



Progression in Art and Design at Harry Hotspur CE Primary School



ART AND DESIGN

National Curriculum Expectations

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.



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Statutory and Non-Statutory Frameworks:

EYFS	KS1	LKS2	UKS2
<p>Development Matters:</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>National Curriculum</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">• 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, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	<p>National Curriculum</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">• To create sketchbooks 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	



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Art and Design at St Michael's CE Primary School

Our art and design curriculum gives all children the opportunity to learn about and develop a respect for a range of historical and modern artists and their lives, techniques and inspirations. Children use this as stimulus as they show resilience in mastering the elements of art and develop skills in evaluating and appraising. They take responsibility for improving their work in response to feedback.



Big Ideas

Drawing

Children explore drawing elements; pattern, still life or faces and figures.

Painting

Children focus on colour and painting looking at one particular movement or style.

Fabric and Collage

Children learn about the differences in texture and how these can be combined for a variety of effects.

3D Art

Children work with a variety of media to create a 3D pieces of art and sculpture.

'Every man is an artist.'

Joseph Beuys (Artist)



Links with other subjects

English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

Maths

- Number, measuring, direction, handling data

Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks
- The opportunity to showcase work

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

Support

For staff:

- National Curriculum
- Subject associations – [NSEAD](#)
- [theartyteacher.com](#) [Google Arts and Culture](#) (APP)
- [Access art](#)
- Knowledge organisers

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible
- Children requiring support do not miss the same lesson every week



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Long term plan over a 2-year cycle:

Year September 2024

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	Understanding Identity and Exploring Relationships Feeling connected Making finger puppets (PSHE/Eng)		Exploring the Natural World Being inspired by the world around us Primal painting To colour (Eng)		Exploring the Power of Creativity Making Art Drawing Spiral Snails Ducklings	
KS1	Working in 3D Playful making		Drawing and sketchbooks Explore and draw		Print, colour, collage Exploring the world through mono print	
LKS2	Drawing and sketchbooks Gestural drawing with charcoal		Print, colour, collage Working with shape and colour		Working in 3D Telling stories through drawing and making	
UKS2	Drawing and sketchbooks Typography and maps		Print, colour, collage Making monotypes		Collaboration and community Fashion design	

Year B 2025

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	Exploring the Power of Creativity Making Art Autumn leaves Night time collage (sci)		Understanding Identity and Exploring Relationships Feeling connected Self-portraiture photography (PSHE/Eng)		Exploring the Natural World Being inspired by the world around us Feely drawings Monsters (Eng)	
KS1	Paint, surface, texture Expressive painting		Working in 3D Stick transformation project		Collaboration and community Inspired by Flora and Fauna	
LKS2	Paint surface, texture Exploring still life		Drawing and sketchbooks Storytelling through drawing		Collaboration and community Festival feasts	
UKS2	Paint surface, texture Exploring identity		Working in 3D Brave colour		Print, colour, collage Activism	



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Skills Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Drawing and sketchbooks	<p>An early artist will:</p> <ul style="list-style-type: none"> ▪ Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. ▪ Use and begin to control a range of media. ▪ Draw on different surfaces and coloured paper. ▪ Produce lines of different thickness and tone using a pencil. ▪ Start to produce different patterns and textures from observations, imagination and illustrations. 	<p>A Year 1 Artist will:</p> <ul style="list-style-type: none"> ▪ Explore a range of drawing tools to make marks ▪ Begin to control the types of marks made with a range of media. ▪ Draw on different surfaces ▪ Explore different textures ▪ Draw from imagination ▪ Explore drawing from observation ▪ Investigate textures by describing, naming, rubbing and copying ▪ Produce a range of patterns and textures 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with tools and surfaces ▪ Draw experiences and feelings ▪ Sketch to make records ▪ Begin to control marks made with different media ▪ Investigate tone by drawing light/dark lines using pencil ▪ Investigate textures and produce an expanding range of patterns 	<p>A Year 3 Artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with various pencils ▪ Use a sketchbook to document and develop ideas ▪ Draw from observation and imagination ▪ Experiment with mark making using alternative tools ▪ Create initial sketches for painting ▪ Begin to draw with accuracy ▪ Discuss shadows, light and dark ▪ Have an awareness of how pattern can be used to create texture 	<p>A Year 4 Artist will:</p> <ul style="list-style-type: none"> ▪ Consider scale and proportion ▪ Create accurate observational drawings ▪ Work on a variety of scales ▪ Produce drawings using IT ▪ Identify and draw the effect of light ▪ Draw for a sustained period of time ▪ Collect and record visual information ▪ Plan and collect source material ▪ Develop techniques to create intricate patterns – range of media 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) ▪ Draw from different viewpoints considering horizon lines. ▪ Begin to consider perspective ▪ Use different techniques for purpose e.g. different styles of shading ▪ Work from a variety of sources including observation and photographs to develop own work 	<p>A Year 6 Artist will:</p> <ul style="list-style-type: none"> ▪ Select appropriate media and techniques to achieve a specific outcome ▪ Develop their own style ▪ Draw for a sustained period of time over a number of sessions ▪ Use tone in drawings to achieve depth ▪ Develop drawing with perspective and focal points ▪ Adapt drawings according to evaluations and discuss further developments
Print, colour, collage	<ul style="list-style-type: none"> ▪ Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. ▪ Develop simple patterns by using objects. ▪ Enjoy using stencils to create a picture. ▪ Begin to use scissors and tearing 	<ul style="list-style-type: none"> ▪ Take rubbings from textured surfaces: e.g leaf, coin, tree bark ▪ Print pictures with a range of materials e.g. sponge, reels ▪ Begin to explore impressed printing e.g. with Styrofoam ▪ Begin to identify different forms of printing e.g books, 	<ul style="list-style-type: none"> ▪ Explore repeated printing using a range of simple methods ▪ Explore relief printing using string and card ▪ Develop an impressed image ▪ Identify a wider range of printed 	<ul style="list-style-type: none"> ▪ Design and create a repeated relief print considering background paper ▪ Use sketchbooks to explore and develop prints making changes where needed ▪ Understand the difference between 	<ul style="list-style-type: none"> ▪ Design and create a Collagraph print using a range of materials ▪ Explore the process of mono printing ▪ Demonstrate an awareness of printing with multiple colours 	<ul style="list-style-type: none"> ▪ Gain experience in overlaying colours ▪ Start to overlay prints with other media ▪ Continue to experience in combining prints to produce an end piece ▪ Explore, experiment, plan and collect source material for future work 	<ul style="list-style-type: none"> ▪ Use Thermofax screens to explore screen printing ▪ Combine different printing techniques within the same piece of artwork ▪ Use print as a starting point to embroidery



