



# Progression Documents

## Art

| Intent  | Implementation   | Impact  |
|---|--|---|
| <p>The 2014 national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul> <p>At Spalding St Paul's Primary School we offer a structure and sequence of lessons to ensure children have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.</p> | <p>Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we have designed develop children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> | <p>All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.</p> |

## Breadth of Study

### Breadth of study Key Stage 1:

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.

### Breadth of study Key Stage 2:

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.

## Threshold Concepts

| Develop ideas  | Master techniques   | Take inspiration from the greats   |
|--|---|--|
| This concept involves understanding how ideas develop through an artistic process. | This concept involves developing a skill set so that ideas may be communicated. | This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. |

|                          |                 | Year 1   | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
|--------------------------|-----------------|--|--|---|--|--|--|
| <b>Develop Ideas</b>     |                 | Respond to ideas and starting points<br><br>Explore ideas and collect visual information<br><br>Explore different methods and materials as ideas develop   | Respond to ideas and starting points<br><br>Explore ideas and collect visual information<br><br>Explore different methods and materials as ideas develop                             | Develop ideas from starting points throughout the curriculum<br><br>Collect information, sketches and resources<br><br>Adapt and refine ideas as they progress<br><br>Explore ideas in a variety of ways<br><br>Comment on artworks using visual language | Develop ideas from starting points throughout the curriculum<br><br>Collect information, sketches and resources<br><br>Adapt and refine ideas as they progress<br><br>Explore ideas in a variety of ways<br><br>Comment on artworks using visual language                        | Develop and imaginatively extend ideas from starting points throughout the curriculum.<br><br>Collect information, sketches and resources and present ideas imaginatively in a sketch book.<br><br>Use the qualities of materials to enhance ideas.<br><br>Spot the potential in unexpected results as work progresses.<br><br>Comment on artworks with a fluent grasp of visual language.   | Develop and imaginatively extend ideas from starting points throughout the curriculum.<br><br>Collect information, sketches and resources and present ideas imaginatively in a sketch book.<br><br>Use the qualities of materials to enhance ideas.<br><br>Spot the potential in unexpected results as work progresses.<br><br>Comment on artworks with a fluent grasp of visual language.   |
| <b>Master techniques</b> | <b>Drawing</b>  | Colour (own work) neatly following the lines.<br><br>Show pattern and texture by adding dots and lines.  | Draw lines of different sizes and thickness.<br><br>Show different tones by using coloured pencils.  | Sketch lightly (no need to use a rubber to correct mistakes).<br><br>Use shading to show light and shadow.  | Use different hardnesses of pencils to show line, tone and texture.<br><br>Annotate sketches to explain and elaborate ideas.<br><br>Use hatching and cross hatching to show tone and texture.  | Use a choice of techniques to depict movement, perspective, shadows and reflection.<br>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).<br>Use lines to represent movement.  | Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).<br>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).<br>Use lines to represent movement.   |
|                          | <b>Painting</b> | Use thick and thin brushes.<br><br>Mix primary colours to make secondary.<br><br>Create colour wheels.   | Use thick and thin brushes.<br><br>Mix primary colours to make secondary.<br><br>Add white to colours to make tints and black to colours to make tones.<br><br>Create colour wheels. | Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.<br><br>Mix colours effectively.<br><br>Use watercolour paint to produce washes for backgrounds then add detail.                            | Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.<br><br>Mix colours effectively.<br><br>Use watercolour paint to produce washes for backgrounds then add detail.<br><br>Experiment with creating mood with colour. | Sketch (lightly) before painting to combine line and colour.<br><br>Create a colour palette based upon colours observed in the natural or built world.<br><br>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.<br><br>Combine colours, tones and tints to enhance the mood of a piece.<br><br>Use brush techniques and the qualities of paint to create texture.<br><br>Develop a personal style of painting, drawing upon ideas from other artists. | Sketch (lightly) before painting to combine line and colour.<br><br>Create a colour palette based upon colours observed in the natural or built world.<br><br>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.<br><br>Combine colours, tones and tints to enhance the mood of a piece.<br><br>Use brush techniques and the qualities of paint to create texture.<br><br>Develop a personal style of painting, drawing upon ideas from other artists. |
|                          | <b>Print</b>    | Use repeating or overlapping shapes.<br>Mimic print from the environment (e.g. wallpapers).<br><br>Use objects to create prints (e.g. fruit, vegetables or sponges).<br><br>Press, roll, rub and stamp to make prints. |  | Use layers of two or more colours.<br><br>Replicate patterns observed in natural or built environments.<br><br>Make printing blocks (e.g. from coiled string glued to a block).<br><br>Make precise repeating patterns.                                   |  | Build up layers of colours.<br><br>Create an accurate pattern, showing fine detail.<br><br>Use a range of visual elements to reflect the purpose of the work.  |  |
|                          | <b>Textiles</b> |  | Use weaving to create a pattern.<br><br>Join materials using glue and/or a stitch.<br><br>Use plaiting.<br><br>Use dip dye techniques.   |   | Shape and stitch materials.<br><br>Use basic cross stitch and back stitch.<br><br>Colour fabric.<br><br>Create weavings.<br><br>Quilt, pad and gather fabric.  |  | Show precision in techniques.<br>Choose from a range of stitching techniques.<br>Combine previously learned techniques to create pieces  |

