

# St Helena's CE Primary School

## Art, Craft and Design Progression Plan

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.

### Early Years Foundation Stage

**Physical Development Early Learning Goal: (Fine Motor Skills)** - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

**Expressive Arts and Design Early Learning Goal: (Creating with Materials)** - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories through the three characteristics of effective teaching and learning:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Key Stage One

Lower key Stage Two

Upper Key Stage Two

<b>Aims</b>	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• build on those characteristics of exploratory learning developed in EYFS</li> <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 form</li> </ul>					
<b>Thread</b>	<p><b>Pupils should be taught:</b></p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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</p>		<p><b>Pupils should be taught:</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>About great artists, architects and designers in history</p>			
<b>Concept</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

<p><b>Developing ideas (ongoing)</b></p>	<p>Start to record simple media explorations Plan and develop simple ideas.</p> <p>Build on information on colour mixing, the colour wheel.</p> <p>Collect textures and pattern to inform other work.</p>	<p>Use <b>sketchbooks</b> to collect and record visual information sources as well as planning, trying out ideas and collect source material for future work. Express likes and dislikes through annotations. Make notes in a sketch book about techniques used by artists. Use a sketch book to adapt and improve original ideas. Keep notes to indicate their intentions/purpose of a piece of work.</p>	<p>Use <b>sketchbooks</b> to collect and record visual information sources as well as planning, trying out ideas and collect source material for future work.</p> <p>Annotate own work and artists' work in sketchbook.</p> <p>Use the sketch book to plan a sculpture through drawing and other preparatory work including how to join parts of a sculpture.</p> <p>Use a sketch book to adapt and improve original ideas.</p>
<p><b>Why here, why now?</b></p>	<p>This builds on pupils' learning in EYFS of colour mixing. This unit introduces the colour wheel and allows children to experiment with different tones and shades.</p>	<p>This will be the first time children will have an artist's sketch book to use to explore and keep their creative ideas and experiment with different elements of art - line, colour, texture.</p>	<p>Developing ideas is ongoing throughout the year. Sketchbooks are used to collect and record ideas and to respond to children's artwork and that of established artists.</p> <p>The skills will build upon prior knowledge of using their sketchbooks in LKS2.</p>

<p><b>Drawing</b></p>	<p>Begin to control the types of marks made with the range of media.          Draw on different surfaces with a range of media.          Develop and investigate a range of tone using a pencil and use a variety of drawings such as: hatching, scribbling, stippling and blending to create light/dark lines.          Show understanding of tone through observational drawing.</p> <p><b>Possible artists</b>          Seurat(pointillism) Da Vinci (drawings), Degas (pastels)</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks to create variations in tone on a range of media.          Have opportunities to develop further drawings featuring third dimensional and perspective.</p> <p>Begin to show awareness of representing texture through choice of line and marks made.</p> <p>Begin to indicate facial expressions in drawing.</p> <p><b>Possible artists-</b>          Picasso          Holbein (tudors)          Auguste Edouart (silhouettes)</p>	<p>Work in a sustained and independent way to create a detailed drawing in a number of sessions on one piece.          Develop a key element of their work; line, tone, pattern and texture.          Use different techniques - shading, hatching and understand which works well and why.          Develop simple perspective - single focal point and horizon.          Begin to develop awareness of composition, scale and proportion.          Work from a variety of different sources - observation, photos and digital images.</p> <p><b>Possible artists -</b>          Rousseau (Rainforest)          Leonardo DiVinci (figure drawing)          Degas (dance figures)          Keith Haring</p>
<p><b>Why here, why now?</b></p>	<p>In EYFS, children learn how to produce different thickness and tone using pencil. This unit allows children to develop their drawing skills using techniques such as hatching, scribbling, stippling and blending. This unit introduces shading through blending and the application of different pressures to produce light and dark lines. Children are given the opportunity to practice observational drawing.</p>	<p>This is an important transition from drawing what they think they see to understanding and observing form, colour, shape, light and line using a variety of stimuli. This is where the children are trained to look more carefully and at details firsthand.          Science and DT complement this learning.</p>	<p>Drawing skills in UKS2 build upon skills developed across the three previous phases, with an emphasis on refining use of the key elements: texture, tone, colour, line and shape.</p> <p>There are opportunities across all themes for drawing and designing, either from observation or imagination. A discrete observational drawing unit is done during themes "Amazing Me (Year A)" and "Farming Revolution (Year B)".</p>

