



St John's Church of England Primary School

Progression in

Art and Design

Sharing Joy and Hope in the Community

## 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 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.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to use a range of materials creatively to design and make products</li><li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• 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.</li></ul>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• 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]</li><li>• about great artists, architects and designers in history.</li></ul>

In order to ensure progression of knowledge and skills across the school, we follow the '**Access Art**' scheme of work.

GENERATING IDEAS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Introduce <b>'sketchbook'</b> as being a place to record individual responses.</p> <p>Understand some of the activities which might take place in a sketchbook.</p> <p>Develop a "sketchbook habit".</p> <p>Begin to feel a sense of ownership about the sketchbook.</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers.</p> <p>Generate ideas through playful, hands-on, exploration of materials.</p>	<p>Develop a <b>'sketchbook habit'</b>, using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook.</p> <p>Practice and develop sketchbook use.</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response, including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus.</p> <p>Generate ideas through exploration of materials.</p>	<p>Continue to develop a <b>'sketchbook habit'</b>.</p> <p>Begin to feel a sense of ownership about the sketchbook - allowing every child to work at own pace, following own exploration.</p> <p>Practice and develop sketchbook use.</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers.</p> <p>Discuss artist's intention and reflect upon your response.</p> <p>Look at artforms beyond the visual arts and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response, including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus.</p>	<p>Continue to develop a <b>'sketchbook habit'</b>, using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook.</p> <p>Practice and develop sketchbook use.</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers.</p> <p>Discuss artist's intention and reflect upon your response.</p> <p>Look at artforms beyond the visual arts and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response, including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus.</p> <p>Take part in small scale crits throughout, so that brainstorming becomes part of the creative process.</p>	<p>Continue to develop a <b>'sketchbook habit'</b>.</p> <p>Feel a sense of ownership about the sketchbook.</p> <p>Increasingly see the sketchbook as a place which raises questions, so the link between sketchbook, journey and outcome becomes understood.</p> <p>Practise and develop sketchbook use.</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention.</p> <p>Look at artforms beyond the visual arts and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus artwork?</p> <p>Take part in small scale crits throughout, so that brainstorming becomes part of the creative process.</p> <p>Use growing knowledge of how materials and medium act, to help develop ideas.</p> <p>Continue to generate ideas through space for playful making.</p> <p>Explore how ideas translate and develop through different medium.</p>	<p>Continue to develop a <b>'sketchbook habit'</b>.</p> <p>Feel a sense of ownership about the sketchbook.</p> <p>Increasingly see the sketchbook as a place which raises questions, so the link between sketchbook, journey and outcome becomes understood.</p> <p>Practise and develop sketchbook use.</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. 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<p><b>Drawing</b> Begin to explore a variety of drawing materials. Explore mark making and start to build mark-making vocabulary. Undertake projects which explore observational drawing and experimental drawing.</p> <p><b>Painting and Collage</b> Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. Enjoy discovering the interplay between materials.</p> <p><b>Printing</b> Explore simple print-making. Explore pattern, line, shape and texture.</p> <p><b>3D</b> Explore, discover and invent ways for 2d to transform into 3d sculpture. Explore modelling materials in an open-ended manner Use basic tools to help deconstruct and then construct.</p>	<p><b>Sketchbooks</b> Make simple sketchbooks as a way to create ownership. Explore how to create space and places within the sketchbook to help develop sketchbook approach.</p> <p><b>Drawing</b> Develop mark-making skills through experimentation with various media. Explore a variety of drawing stimuli, including close looking via observation, drawing from memory and imagination. Use drawings as a basis for collage.</p> <p><b>Painting</b> Continue to mix colours experientially. Revisit colour mixing and understand relationships of primary and secondary colours. Explore painting on different surfaces and different scales. Use new colour mixing knowledge and transfer it to other media.</p> <p><b>Printmaking and Collage</b> Explore simple mono-printing techniques.</p> <p><b>3D, Architecture and Digital Media</b> Explore how 2D can become 3D. Cut simple shapes from card and use them to construct architectural forms. Use digital media to create records of models made.</p>	<p><b>Drawing</b> Practice observational drawing from the figure. Use observational drawing as a starting point. Continue to familiarize with sketchbook / drawing exercises.</p> <p><b>Drawing, Painting and Collage</b> Make larger scale drawing from observation and imagination. Apply and build upon colour mixing and mark-making skills previously learnt. Explore painting on new surfaces using colour as decoration.</p> <p><b>3D</b> Make an armature from paper and tape and use as the basis to explore modelling to make sculpture. Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills. Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them.</p> <p><b>Digital and Animation</b> Building on mark-making and observational skills, make drawings of animals, people and vehicles. Use scissors to dissect them and reconstruct them into drawings that move. Use digital media to make animations from the drawings that move.</p>	<p><b>Drawing and Printmaking</b> Continue to familiarize with sketchbook/drawing exercises. Apply these skills to a variety of media, exploring outcomes in an open-ended manner. Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response. Layering of media, mixing of drawing media.</p> <p><b>Painting/Collage/Sketchbooks</b> Create a one-off project sketchbook which can inform future sketchbook practice, consolidating old skills and introducing new skills. Combine artforms in mixed media projects.</p> <p><b>Sculpture</b> Work with a modelling material to create quick 3D figurative sketches from life or imagination. Develop visual literacy skills and discover how context and intention can change the meaning of objects. Construct with a variety of materials, exploring how to bring different media together, both technically and visually.</p> <p><b>Design</b> Develop design through making skills and collaborative working skills through fashion design. Explore paper and card manipulation skills to build 3d forms. Extend into an exploration of fabric, deconstructing old clothes and reconstructing elements into new items.</p>	<p><b>Architecture and making</b> Explore architecture of another time and/or culture, and make individual work in response to what is seen. Enable evolution of ideas through a combination of design through making and drawn inspiration. Develop visual literacy skills: explore how we look at and respond to things people have made, and then include this awareness when making sculpture.</p> <p><b>Drawing, Making, Colour</b> Continue with the key drawing exercises. Explore the relationship of line, form and colour. Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response. Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play.</p> <p><b>Design and Making</b> Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration, with children working at their own pace and following their own journey. Enable sketchbook work to evolve and inform into a sculpture project. Combine and construct with a variety of materials, including modelling and paint. Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original. Paint on new surfaces and work collaboratively to produce images in new contexts</p>	<p><b>Drawing, Making</b> Continue with the key drawing exercises. Revisit still life. Develop drawing skills using observational drawing. Explore drawing and mark making on new surfaces, linking to genres such as portraiture or landscape. Develop clay (and drawing) skills by creating pinch pots based upon still life observation Explore geometric design/pattern/structure.</p> <p><b>Drawing &amp; Narrative</b> Explore sequential drawing and narrative, possibly linking into develop into set design.</p> <p><b>Puppetry</b> Develop drawing and making skills and combine with narrative/character development and make puppets. Using tools to cut intricate shapes and use fastenings to create moving parts. Work collaboratively to perform, and use digital media to record.</p> <p><b>Design and Making</b> Explore set design using mixed media and linking literature, drama, music and design. Explore transformation of materials following own journey to produce an object which conveys personality of maker/designer.</p>
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<p>Enjoy listening to other people's views about artwork. Feel able to express and share an opinion about the artwork. Share work to others in small groups, and listen to what they think about what you have made. Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>	<p>Enjoy listening to other people's views about artwork made by others. Feel able to express and share an opinion about the artwork. Share work to others in small groups, and listen to what they think about what you have made. Take photos of work made so that a record can be kept. Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>	<p>Enjoy listening to other people's views about artwork made by others. Feel able to express and share an opinion about the artwork. Think about why the work was made, as well as how. Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself. Take photos of work made so that a record can be kept. Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</p>	<p>Enjoy listening to other people's views about artwork made by others. Feel able to express and share an opinion about the artwork. Think about why the work was made, as well as how. Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself. Take photos of work made so that a record can be kept. Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</p>	<p>Feel able to express and share an opinion about the artwork. Discuss why the work was made, as well as how. Share your response to the artwork. Ask questions about process, technique, idea or outcome. Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself. Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media. Present work in retrospect. Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time. Share how other artists/artwork inspired you and how your work fits into larger context.</p>	<p>Feel able to express and share an opinion about the artwork. Discuss why the work was made, as well as how. Share your response to the artwork. Ask questions about process, technique, idea or outcome. Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself. Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client, and a chance for pupils to use digital media. Present work in retrospect. Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time. Share how other artists/artwork inspired you and how your work fits into larger context</p>
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