

# ART & DESIGN PROGRESSION DOCUMENT-HEDON PRIMARY SCHOOL



## Progression Document

**Vision Statement:** Pupils should achieve, aspire and inspire in Art and Design.

This document aims to give guidance on the progression of art knowledge, skills and techniques across the year groups. It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and higher starter Pupils). 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. Pupils should know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Potential higher starter pupils should also be encouraged to record more independently and freely in their sketchbooks as well as be encouraged to experiment with and use materials and media of their own choice. Their increasingly critical thinking and in-depth evaluation of their own and others' artwork should be reflected in their sketchbooks and the works of art they create with increasing confidence and independence of thought. Pupils should be inspired by a range of diverse artists, architects and crafts people. They should aspire to build skills in a variety of materials and achieve success in their own artist journey. At Hedon Primary School, we agree with Pablo Picasso that every child is an artist.

We follow the scheme Kapow for our art. Teachers are able to adapt lessons and tweak them to suit their classes needs. Kapow Primary's Art and design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. Kapow Primary's Art and design scheme of work supports pupils to meet the national curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies. Kapow Primary is an Artsmark partner and is able to support schools on their Artsmark journey, inspiring children and young people to create, experience, and participate in great arts and culture.

### Teaching Sequence in Art - Every child is an artist!

The Kapow Art scheme of work is designed with four strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

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Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Our National curriculum mapping shows which of our units cover each of the National curriculum attainment targets as well as each of the strands. Our Progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. It also shows how knowledge builds in the formal elements of Art. Our units fully scaffold and support age appropriate sequenced learning, and are flexible enough to be adapted to form cross-curricular links with your own school's curriculum. Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils. 3 Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary. Kapow Primary supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full Art and design curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Art is taught for a half term of a term then staff move on to D+T. Staff can block lessons together if they feel they need longer or teach an hour each week. We have a yearly art competition in the summer term, a visit from an artist once a year and a display which is devoted to art around out school.

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Kapow Primary's curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve. The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. A spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of formative assessments for each child. After the implementation of Kapow Primary's Art and design scheme, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

The expected impact of following the Kapow Primary Art and design scheme of work is that children will: Produce creative work, exploring and recording their ideas and experiences. Be proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using subject-specific language. Know about great artists and the historical and cultural development of their art. Meet the end of key stage expectations outlined in the national curriculum for Art and design. Include a paragraph that explains your assessment models (AfL), tracking and evidencing progress processes in Art and design.

**Vision Statement:** Pupils should achieve, aspire and inspire in Art and Design.

**Intent:**

Be inspired by a range of diverse artists, architects and crafts people.

To aspire to build skills in a variety of materials.

To achieve success in my own artistic journey, every child is an artist.

**Progression of skills**

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	EYFS (Reception) <u>Marvellous marks</u>	Year 1 <u>Make your mark</u>	Year 2 <u>Tell a story</u>	Year 3 <u>Growing artists</u>
Generating ideas	Talk about their ideas and explore different ways to record them.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketch-books	Experiment with mark making in an exploratory way.	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making skills (including Formal elements)	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.  Work on a range of materials of different textures (eg. playground, bark).  Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.  Develop observational skills to look closely and reflect surface texture through mark-making.  To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.	Further develop mark-making within a greater range of media, demonstrating increased control.  Develop observational skills to look closely and reflect surface texture through mark-making.  Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.	Confidently use of a range of materials, selecting and using these appropriately with more independence.  Draw with expression and begin to experiment with gestural and quick sketching.  Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
Knowledge of artists	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary.  Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works.  Use their own experiences to explain how art works may have been made.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons.  Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons.  Use sketchbooks as part of the problem-solving process and make changes to improve their work.

