

Subject Progression Document – Art & Design

Intent

Our art and design curriculum is based on the following principles:

- Ensure that children have a deep-rooted understanding of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- An acknowledgement that children need to revisit and systematically build on their skills and knowledge by experimenting, inventing and creating their own works of art.
- Children are immersed in age-appropriate critical thinking which engages, inspires and challenges pupils in all year groups to ensure that they have the subject-specific language skills required to communicate their understanding.
- The art curriculum provides real-life opportunities to apply and deepen their skills and knowledge in the core curriculum subjects ensuring that they can understand the rationale behind learning in these areas.
- The art curriculum can embody some of the highest forms of human creativity.

The concepts that run through our art curriculum are: Experimentation, Creativity, Reflection and Development.

KS1 children should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

KS2 children should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- 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]
- About great artists, architects and designers in history.

Progression by Key Stage:

KS1	LKS2	UKS2
<u>Colour</u> • Know That the primary colours are red, yellow and blue. • Primary colours can be mixed to make secondary colours. • Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone'). • Colours can be mixed to 'match' real life objects or to create things from your imagination. <u>Form</u> • Paper can change from 2D to 3D by folding, rolling and scrunching it. • That three-dimensional art is called sculpture. • That 'composition' means how things are arranged on the page. • Pieces of clay can be joined using the 'scratch and slip' technique. • A clay surface can be decorated by pressing into it or by joining pieces on. <u>Shape</u> • A range of 2D shapes and confidently draw these. • Paper can be shaped by cutting and folding it. • Collage materials can be shaped to represent shapes in an image.	<u>Colour</u> • Using light and dark colours next to each other creates contrast. • Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. • Adding black to a colour creates a shade. • Adding white to a colour creates a tint. <u>Form</u> • Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Organic forms can be abstract. • Using lighter and darker tints and shades of a colour can create a 3D effect. • Simple 3D forms can be made by creating layers, by folding and rolling materials. <u>Shape</u> • Negative shapes show the space around and between objects. • Artists can focus on shapes when making abstract art. • How to use basic shapes to form more complex shapes and patterns.	<u>Colour</u> • Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. • Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. <u>Form</u> • An art installation is often a room or environment in which the viewer 'experiences' the art all around them. • The size and scale of three-dimensional artwork change the effect of the piece. • The surface textures created by different materials can help suggest form in two-dimensional artwork. <u>Shape</u> • Shapes can be used to place the key elements in a composition. • How an understanding of shape and space can support creating effective composition.

• Shapes can be organic (natural) and irregular. • Patterns can be made using shapes <u>Line</u> • Drawing tools can be used in a variety of ways to create different lines. • Lines can represent movement in drawings. • Lines can be used to fill shapes, to make outlines and to add detail or pattern. <u>Pattern</u> • That a pattern is a design in which shapes, colours or lines are repeated. • Patterns can be used to add detail to an artwork. • Lines can create patterns like zig zags and wavy lines. <u>Texture</u> • That texture means ‘what something feels like’. • Different marks can be used to represent the textures of objects. • Different drawing tools make different marks. • Collage materials can be chosen to represent real-life textures. • Collage materials can be overlapped and overlaid to add texture. • Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. • Painting tools can create varied textures in paint.	<u>Line</u> • Using different tools or using the same tool in different ways can create different types of lines. • Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object. <u>Pattern</u> • Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin). • Patterns can be irregular, and change in ways you wouldn’t expect. • The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. <u>Texture</u> • Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • How to use texture more purposely to achieve a specific effect or to replicate different surfaces.	<u>Line</u> • Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing • How line is used beyond drawing and can be applied to other art forms. <u>Pattern</u> • Artists create pattern to add expressive detail to art works (for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.) • Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. <u>Texture</u> • How to create texture on different materials. • Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
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<u>Tone</u> • That there are many different shades (or 'hues') of the same colour. • Changing the amount of the primary colours mixed affects the shade of the secondary colour produced. • Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour') • Changing pressure when drawing can create light and dark tones. • Drawing techniques such as hatching, scribbling, stippling, and blending can create different tones.	<u>Tone</u> • That 'tone' in art means 'light and dark'. • Shading helps make drawn objects look realistic. • Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. • Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. • That using lighter and darker tints and shades of a colour can create a 3D effect. • Tone can be used to create contrast in an artwork	<u>Tone</u> • Tone can help show the foreground and background in an artwork.
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