

Art and Design Skills Progression

Art and Design Curriculum Aims & Rationale

Intent

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

At Sacred Heart RC School the intention is that children develop their personal creativity, imagination, flair and self-expression through a well-planned, diverse and progressive Art and Design curriculum. Children develop an understanding and appreciation of art through studying artists from a range of time periods, cultures and artistic movements, using some of the language of art to express what they see, feel and think. Through the study of Art and Design, children develop skills in drawing, painting, sculpture, collage and textiles. Learning from past and contemporary artists, pupils replicate styles and techniques and, innovate and evaluate their own work. Our objective is to foster a life-long love of art and we are committed to ensuring children have the opportunity to express their own artistic talents, developing their personal creativity and self-confidence. Underpinning all elements of our school curriculum, is our Romero Child Charter, which aims to develop every child as a whole person. The opportunities given to children through art lessons and visits to art galleries and museums, form an important part of what the charter aims to do.

Implementation

Our Art and Design curriculum is built around knowledge, and key skills, and is taught as a discrete subject within a thematic curriculum. Skills are broken down into yearly outcomes and show clear continuity and progress. Children are exposed to each element of the art and design curriculum at least once in every phase e.g. textiles is taught in Key Stage 1, lower Key Stage 2 and upper Key Stage 2, to ensure that children have frequent opportunities to consolidate and extend their learning. Each Art and Design project is linked to an artist study and pupils spend time researching the culture and historical significance of artists as well as replicating their styles and use of media. Sketchbooks are used by children to develop their ideas and practise skills and follow children up through the school so that children can refer back to previous learning. In addition to discrete art lessons, pupils are given frequent opportunities to apply their skills and express their creativity through cross curricular art links, for example art is used often in Religious Education lessons to demonstrate children's personal responses. Coordinated whole-school project work ensures that art is given high status in the curriculum: most recently classes across the school collaborated to produce large pieces of art for our culture and diversity corridor. The school's locality is also utilised, with planned opportunities for learning outside the classroom and visits to art galleries.

Impact

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups.

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes enhancing the environment. The Art curriculum contributes to children's personal development in creativity, independence and self-reflection. Children achieve age related expectations in Art and Design at the end of their Key Stage.

Art and Design Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To develop ideas	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> ▪ Develop ideas from starting points throughout the curriculum. ▪ Collect information, sketches and resources. ▪ Adapt and refine ideas as they progress. ▪ Explore ideas in a variety of ways. ▪ Comment on artworks using visual language. 	<ul style="list-style-type: none"> ▪ Develop ideas from starting points throughout the curriculum. ▪ Collect information, sketches and resources. ▪ Adapt and refine ideas as they progress. ▪ Explore ideas in a variety of ways. ▪ Comment on artworks using visual language. 	<ul style="list-style-type: none"> ▪ Develop and imaginatively extend ideas from starting points throughout the curriculum. ▪ Collect information, sketches and resources and present ideas imaginatively in a sketch book. ▪ Use the qualities of materials to enhance ideas. ▪ Comment on artworks with a fluent grasp of visual language 	<ul style="list-style-type: none"> ▪ Develop and imaginatively extend ideas from starting points throughout the curriculum. ▪ Collect information, sketches and resources and present ideas imaginatively in a sketch book. ▪ Use the qualities of materials to enhance ideas. ▪ Spot the potential in unexpected results as work progresses. ▪ Comment on artworks with a fluent grasp of visual language

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Drawing	<ul style="list-style-type: none"> ▪ Draw lines of different sizes and thickness. ▪ Colour (own work) neatly following the lines. ▪ Show pattern and texture by adding dots and lines. ▪ Show different tones by using coloured pencils 	<ul style="list-style-type: none"> ▪ Draw lines of different sizes and thickness. ▪ Colour (own work) neatly following the lines. ▪ Show pattern and texture by adding dots and lines. ▪ Show different tones by using coloured pencils 	<ul style="list-style-type: none"> ▪ Annotate sketches to explain and elaborate ideas. ▪ Sketch lightly (no need to use a rubber to correct mistakes). ▪ Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. ▪ Annotate sketches to explain and elaborate ideas. ▪ Sketch lightly (no need to use a rubber to correct mistakes). ▪ Use shading to show light and shadow. ▪ Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> ▪ Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). ▪ Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 	<ul style="list-style-type: none"> ▪ Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). ▪ Use a choice of techniques to depict movement, perspective, shadows and reflection. ▪ Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). ▪ Use lines to represent movement.



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Painting	<ul style="list-style-type: none"> ▪ Use thick and thin brushes. 	<ul style="list-style-type: none"> ▪ Use thick and thin brushes. ▪ Mix primary colours to make secondary. ▪ Add white to colours to make tints and black to colours to make tones. ▪ Create colour wheels. 	<ul style="list-style-type: none"> ▪ Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. ▪ Mix colours effectively. ▪ Use watercolour paint to produce washes for backgrounds then add detail. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. ▪ Experiment with creating mood with colour. 	<ul style="list-style-type: none"> ▪ Sketch (lightly) before painting to combine line and colour. ▪ Create a colour palette based upon colours observed in the natural or built world. ▪ Use the qualities of watercolour and acrylic paints to create visually interesting pieces. ▪ Use brush techniques and the qualities of paint to create texture. ▪ Develop a personal style of painting, drawing upon ideas from other artists. 	<ul style="list-style-type: none"> ▪ Sketch (lightly) before painting to combine line and colour. ▪ Create a colour palette based upon colours observed in the natural or built world. ▪ Use the qualities of watercolour and acrylic paints to create visually interesting pieces. ▪ Combine colours, tones and tints to enhance the mood of a piece. ▪ Use brush techniques and the qualities of paint to create texture. ▪ Develop a personal style of painting, drawing upon ideas from other artists. ▪ Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. ▪ Mix colour, shades and tones with confidence building on previous knowledge



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Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. ▪ Sort and arrange materials. ▪ Mix materials to create texture. 		<ul style="list-style-type: none"> ▪ Select and arrange materials for a striking effect. ▪ Ensure work is precise. ▪ Use coiling, overlapping, tessellation, mosaic and montage. 			<ul style="list-style-type: none"> ▪ Mix textures (rough and smooth, plain and patterned). ▪ Combine visual and tactile qualities.

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Sculpture	<ul style="list-style-type: none"> ▪ Use a combination of shapes. 	<ul style="list-style-type: none"> ▪ Use a combination of shapes. ▪ Include lines and texture. ▪ Use rolled up paper, straws, paper, card and clay as materials. ▪ Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> ▪ Create and combine shapes to create recognisable forms ▪ Use clay and other mouldable materials. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> ▪ Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. ▪ Use tools to carve and add shapes, texture and pattern. ▪ Use frameworks (such as wire or moulds) to provide stability and form. 	

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Print	<ul style="list-style-type: none"> Use repeating or overlapping shapes. Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. 	<ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). 	<ul style="list-style-type: none"> Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. 	

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Textiles	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Join materials using glue and/or a stitch. Use plaiting. 	<ul style="list-style-type: none"> Shape and stitch materials. Use basic cross stitch and back stitch. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.



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Digital media			<ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations). 	<ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations).

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inspiration from the Greats	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> Give details (including own sketches) 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. 	<ul style="list-style-type: none"> Give details (including own sketches) 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. Create original pieces that show a range of influences and styles.