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| **Treeton CE Primary School - Art and Design Progression Grid** |
| Art and Design 2014 National Curriculum:  **Purpose of Study**  Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.  **Aims**  The NC 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.   **EYFS – ELG**   * Exploring and using media and materials: Children safely use and explore a variety of materials, tools and techniques, * Experimenting with colour, design, texture, form and function. * 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. |

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| **Evaluate and Analyse (EA):** | | | | | |
|  | **At EYFS:**  EA 1 Talks about their own and other people’s artwork, noticing features and techniques.  EA2 Begins to express an opinion about what they like and don’t like in the work of artists | **At Key Stage One:**  EA1 ask and answer questions about starting points for their work.  EA2 record and explore ideas from first hand observations.  EA3 develop and share their ideas, try things out and make changes.  EA4 think critically about their art and design work.  EA5 describe the differences and similarities between different practices and disciplines, and making links to their own work.  • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. | **At Lower Key Stage Two:**  EA1 create sketch books to record their observations and use them to review and revisit ideas.  EA2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.  EA3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.  EA4 think critically about their art and design work.  • 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. | **At Upper Key Stage Two:**  EA1 create sketch books to record their observations and use to review and revisit ideas.  EA2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.  EA3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.  EA4 think critically about their art and design work.  • 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. | |
|  | **Evaluate and Analyse vocabulary at EYFS** | **Evaluate and Analyse vocabulary at KS1** | **Evaluate and Analyse vocabulary at Lower KS2** | **Evaluate and Analyse vocabulary at Upper KS2** | |
|  | like  dislike | similarity  foreground  background | creative  adaptation  sources  variation  complement  contrast | cartridge / tissue  media  distance  symbolic  subtle  complex | atmosphere representation  engaging  inconsistent  delicate  flowing  vibrant |

In each year group, the children will be taught:

* Drawing
* Painting and Printing
* 3D Design – Sculpture (in one year group of each Phase)
* Collage and Textiles (in the other year group of each Phase)

For example, in KS1, Year 1 would cover Drawing, Painting/Printing and Sculpture, whereas Year 2 would cover Drawing, Painting/Printing and Collage/Textiles. This is to be decided amongst Phase staff. Please update the Art Curriculum Leader with your choice.

The following progression grids outline the knowledge, skills and vocabulary to be taught across each phase, along with a sequence of artists pupils will study. There are two artists, one for each year group in the drawing and painting/printing units, and one for each unit of sculpture and collage/textiles, which should be allocated by Key Stage staff, one to each year group within that Key Stage.

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For each focus artist, pupils are expected to learn (knowledge):

* Their name
* The time period in which they lived
* The reasons their art is being studied
* Their styles, their techniques and the subjects of their work
* Important elements of their biographies which influenced their works

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|  | **Drawing (D)** | | | | | | |
| **EYFS** | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
| Year A Year B | | Year A Year B | | Year A Year B | |
| **Knowledge** | Alma Woodsey Thomas | LS Lowry | Berthe Morisot | Umberto Boccioni  Giocomo Balla | Guisseppe Arcimbodo | Mark Bremmer | Quentin Blake |
| **Skills** | D1 Knows some ways to use pencils and coloured pencils to create an effect  D2 Demonstrates increasingly effective grip and control when drawing  D3 Explore different **textures**  D4 Use drawings to tell a story  D5 Investigate different lines | D1 experiment with and control **marks** made with different media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ball point pens, chalks.  D2 draw lines and shapes in drawing.  D3 **invent lines** and shapes in drawings.  D4 to draw from imagination and experience.  • 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. | | D1 draw for sustained periods of time.  D2 use a sketchbook to collect and develop ideas from a range of sources.  D3 experiment with marks and lines with a wide range of implements, such as charcoal, chalk, pencil, crayon, pens.  D4 experiment with different **grades of pencil** to achieve varied tone.  D5 create **texture** and pattern in drawing with a wide range of implements.  • 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. | | D1 work on sustained, independent, detailed drawings.  D2 develop close observational skills.  D3 use a sketchbook to collect and develop ideas.  D4 use different techniques for different purposes, i.e. **shading**, **hatching** and **blending**.  D5 begin to develop an awareness of **composition**, **scale** and **proportion** i.e. foreground, background, middle ground.  • 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. | |
|  | press  thick  thin  **Vocabulary** | thick  thin  sketch  texture | shade  smudge  blend | grades of pencil  refine  observations | alter  texture  tone  perspective  still life | source material  outlines  scale  proportion  foreground  background  middle ground | Consolidate previous vocabulary |

