



## Subject: Art at Denton CP School      Statement of Intention

- From the beginning of school children will be encouraged to develop creativity through a wide variety of forms and expression. They will develop artistic creativity, engage in the creative process and be inspired and challenged by art.
- Opportunities will be provided for children to explore a wide range of materials, tools and techniques in 2D, 3D and virtual form.
- We will provide visual, tactile and sensory experiences which help to develop a way of understanding and responding to the world.
- We will enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- Develop creativity and imagination through a range of complex activities.
- To improve the children's ability to control materials, tools and techniques.
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures.
- Develop increasing confidence in the use of visual and tactile elements and materials.
- Foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To enable children to enjoy works of art from first and second hand resources.
- They will learn the diversity of creative thinking and processes and how these skills can be adapted to many contexts.

- **Aims: Children will leave Denton CP School with an awareness of artists, craftspeople and designers and how these have influenced our culture. They will acquire a range of techniques and skills through first hand experiences. They will develop artistic creativity, engage in the creative process and be inspired and challenged by art. They will be able to express the world around them through creativity in many forms.**



Denton CP School

Art and Design Skills Progression Map

Skills	Year 1	Year 2	Year 3 All skills taught if all activities used in Cycle B T5/6	Year 4	Year 5	Year 6
<b>Develop creative thinking and processes</b>	<p>Respond to the world around them. (B5/6)</p> <p>Start to record simple media explorations in a sketch book. (B5/6)</p>	<p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. (B5/6)</p> <p>Identify changes they might make or how their work could be developed further. (B5/6)</p>	<p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Use to collect source material for future works.</p> <p>Learn to secure work to continue at a later date.</p>	<p>Use sketchbooks 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.</p> <p>Secure work to continue at a later date.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Start to look at</p>	<p>Use sketchbooks Plan through drawing and other preparatory work. Use the sketch book to plan how to join parts of a sculpture, and or label materials to be used and techniques to produce. Plan colours and collect source material for future works. Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of</p>	<p>Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan. Annotate work in sketchbook. (B 5/6)</p> <p>Secure work to continue at a later date. (B 5/6)</p> <p>Solve problems as they occur.</p> <p>Discuss and review own and others work, expressing</p>

				<p>working in the style of a selected artist (not copying).</p>	<p>key artists and begin to place them in key movements or historical events</p> <p>Secure work to continue at a later date.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Work in a sustained and independent way to develop their own style</p>	<p>thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. (B 5/6)</p> <p>Work in a sustained and independent way to develop their own style.</p> <p>Understanding which works well in their work and why.</p>
<p><b>Use a range of materials and tools creatively</b></p>	<p>Pencil, rubber, crayon, pastel, paint, clay, salt dough, felt tips, charcoal, pen, chalk, papier mache, Modroc, different paintbrush sizes. (B5/6)</p> <p>Use tools and equipment safely and in the correct way. (B5/6)</p>	<p>Pencil, rubber, crayon, pastel, paint, clay, salt dough, felt tips, charcoal, pen, chalk, papier mache, Modroc, different paintbrush sizes. (B5/6)</p> <p>Use equipment and media with increasing confidence. (B5/6)</p> <p>Demonstrate experience in</p>	<p>Different pencil gradients, pastel, paint, clay, glazes and finishes, charcoal, using frames, experiment with textile and natural materials.</p> <p>Use equipment and media with confidence.</p> <p>Produce more intricate surface</p>	<p>Different pencil gradients, pastel, paint, clay, glazes and finishes, charcoal, using frames, experiment with textile and natural materials.</p> <p>Work in a safe, organised way, caring for equipment.</p> <p>Produce intricate surface patterns/ textures and use</p>	<p>Different pencil gradients, pastel, paint, clay, glazes and finishes, charcoal, using frames, experiment with textile and natural materials.</p> <p>Work in a safe, organised way, caring for equipment.</p> <p>Produce intricate surface patterns/ textures and use</p>	<p>Different pencil gradients, pastel, paint, clay, glazes and finishes, charcoal, using frames, experiment with textile and natural materials.</p> <p>Work in a safe, organised way, caring for equipment.</p> <p>Produce intricate surface patterns/ textures and use</p>

		surface patterns/textures and use them when appropriate. (B5/6)	patterns/ textures and use them when appropriate.	them when appropriate.	them when appropriate.	them when appropriate. (B 5/6)
<b>Drawing</b>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. (B5/6)</p> <p>Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. (B5/6)</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. (B5/6)</p> <p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media. (B5/6)</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. (B5/6)</p> <p>Continue to Investigate textures and produce an expanding range of patterns.</p>	<p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements..</p>	<p>Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective. Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Further develop drawing a range of tones, lines using a pencil.</p>	<p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.</p>

					<p>techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p>	
<p><b>Painting</b></p>	<p>Experiment with a variety of media; different brush sizes and tools. (B5/6)</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. (B5/6)</p> <p>Start to mix a range of secondary colours, moving towards predicting</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones.</p> <p>Continue to control the types of marks made with the range of media. Use a brush to produce marks</p>	<p>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Confidently create different effects and textures with paint</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing. Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</p>	<p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p>

	resulting colours. (B5/6)	appropriate to work. E.g. small brush for small marks. (B5/6)	according to what they need for the task.	confidence.		
<b>Sculpture</b>	<p>Experiment in a variety of media such as clay, papier Mache, Salt dough, modroc. (B5/6)</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. (B5/6)</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied (B5/6)</p>	<p>Experiment in a variety of media such as clay, papier Mache, Salt dough, modroc.</p> <p>Shape, form, construct and model from observation and imagination.</p>	<p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Use language appropriate to skill and technique.</p>	<p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce models confidently when necessarily.</p> <p>Model over an frame, e.g : newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use language appropriate to skill and technique.</p>	<p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Gain experience in modelling over a frame, e.g newspaper frame for modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Use language appropriate to skill and technique.</p>	<p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around frames or over constructed foundations. (B 5/6)</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media</p> <p>Use language appropriate to skill and technique.</p>
<b>Artists in history and the influences on culture.</b>	Look at and talk about own work and that of other artists and the	Discuss own work and others work, expressing thoughts and	Discuss own and others work, expressing thoughts and feelings, and	Discuss and review own and others work, expressing thoughts and	Compare the style of different styles and approaches	Recognise sculptural forms in the environment: Furniture, buildings.

	<p>techniques they had used. (B5/6)</p> <p>Artists: Moore, African, Native American, : Van Gogh, Seurat, Klimt, Marc, Klee, Hockney.</p>	<p>feelings. (B5/6)</p> <p>Artists: Hepworth, Arp, Nevelson, Gabo, Durer, Da Vinci, Cezanne, Pollock, Riley, Monet, Aboriginal.</p>	<p>using knowledge and understanding of artists and techniques.</p> <p>Artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art). Picasso, Hopper, Surrealism etc. Rothko, Rivera, Indian Miniatures, O'Keeffe, Abstract, Expressionism.</p>	<p>feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Artists: Egyptian Artefacts, Christo. Artists: Goya, Sargent, Holbein. Hopper, Rambrant.</p>	<p>Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them.</p> <p>Artists: Frink, Balla, Andre, Goldsworthy, Moore sketchbooks, Rossetti, Klee, Calder, Cassat. Lowry, Matisse, Margritte.</p>	<p>Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them. (B 5/6)</p> <p>Artists: Have opportunity to explore modern and traditional artists using ICT and other resources.</p>
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