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	Year 4 <u>Power prints</u>	Year 5 I need space	Year 6 Make my voice heard
<b>Generating ideas</b>	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Sketchbooks</b>	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills (including Formal elements)</b>	<p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p>	<p>To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p><b>Apply</b> new drawing techniques to improve their mastery of materials and techniques</p> <p>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p>
<b>Knowledge of artists</b>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
<b>Evaluating and analysing</b>	<p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

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	EYFS (Reception) <u>Paint my world</u>	Year 1 <u>Colour splash</u>	Year 2 <u>Beside the seaside</u>	Year 3 <u>Prehistoric painting</u>
Generating ideas	Explore different ways to use paint and a range of media according to their interests and ideas.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketch-books	N/A	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making skills (including Formal elements)	<p>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</p> <p>Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</p> <p>Use mixed-media scraps to create child-led artwork with no specific outcome.</p>	<p>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Begin to explore colour mixing.</p> <p>Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg <i>shiny, soft</i>.</p>	<p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint.</p> <p>Create a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.</p>	<p>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively.</p> <p>Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p>
Knowledge of artists	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Be able to make links between pieces of art.</p>	<p>Use subject vocabulary to describe and compare creative works.</p> <p>Use their own experiences to explain how artworks may have been made.</p>
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	<p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>	<p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>

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	Year 4 <u>Light and dark</u>	Year 5 <u>Portraits</u>	Year 6 <u>Artist study</u>
<b>Generating ideas</b>	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Sketchbooks</b>	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills (including Formal elements)</b>	<p>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p>	<p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials.</p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Explore how collage can extend original ideas.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p>	<p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition..</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus.</p> <p>Work collaboratively on a larger scale.</p>
<b>Knowledge of artists</b>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
<b>Evaluating and analysing</b>	<p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

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	EYFS (Reception) <u>Creation station</u>	Year 1 <u>Paper play</u>	Year 2 <u>Clay houses</u>	Year 3 <u>Abstract shape and space</u>
Generating ideas	Explore and play with clay and playdough to make child-led creations.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketch-books	N/A	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making skills (including Formal elements)	<p>Push, pull and twist a range of modelling materials to affect the shape.</p> <p>Create child-led 3D forms from natural materials.</p> <p>Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p>	<p>Use their hands to manipulate a range of modelling materials, including paper and card..</p> <p>Explore how to join and fix materials in place.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p>	<p>Develop understanding of sculpture to construct and model simple forms.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture..</p>	<p>Able to plan and think through the making process to create 3D forms using a range of materials.</p> <p>Shape <u>materials</u> for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).</p> <p>Experiment with combining found objects and recyclable material to create sculpture.</p>
Knowledge of artists	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Be able to make links between pieces of art.</p>	<p>Use subject vocabulary to describe and compare creative works.</p> <p>Use their own experiences to explain how art works may have been made.</p>
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	<p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>	<p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>



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	Year 4 <u>Mega materials</u>	Year 5 <u>Interactive installation</u>	Year 6 Making memories
<b>Generating ideas</b>	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Sketchbooks</b>	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills (including Formal elements)</b>	<p>Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.</p>	<p>Investigate how scale, display location and interactive elements impact 3D art.</p> <p>Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</p> <p>Persevere when constructions are challenging and work to problem solve more independently.</p>	<p>Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Confidently problem-solve, edit and refine to create desired effects and end results.</p>
<b>Knowledge of artists</b>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
<b>Evaluating and analysing</b>	<p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

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	EYFS (Reception) <u>Let's get crafty!</u>	Year 1 Embellishments	Year 2 <u>Map it out</u>	Year 3 <u>Ancient Egyptian scrolls</u>
Generating ideas	Explore and play with a range of media to make child-led creations.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketch-books	N/A	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making skills (including Formal elements)	Design something and stick to the plan when making.  Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.	Able to select colours, shapes and materials to suit ideas and purposes.  Design and make something that is imagined or invented.  Begin to develop skills such as measuring materials, cutting, and adding decoration.	Respond to a simple design brief with a range of ideas.  Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.  Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Learn a new making technique (paper making) and apply it as part of their own project.  Investigate the history of a craft technique and share that knowledge in a personal way.  Design and make creative work for different purposes, evaluating the success of the techniques used.
Knowledge of artists	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary.  Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works.  Use their own experiences to explain how art works may have been made.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons.  Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons.  Use sketchbooks as part of the problem-solving process and make changes to improve their work.