|                                |           |  |  |  |   |  |  |
|--------------------------------|-----------|--|--|--|---|--|--|
| Inspiration from the<br>greats | collage   | <p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>   |  | <p>Select and arrange materials for a striking effect.</p> <p>Ensure work is precise.</p> <p>Use coiling, overlapping, tessellation, mosaic and montage.</p>     |   | <p>Mix textures (rough and smooth, plain and patterned).<br/>Combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques.</p>   |  |
|                                | Sculpture | <p>Use a combination of shapes.</p> <p>Include lines and texture.</p> <p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p> | <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</p> <p>Include texture that conveys feelings, expression or movement.<br/>Use clay and other moldable materials.</p> <p>Add materials to provide interesting detail.</p> |  | <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form</p> |  |  |
|                                |           | <p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p>   | <p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p>   | <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p> | <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>  | <p>Combine previously learned techniques to create pieces.</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p> | <p>Combine previously learned techniques to create pieces.</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p> |

## ART OVERVIEW:

|               | Autumn  |   | Spring  |  | Summer   |  |
|---------------|---|---|---|--|--|--|
| <b>Year 1</b> | Drawing / Painting<br>Artist: Kandinsky   |   | Print<br>Block Printing                                   |  | Sculpture<br>Natural Material<br>Artist: Range |  |
| <b>Year 2</b> | Drawing / Painting<br>Artist: Artists in the National Portrait Gallery (Linked to the Katie in London Picture books)<br>-Katie and the Waterlily Pond<br>-Katie and the Sunflowers<br>-Katie and the Starry Night<br>-Katie and the Bathers<br>-Katie meets the impressionists<br>-Katie's Picture Show<br>-Katie and the British Artists<br>-Katie and the Mona Lisa |   | Textiles<br>Fold and Dye                                  |  | Collage:<br>African Art<br>Artist: Matisse     |  |
| <b>Year 3</b> | Drawing / Painting<br>Artist: Seurat  |   | Print<br>Stencils<br>Mono Printing<br>Collagraph Printing |  | Sculpture<br>Clay<br>Artist: Local sculptures  |  |
| <b>Year 4</b> |   | Textiles<br>Tie-Dye<br>Talking pictures<br>Art: Bayeux Tapestry |   | Drawing / Painting<br>Artist: LS Lowry                 |  | Collage<br>Artist: Georgia O'Keeffe                      |
| <b>Year 5</b> |   | Drawing / Painting<br>Artist: Holbein                           |   | Print<br>Lino Printing<br>Artist: Warhol               |  | Sculpture<br>Wire / Modroc<br>Artist: Alberto Giacometti |
| <b>Year 6</b> |   | Drawing / Painting<br>Artist: World War I artists.              |   | Textiles<br>Batik<br>Pencil Cases / Purses / Cushions. |  | Collage<br>Journeys<br>Artists: Range                    |

|                      |       |           |          |         |
|----------------------|-------|-----------|----------|---------|
| Drawing and Painting | Print | Sculpture | Textiles | Collage |
|----------------------|-------|-----------|----------|---------|