoughts and feelings.</p> <p>Use a wide range of drawing and mark making tools with increasing precision.</p>	<p>Observe and record shapes, patterns and textures found in objects</p> <p>Use drawing as a starting point for work in other media and in its own right.</p> <p>Show different tones to create light and shadow using different hardness in pencils.</p>	<p>Use a variety of techniques to show tone and texture and to add interesting effects i.e. movement, perspective, shadows and reflection</p> <p>Choose a style of drawing suitable for the work (realistic or impressionistic).</p>
Painting	<p>Explore a range of painting materials.</p> <p>Experiment with a wide range of tools to make marks, e.g. brushes, rollers, palette knife.</p> <p>Use different kinds of paint to make marks, shapes and patterns.</p> <p>Explore and discuss what happens when colours are mixed together.</p>	<p>Mix primary colours to make secondary colours</p> <p>Add white to colours to create tints and black to colours to create tones</p> <p>Show control in the use of colour and relate to the theory of the colour wheel.</p> <p>Understand that paint is used in different ways for different effects.</p>	<p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Adopt a systematic approach when mixing and applying colour.</p> <p>Combine colour, tones and tints to enhance the mood of a piece</p>

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		Use a number of brush techniques to produce texture.	Use brush techniques and the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists.
3D Modelling	Use the senses to explore a range of modelling materials, e.g. salt dough, play dough, junk modelling materials etc. Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc. Use a range of tools to create marks and patterns and talk about the effects made.	Work on a larger scale when appropriate. Show control to join and manipulate materials for the purpose intended. Use clay and other mouldable materials. Show a developing understanding of the qualities of the materials used. Include line and texture.	Make models on a range of scales that communicate observations from the real and natural world. Create pieces that have life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Combine visual and tactile qualities to convey feelings, expression or movement. Use frameworks (i.e. wire or moulds) to provide stability and form.
Printing	Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc. Use an increasing range of everyday objects to create marks and patterns. Use string to create symmetrical string pulled pictures.	Use printing to illustrate and explore ideas, commenting on what is done. Understand how printing differs from other art processes and how it is used in different cultures. Use layers of two or more colours. Replicate patterns observed in natural or made environments. Make printing blocks i.e. coiled string.	Approach work in stages to use simple processes to make more complex designs. Make precise repeating patterns using accurate pattern showing fine detail. Choose the appropriate materials on which to print to suit the purpose. Use a range of visual elements to reflect the purpose of the work.
Textiles	Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc. Talk about a range of textiles and materials e.g. plain patterned, textured etc. using appropriate vocabulary. Use a range of every day fabrics and materials to create pictures. Use a range of materials to create large-scale models, weavings and collage.	Use and talk about natural and man-made materials. Create a simple design and transfer the main shapes to a paper pattern. Use a range of materials to create pictures and collage. Create a simple repeating pattern, e.g. over, under, over, under. Make a simple loom (card) and use different materials to produce a range of weft threads. Apply one material to the surface of another material (appliqué). Explore simple sewing stitches.	Create a simple paper pattern including accurate measurements and a seam allowance. Use an increasing range of decorative techniques, e.g. fabric paints and dye, folds, pleats, beads etc. Use a range of sewing stitches. Create a range of weft patterns on a range of different sized looms. Use quilting, wire, padding and appliqué to support 3D projects. Create and use a wide range of materials, techniques and patterns to create a large-scale weaving project.

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'Being an Artist'	<p>Reflect and refine own work.</p> <p>Begin to comment on the work of others drawing on art vocabulary.</p> <p>Begin to explore simple techniques used by artists and makers.</p> <p>Work creatively drawing on inspiration from encounters other artists.</p>	<p>Suggest ways to improve own work.</p> <p>Comment on the work of notable artists, artisans and designers using visual language.</p> <p>Replicate some of the techniques used by artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Consider works of art by relating them to the context in which the work was made.</p> <p>Discuss own work and that of others with a fluent grasp of visual language. Relate this to purpose and meaning.</p> <p>Give details about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces which show a range of influences and styles.</p>
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