<p><b>Painting</b></p>	<p>Experiment using a variety of different tools including diff size brushes, hands, feet, rollers Begin to control marks being made in a range of painting techniques; layering, mixing media and adding texture.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Understand the colour wheel. Name the primary colours and start to mix a range of secondary colours. Use a suitable brush to produce appropriate marks.</p> <p><b>Possible artists:</b> Paul Klee(castles), Georgia O'Keeffe (plants), Turner (Castles)</p>	<p>Experiment with washes, blocking colour, thickening paint to make textural effects. Mix colours, shades and tones. Understand how to create a background wash. Confidently control marks and experiment with different effects. Start to develop a painting from a drawing. Begin to <b>choose</b> appropriate media to work with. Use light and dark within painting and show understanding of complementary colours. After doing artist copies/studies, work in the style of an artist (not copying)</p> <p><b>Possible artists;</b> Mark Rothko (light and dark) Abstract, expressionism. Lowry (fairground)</p>	<p>Work in a sustained and independent way of developing their own style of painting. Understand what works well and why. Confidently control marks and experiment with different effects. Mix and match colours to create atmosphere and light effects.</p> <p><b>Possible artist-</b> Explore modern and traditional artists Rousseau Lucien Rudaux (space) Van Gogh (Starry Night) Cezanne (still life) Patrick Caulfield</p>
<p><b>Why here, why now?</b></p>	<p>Having experimented using different tools in EYFS, this unit enables children to consider and select appropriate tools (such as brush sizes) to produce outcomes. They learn painting techniques such as layering and adding texture. They also learn how to make a colour lighter and darker using black and white.</p>	<p>Building on KS1's work on the colour wheel, children will practise colour mixing at a more sophisticated level, matching tone and shade to real objects and artists' work.</p>	<p>There are opportunities across all themes for incorporating the skills and techniques of painting. A specific painting unit is covered in Year B (South America) where colour mixing and manipulating paint, learned in LKS2, is consolidated and built upon in the South American unit, where children learn to look at other artists to inform their own work.</p>

<p><b>3-D</b></p>	<p>Experiment with a variety of malleable media. Use equipment and media with increasing confidence.          Shape and model materials for a purpose - clay pot/tile.          Roll, kneed and pinch malleable materials. Impress and apply decoration techniques including painting.          Use tools and equipment safely and in the correct way.          Use clay, papermache or other to create an imaginary or realistic form - figure, structure etc.          Explore carving as a form of 3D art.</p> <p><b>Possible artists:</b>          Andy Goldworthy (Beach trip//habitats),          Tribal African art/artists(masks)          Barbara Hepworth (Famous women)</p>	<p>Make slip to join pieces together.          Develop coiling and slabbing skills.          Use recycled, natural and man-made material to sculpture.          Adapt work and explain why.          Gain more confidence in carving.          Apply language appropriate to skills and technique.          Begin to show awareness of objects having 3D and perspective.          Join two parts successfully.          Construct a simple base.          Use a sketchbook to plan simple designs and ideas.          Produce intricate surface patterns/ textures.</p> <p><b>Possible artists:</b>          Tradition Roman/Egyptian art/          pots/ mosaics/jewellery</p>	<p>Develop ways of finishing work - glazing, paint, polish.          Confidently carve.</p> <p>Recognise structural forms in the environment - furniture, buildings.</p> <p>Show experience of pinching, slabbing and coiling.</p> <p>Use recycled, natural and man-made material to sculpture.</p> <p><b>Possible artists:</b>          Traditional Greek art/ pots/          Jewellery          Anthony Gormley</p>

<p><b>Why here, why now?</b></p>	<p>Having explored using clay to make 3D sculptures in EYFS, children now use a range of tools to create 3D sculptures. We link most of our 3D art to our D.T.</p>	<p>Using historical sources, the children extend their skills and knowledge of using clay in a 3D form.</p> <p>DT offers cross-curricular opportunities to design, make, create and join materials to make a 3D form.</p>	<p>The techniques of using clay are refined and developed. Following on from LKS2 pot making (Romans/Stone Age), children develop the skills of sculpture making during Ancient Greece (Year A) and using Modroc when looking at diversity with South America (Year B).</p>
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<p><b>Printmaking</b></p>	<p>Explore printing simple pictures with a range of soft and hard materials - cork, pen, sponge.          Explore printing in relief - string and card.          Begin to identify forms of printing.          Use printmaking to create repeated patterns.          Demonstrate experience of impressed printing - drawing into ink, printing from objects.          Make simple marks on rollers and printing tools.          Take simple prints - mono-printing.</p> <p><b>Possible artists:</b>          Andy Warhol(self-portrait/selfie)          Traditional African artists (patterns)</p>	<p>Demonstrate and experience fabric printing          Print simple pictures.          Explore mono-printing and relief printing.          3 colour printing.          Demonstrate experience in combining prints taken to produce an end piece.</p> <p><b>Possible artists:</b>          Yayoi Kusama (light/reflection)</p>	<p>Demonstrate a range of printing skills.          Describe techniques and processes.          Develop own style and          Start to overlay prints with other media.          Overlay colours when printing.          Use print as a starting point to embroidery.</p> <p><b>Possible artists:</b>          Durer (figures)          Hokusai</p>
<p><b>Why here, why now?</b></p>	<p>This unit introduces printing through the use of natural objects. This is linked to our themes (<i>Me and my Magnificent World</i> and <i>The Enchanted Garden</i>).</p>	<p>Building on KS1's exploration of natural things to print with, LKS2 children will use manmade objects to print a simple repeated pattern.</p>	<p>During <i>Food, Glorious food</i>, children build on from printing packaging in LKS2, the children develop printing skills using more colour and different techniques (string printing, polystyrene and lino cuts).</p> <p>Skills come together during annotating when comparing work to that of artists (<i>Matisse</i>).</p>