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	<p>to create a range of shapes</p> <ul style="list-style-type: none"> ▪ Create an image from a variety of cut or torn media ▪ Arrange and glue materials to different backgrounds 	<p>newspapers, fabric, wallpaper</p> <ul style="list-style-type: none"> ▪ Begin to use scissors and tearing to create a range of shapes ▪ Explores different methods of fixing one material to another ▪ Create an image from a variety of cut or torn media ▪ Arrange and glue materials to different backgrounds 	<p>forms in everyday life and consider how the processes have changed over time</p> <ul style="list-style-type: none"> ▪ Develops a range of cutting, tearing and fixing techniques to create a specific picture ▪ Use scissors in a controlled way to cut with accuracy ▪ Fold, crumple, tear and overlap papers to create an image ▪ Has experience of adhesives and decides on most effective for a given task 	<p>repeat printing and mono printing</p> <ul style="list-style-type: none"> ▪ Understand the properties of different glue and how these can be used to fix materials together ▪ Use collage as a means of collecting ideas and information to build a visual brainstorm ▪ Collect and select textured papers to form a collaged image 	<ul style="list-style-type: none"> ▪ Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper ▪ Develops experience in embellishing, using more advanced joining techniques ▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images 	<ul style="list-style-type: none"> ▪ To create a photomontage using given photographs from a range of sources ▪ Add collage to a painted, printed or drawn background to enhance work 	<ul style="list-style-type: none"> ▪ Use collage as a means of extending work from initial ideas ▪ Independently select a range of media to produce a collaged image
<p>Working in 3 dimensions</p>	<ul style="list-style-type: none"> ▪ Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. ▪ Cut shapes using scissors and other modelling tools. ▪ Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. 	<ul style="list-style-type: none"> ▪ Enjoy handling, feeling and manipulating a range of materials ▪ Construct using a range of media ▪ Cut shapes using scissors and other modelling tools in a safe way ▪ Build a construction using a variety of objects ▪ Imprint and apply decoration to a 3D model 	<ul style="list-style-type: none"> ▪ Show an awareness that natural and human made materials can be used to create sculpture ▪ Create models from imagination and direct observation ▪ Join materials together and apply Decorative techniques ▪ Replicate patterns and textures 	<ul style="list-style-type: none"> ▪ Plan, shape, mould and make constructions from different materials ▪ Understand the different adhesives and methods used in construction ▪ Consider and discuss aesthetics ▪ Produce more intricate surface patterns using a range of processes ▪ Show an awareness of how 	<ul style="list-style-type: none"> ▪ Discuss the work of other sculptors and architects and how these have influenced their own work / designs ▪ Work in a safe, organised way, caring for equipment. Secure work to continue at a later date ▪ Make slip to join and secure pieces of clay together 	<ul style="list-style-type: none"> ▪ Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish) ▪ Understand that a range of media can be selected (due to their properties) for different purposes ▪ Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors 	<ul style="list-style-type: none"> ▪ Recognise sculptural forms in the environment and use these as inspiration for their own work ▪ Demonstrate experience in relief and freestanding work using a range of media ▪ Independently select sculpture as a method of producing work, if this fits the criteria of the task ▪ Confidently carve a simple form