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|  | **Painting (P) and Printing (PR)** | | | | | | |
| **EYFS** | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
| Year A Year B | | Year A Year B | | Year A Year B | |
| **Knowledge** | Paul Klee  Paul Cezanne | Wassily Kandinsky | Claude Monet | Henri Rousseau  Geogia Okeefe | Edvard Munch | Thomas Gainsborough  Takashi Murakami (The Warhol of Japan) | Andy Warhol  Faith Ringold |
| **Skills** | P1 Demonstrates increasingly effective grip and control when painting  P2 names all **primary** and many **secondary colours**  P3 can mix some secondary colours effectively  P4 explores and experiments with colour mixing and talks about what happens | P1 use a variety of tools and techniques e.g. brush sizes and types.  P2 experiment with tools and techniques e.g. **layering** and mixing.  P3 name and mix primary colours, **shades** and **tones**.  P4 create textured paint by adding material, such as sand or plaster.  • 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. | | P1 experiment with different effects and textures including **blocking** in colour, **washes**, thickened paint creating textural effects, adding depth and distance.  P2 create different effects and textures with paint.  P3 use language of and mix primary and secondary colours and use **tints** and shades.  • 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. | | P1 develop a painting from a drawing  P2 experiment with different **media** and **materials** for painting.  P3 create imaginative work from a variety of sources e.g. observational drawing, music, poetry, other artists.  P4 mix and match colours to create atmosphere and **light effects**  P5 identify, mix and use primary, secondary, complimentary and contrasting colours.  • 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. | |
| PR1 can talk about colour, texture and shape  PR2 uses a source e.g. a picture in a story or an artist’s work, as a stimulus for their own work  PR3 can use a simple paint program to produce a picture | PR1 print with a range of hard and soft materials, such as corks, sponge, fruit and vegetables.  PR2 take simple prints, i.e. **mono-printing**.  PR3 create simple blocks for **press print**.  PR4 experiment with **overprinting** motifs and colour.  • 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. | | PR1 create printing blocks using **relief** or **impressed** method.  PR2 develop print techniques i.e. mono-printing, **block** printing, relief or impressed method.  PR3 create repeating patterns  PR4 print with **two colour overlays**.  • 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).  • Make precise repeating patterns. | | PR1 create printing blocks using sketchbook ideas.  PR2 develop techniques  PR3 experiment with overprinting motifs and colours.  • 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. | |
| **Vocabulary** | Names of primary colours  names of secondary colours  mix  lighter  darker  print  flick  dot | printing technique brush size  primary/secondary colours  gouge | shade  acrylic / poster / watercolour  artefact  mono-printing  motif  wash | colour scheme / blocking  spectrum  tint | tone  **hue**  relief/impressed method.  block printing | **warm** colours  **cold** colours | atmosphere |

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|  | **3D Design – Sculpture (S)** | | | | |
| **EYFS** | **Key Stage One** | | **Lower Key Stage Two** | **Upper Key Stage Two** |
| Year 1 or 2 | | Year 3 or 4 | Year 5 or 6 |
| **Knowledge** | Richard Shilling | William Morris  Sarah Moss | | Louise Bourgeois | Damien Hirst |
| **Skills** | S1 uses **malleable** materials to create a specific effect  S2 uses simple joining techniques to make 3d shapes and models from found materials  S3 talks about the 3d structures they make using bricks and blocks | S1 manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading.  S2 explore sculpture with a range of malleable media.  S3 work safely with materials and tools.  S4 experiment with constructing and joining recycled, natural and manmade materials  • 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. | | S1 plan, design and make models from observation or imagination.  S2 develop skills in joining, extending and modelling clay.  S3 use papier mache to create simple 3D effects.  S4 experiment with constructing and joining recycled, natural and manmade materials.  S5 create textures and patterns in malleable materials including clay.  • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. | S1 shape, form, model and construct from observation and imagination.  S2 plan a sculpture through drawing and other preparatory work.  S3 develop skills in using clay including **slabs**, **coils**, **slips** etc.  • 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. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. |
|  | roll  squash  pinch  **Vocabulary**  knead  stretch  squeeze  smooth  shiny  rough | roll  knead sculpt(ure) texture  construct | join slip  form  malleable | **Twisting**  **Pulling**  **Wrapping**  **Materials**  **Texture**  **Movement**  **Papier mache**  **Sculpture**  **Sculptor** | Consolidate prior vocabulary |

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|  | **Collage (C) and Textiles (T)** | | | |
| **EYFS** | **Key Stage One** | **Lower Key Stage Two** | **Upper Key Stage Two** |
| Year 1 or 2 | Year  3 or 4 | Year 5 or 6 |
| **Knowledge** | Matisse | Textiles: Van Gogh  Collage : Andy Goldsworthy | Gustav Klimt | Katushika Hokusai |
| **Skills** | T1 Create weavings | T1 choose fabrics/threads based on colour, **texture** and shape.  T2 apply shapes with glue or stitching.  T3 apply decoration using beads, buttons, feathers etc.  T4 apply colour with printing, dipping, fabric crayons.  T5 create fabrics by **weaving** materials, i.e. grass through twigs.  • Use weaving to create a pattern.  • Join materials using glue and/or a stitch.  • Use plaiting.  • Use dip dye techniques. | T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.  T2 develop skills in stitching, cutting and joining    • Shape and stitch materials.  • Use basic cross stitch and back stitch.  • Colour fabric.  • Create weavings.  • Quilt, pad and gather fabric. | T1 use fabrics to create 3D designs  T2 experiment with a range of media to overlap and layer creating textures, effects and colours.    • Show precision in techniques.  • Choose from a range of stitching techniques.  • Combine previously learned techniques to create pieces. |
|  | C1 arrange and glue different materials  C2 cut and tear materials | C1 arrange and glue materials to different backgrounds.  C2 fold, crumple, tear and overlap papers.  • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. | C1 experiment with a range of collage techniques such as **tearing**, overlapping and layering to create images and represent textures.  C2 use collage as a means of collecting ideas and information and building up a visual vocabulary.  • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. | C1 use a range of media to create collages.  C2 use different techniques, colours and textures when designing and making pieces of work.  C3 use collage as a means of extending work from initial ideas.  • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. |
|  | sew  cotton  thread  material  **Vocabulary**  push  pull  needle  3d  join  fold  bend | Textiles  Weave  Pattern  texture  arrange  natural  represent  material | surface  transparent  opaque  weave  **embroider**  tie dye | Consolidate prior vocabulary |