<p><b><u>The elements of art</u></b>  <b>-Texture pattern, colour, line and tone</b>  (made explicit in all art sessions)</p>	<p>Investigate textures by describing, naming, rubbing and copying.  Use line and tone in different media to consider shape, shade, pattern and texture. Produce an expanding range of pattern and textures.  Use natural materials to consider pattern and texture - feathers, sticks, grass.  Link colours and emotion.</p> <p><b>Possible artists:</b>  Picasso (Blue period), Munch (The Scream) Jackson Pollock</p>	<p>Experiment with different grades of pencils.  Use complimentary and contrasting colours for effect.  Create textures and pattern using a wide range of media.</p> <p><b>Possible artists:</b>  Carravaggio  David Hockney  Van Gogh</p>	<p>Consider the use of colour for mood and atmosphere.  Include tones and tints, light and dark shades becoming increasingly subtle.</p> <p><b>Possible artists:</b>  Klimt  Bayeux Tapestry</p>
<p><b>Why here, why now?</b></p>	<p>This is incorporated into every art lesson throughout every unit.</p> <p>The vocabulary of the elements of art are <i>introduced</i> during all art sessions.</p>	<p>This is incorporated into every art lesson throughout every unit.</p> <p>The vocabulary of the elements of art are <i>developed</i> during all art sessions.</p>	<p>This is incorporated into every art lesson throughout every unit.</p> <p>The vocabulary of the elements of art are <i>used independently</i> during all art sessions. Children should freely use this language when annotating their pieces.</p>

<p><b>Art through technology</b></p>	<p>Take a selfie. Use a simple computer paint programme. Understand how to use zoom to show detail.</p>	<p>Take a photo from an unusual or thought-provoking position and edit using different effects. Combine printed images taken with a camera and use other media to produce a final piece. Take photos and explain their creative vision for editing and altering images.</p>	<p>Combine a selection of digital images considering colour, size and rotation. Alter a digital image. Compose a photo with thought for textual qualities, light and shade.</p>
<p><b>Why here, why now?</b></p>	<p>This links to portraits which are explored in the topic 'Me and my magnificent World'. In EYFS children learn how to take selfies. This unit develops the skills such as zooming in and out to study the details in a photograph.</p>	<p>Using the science of forces, motion and light, children will explore film and photography to capture imaginative images showing the elements of art.</p>	<p>Discrete photography unit where children consider: light, shape, composition and editing is covered in Year A.</p>

<p><b>Responding to art</b></p>	<p>Explore different crafts and artists linking to their own work. Like and dislikes. Similarities and differences.        #Express thoughts and feelings about art.        Reflect and express challenges and successes.        Explain how art makes them feel.</p>	<p>Explore different crafts and artists linking to their own work. Likes and dislikes. Similarities and differences.        Express thoughts and feelings about art.        Reflect and express challenges and successes.        Explain how art makes them feel.        Respond to art from different cultures        Discuss and review their own work and others expressing thought and feelings, identify modifications and development points.        Explore a range of designers, artists and architects  <b>Possible artists:</b>        Banksy (No Trespassing)</p>	<p>As in LKS2 plus:        Recognise the art of key artists and begin to place them in historical movements,        Discuss and review their own and others work.        Compare the different styles and approaches of artists.</p>
<p><b>Why here, why now?</b></p>	<p>This unit gives the children the opportunity to talk about art and how it makes them feel. They begin to consider reasons why an artist has made particular choices and compare similarities and differences.</p>	<p>In LKS2, children will begin to record their responses to art and artists in their sketch books. They will begin to critically evaluate their own work and of others.</p>	<p>In UKS2, the children independently use the vocabulary of art. Critical skills built up over time are used to respond to their work and the work of others. This is an ongoing skill throughout the Key Stage.</p>

<b>Possible artists covered this academic cycle</b>	Picasso, Warhol, Goldsworthy, O'Keeffe, Klee, Turner, Degas, Seurat, Da Vinci, Munch, Pollock Traditional tribal African artists	Banksy, Lowry, Warhol Edouart, Kusama, Picasso  Michelangelo, Caravaggio, Velasquez (The Easter story)	Hokusai, Rousseau. Michelangelo (Sistine Chapel)The Creation Story Rudaux, Van Gogh, Cezanne, Braque, Caulfield, Klimt, Haring, Gormley
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