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	Year 4 Fabric of nature	Year 5 <u>Architecture</u>	Year 6 <u>Photo opportunity</u>
<b>Generating ideas</b>	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Sketchbooks</b>	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills (including Formal elements)</b>	<p>Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries.</p>	<p>Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> <p>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p>	<p>Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p>
<b>Knowledge of artists</b>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
<b>Evaluating and analysing</b>	<p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

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## Progression of knowledge

## KS1 - Formal elements

	Year 1	Year 2
Colour	<p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> <li>• Red + yellow = orange</li> <li>• Yellow + blue = green</li> <li>• Blue + red = purple</li> </ul>	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside</p>
Form	<p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p>	<p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>
Shape	<p>Know a range of 2D shapes and confidently draw these.</p> <p>Know that paper can be shaped by cutting and folding it.</p>	<p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular.</p> <p>Know that shapes can geometric if they have mostly straight lines and angles.</p> <p>Know that patterns can be made using shapes.</p>
Line	<p>Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Know that lines can represent movement in drawings.</p>	<p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>

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in Drive

*Progression of knowledge*

**KS1 - Formal elements**

	Year 1	Year 2
Pattern	<p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Know that surface rubbings can be used to add or make patterns.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Know that patterns can be used to add detail to an artwork.</p>
Texture	<p>Know that texture means 'what something feels like'</p> <p>Know that different marks can be used to represent the textures of objects</p> <p>Know that different drawing tools make different marks.</p>	<p>Know that collage materials can be chosen to represent real-life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p>
Tone	<p>Know that 'tone' in art means 'light and dark'.</p> <p>Know that we can add tone to a drawing by shading and filling a shape.</p>	<p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p>

# ART & DESIGN PROGRESSION DOCUMENT-HEDON PRIMARY SCHOOL

## *Progression of knowledge*

## KS2 - Formal elements

	Year 3	Year 4	Year 5	Year 6
Colour	<p>Know that using light and dark colours next to each other creates contrast.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
Form	<p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p>	<p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>
Shape	<p>To know that negative shapes show the space around and between objects.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns.</p>	<p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>To know how an understanding of shape and space can support creating effective composition.</p>
Line	<p>To know that different drawing tools can create different types of lines.</p>	<p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>To know that 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.</p>	<p>To know how line is used beyond drawing and can be applied to other art forms.</p>

# ART & DESIGN PROGRESSION DOCUMENT-HEDON PRIMARY SCHOOL

## *Progression of knowledge*

## KS2 - Formal elements

	Year 3	Year 4	Year 5	Year 6
<b>Pattern</b>	<p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>To know that symmetry can be used to create repeating patterns.</p> <p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p>	<p>To know that 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.</p>	<p>To know that 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.</p>
<b>Texture</b>	<p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>To know how to create texture on different materials.</p>	<p>To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
<b>Tone</b>	<p>To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p>	<p>To know that tone can help show the foreground and background in an artwork.</p>	<p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>

# ART & DESIGN PROGRESSION DOCUMENT-HEDON PRIMARY SCHOOL

## Long Term Plan

Year group	Autumn	Spring	Summer
EYFS	Guiseppe Arcimboldo (Harvest time)	Piccaso	Axel Scheffler
Year 1	Kapow Painting	Sculpture Kapow unit paper	Drawing - Kapow unit
Year 2	Kapow painting	Drawing unit - Kapow	Craft unit - Kapow - felt
Year 3	Kapow Painting	Craft - Kapow scrolls	Drawing - Kapow Unit
Year 4	Kapow Sculpture	Drawing unit Kapow	Painting Unit - Kapow
Year 5	Kapow Craft Architecture	Drawing Unit - Kapow	Painting Unit - Kapow
Year 6	Kapow Craft Photo	Painting unit - Kapow	Drawing Unit - Kapow