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		<ul style="list-style-type: none"> ▪ Discuss the different types of buildings in their locality 	<ul style="list-style-type: none"> in a 3D form ▪ Discuss the work of other sculptors and relate these to their own ideas and designs 	<ul style="list-style-type: none"> texture, form and shape can be transferred from 2D to 3D ▪ Model over an armature 	<ul style="list-style-type: none"> ▪ Adapt work when necessary and explain why. ▪ Demonstrate awareness in environmental sculpture 		
Paint, texture, colour	<ul style="list-style-type: none"> ▪ Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. ▪ Recognise and name the primary colours being used. ▪ Mix and match colours to different artefacts and objects. ▪ Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. 	<ul style="list-style-type: none"> ▪ Begin to explore and experiment with the primary colours ▪ Mix primary colours to create secondary colours ▪ Describe collections of colours ▪ Discuss and use warm and cold colours ▪ Describe favourite colours and why colours may be used for different purposes ▪ Explore a range of paint, brush sizes and tools 	<ul style="list-style-type: none"> ▪ Begin to describe a range of colours ▪ Mix a range of secondary and tertiary colours ▪ Be able to discuss the colour wheel ▪ Talk about why they have selected colours for their artwork ▪ Begin use a range of paint and discuss why some are more suited to particular painting styles 	<ul style="list-style-type: none"> ▪ Make tints of one colour by adding white ▪ Darken / Lighten colours without using black / white ▪ Mix / create colour for use on a large scale. (wash) ▪ Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) ▪ Demonstrate increasing control of the types of marks made to create certain effects 	<ul style="list-style-type: none"> ▪ Make tints, tones and shades using white, grey and black ▪ Observe colour and suggest why it has been used ▪ Independently choose the right paint and / or equipment for the task. ▪ Select colour to reflect mood ▪ Explore different brush strokes and why / when they might be used ▪ Begin to discuss how they are influenced by the work of other artists 	<ul style="list-style-type: none"> ▪ Make and discuss hue, tint, tone, shade and mood ▪ Mix colours, shades, tones, tints with confidence, building on previous knowledge ▪ Select colour for purpose explaining choices ▪ Discuss how colour can be used to express ideas, feelings and mood. ▪ Confidently control the types of marks made and experiment with different effects and textures 	<ul style="list-style-type: none"> ▪ Select colour to express feelings ▪ Discuss harmonious and contrasting colours and their placement on the colour wheel ▪ Work in a sustained and independent way, developing own style ▪ Purposefully controlling the types of marks, brushstrokes used to create desired effect ▪ Use colours and brushstrokes to create atmosphere and light effects



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Promoting SMSC and British Values in Art and Design

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none">• In looking at creative works, pupils have time to reflect on the themes and emotions that are communicated.• In learning about different artists and what has inspired them, they are able to learn more about the world around them.• Through a unit of work, children are encouraged to reflect first of all on examples of art work from others including what they like, what they don't like and why.• Through learning skills they reflect on what works well and what doesn't.• Children produce creative pieces to express their own ideas and are encouraged to reflect on these at the end of a project.	<ul style="list-style-type: none">• In exploring work of different artists from different times and cultures, pupils are able to consider and discuss moral and ethical issues.	<ul style="list-style-type: none">• Collaborative work in lessons, in children's own sketch books and when contributing to larger shared pieces teaches children the value and the skills of working together.	<ul style="list-style-type: none">• The study of a range of artists allows pupils to describe similarities and differences across different disciplines and cultures.



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Democracy 	The Rule of Law 	Individual Liberty 	Respect 	Tolerance of those with different faiths 
<ul style="list-style-type: none">○ At times, group pieces of art work are undertaken which require conversations and discussion about the equality of opportunity to participate, and how group decisions are made.○ Children learn how to debate issues and contribute ideas as part of a larger community.	<ul style="list-style-type: none">○ Freedom of expression is promoted as children have the opportunity to produce creative work.○ Respect is encouraged and developed through positive and considered reflection.	<ul style="list-style-type: none">○ Children are encouraged to express themselves freely in art.○ They are encouraged to discuss their reasons for different choices and to have the confidence to follow their own ideas even if they are different to those around them.○ An atmosphere of accepting that everyone has their own ideas is created so that it is a safe atmosphere for children to experiment in the knowledge that if it doesn't work out that is OK, that we can learn from mistakes.	<ul style="list-style-type: none">○ Pupils are encouraged to reflect on artist's work, their own work and each other's' work which promotes respect and tolerance of different work and styles.○ Pupils are taught how to respond to the work of others, taking into account the impact of their words.	<ul style="list-style-type: none">○ Awareness and appreciation of other cultures through learning about artists, and using work from a range of artists as stimuli.○ Pupils are also taught that different pupils may have different opinions about works of art, or the issues which inspire them.