



## Spalding St Paul's Primary School & Nursery - Art & Design Progression

KEY STAGE 1	ESSENTIAL CHARACTERISTICS IN OUR SCHOOL
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Full coverage of the Art and Design Curriculum in our school is ensured by our use of the Cornerstones Curriculum. Teachers have access to detailed, high quality long, medium and short term planning.</p> <p>We use a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources</p> <p>The objectives in the teaching of Art and Design in our school are:</p> <ul style="list-style-type: none"> <li>• to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work</li> <li>• to develop creativity and imagination through a range of complex activities</li> <li>• to improve the children's ability to control materials, tools and techniques becoming proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• to increase their critical awareness of the roles and purposes of art and design in different times and cultures</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• to develop increasing confidence in the use of visual and tactile elements and materials</li> <li>• to foster an enjoyment and appreciation of the visual arts; to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms, and a knowledge of artists, craftspeople and designers</li> <li>• to develop the cross-curricular use of art and design in all subjects.</li> </ul>
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul>	<p>In addition to the opportunities provided through our Cornerstone Curriculum staff may also take advantage of suitable opportunities available at local arts centres for subject visits:</p> <p><a href="https://www.transportedart.com">https://www.transportedart.com</a>  <a href="https://www.southhollandcentre.co.uk/whats-on">https://www.southhollandcentre.co.uk/whats-on</a>  <a href="https://www.newtheatre-peterborough.com">https://www.newtheatre-peterborough.com</a>  <a href="http://blackfriarsartscentre.co.uk">http://blackfriarsartscentre.co.uk</a>  <a href="https://www.sholland.gov.uk/article/7040/20th-South-Holland-Open-Arts-Exhibition">https://www.sholland.gov.uk/article/7040/20th-South-Holland-Open-Arts-Exhibition</a>  <a href="https://www.sholland.gov.uk/article/5262/Ayscoughfee-Hall">https://www.sholland.gov.uk/article/5262/Ayscoughfee-Hall</a>  <a href="https://en-gb.facebook.com/pg/LincolnshireArtGallery/posts/">https://en-gb.facebook.com/pg/LincolnshireArtGallery/posts/</a></p>

Big Idea:	Humankind	Creativity			Materials					Place	Nature	Comparison	Significance
Aspect:	Human Form	Creation	Generation of Ideas	Evaluation	Malleable Materials	Paper and Fabric	Paint	Pencil, Ink, Charcoal and Pen	Printing	Landscapes	Natural Art	Compare and Contrast	Significant People, Artwork and Movements
Year 6	Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.	Create innovative art that has personal, historic or conceptual meaning.	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	Adapt and refine artwork in light of constructive feedback and reflection.	Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.	Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.	Use colour palettes and characteristics of an artistic movement or artist in artwork.	Use line and tone to draw perspective.	Add text or photographic samples to a print.	Draw or paint detailed landscapes that include perspective.	Create art inspired by or giving an environmental message.	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.	Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.
Year 5	Explore and create expression in portraiture.	Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.	Review and revisit ideas and sketches to improve and develop ideas.	Compare and comment on the ideas, methods and approaches in their own and others' work.	Create a relief form using a range of tools, techniques and materials.	Make paper using traditional craft techniques.	Mix and use tints and shades of colours using a range of different materials, including paint.	Use pen and ink (ink wash) to add perspective, light and shade to a composition.	Combine a variety of printmaking techniques and materials to create a print on a theme.	Use a range of materials to create imaginative and fantasy landscapes.	Record natural forms, animals and landscapes with clarity, using digital photography.	Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Investigate and develop artwork using the characteristics of an artistic movement.
Year 4	Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points.	Develop techniques through experimentation to create different types of art.	Create a series of sketches over time to develop ideas on a theme or mastery of a technique.	Give constructive feedback to others about ways to improve a piece of artwork.	Use clay to create a detailed 3-D form.	Use a range of stitches to add detail and texture to fabric or mixed-media collages.	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Use the properties of pen, ink and charcoal to create a range of effects in drawing.	Make a two-colour print.	Choose an interesting or unusual perspective or viewpoint for a landscape.	Represent the detailed patterns found in natural phenomena, such as water and weather.	Compare and contrast artwork from different times and cultures.	Explain the significance of art, architecture or design from history and create work inspired by it.
Year 3	Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.	Use and combine a range of visual elements in artwork.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Make suggestions for ways to adapt and improve a piece of artwork.	Create a 3-D form using malleable or rigid materials, or a combination of materials.	Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.	Identify, mix and use contrasting coloured paints.	Add tone to a drawing by using linear and cross hatching, scumbling and stippling.	Use the properties of various materials, such as clay or polystyrene, to develop a block print.	Draw, paint or photograph an urban landscape.	Use nature and natural forms as a starting point for artwork.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Work in the style of a significant artist, architect, culture or designer.
Year 2	Represent the human form, including face and features, from observation, imagination or memory.	Select the best materials and techniques to develop an idea.	Make simple sketches to explore and develop ideas.	Analyse and evaluate their own and others' work using artistic vocabulary.	Press objects into a malleable material to make textures, patterns and imprints.	Create a range of textures using the properties of different types of paper.	Identify and mix secondary colours.	Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.	Use the properties of various materials, such as clay or polystyrene, to develop a block print.	Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.	Draw, paint and sculpt natural forms from observation, imagination and memory.	Describe similarities and differences between artwork on a common theme.	Explain why a painting, piece of artwork, body of work or artist is important.
Year 1	Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.	Design and make art to express ideas.	Communicate their ideas simply before creating artwork.	Say what they like about their own or others' work using simple artistic vocabulary.	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.	Use textural materials, including paper and fabric, to create a simple collage.	Identify and use paints in the primary colours.	Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.	Make simple prints and patterns using a range of liquids including ink and paint.	Draw or paint a place from memory, imagination or observation.	Make transient art and pattern work using a range of natural materials.	Identify similarities and differences between two or more pieces of art.	Describe and explore the work of a significant artist.