



# Progression Documents

## Art & Design

### Curriculum Overview:

At Spalding St Paul's Primary School, we want all of our children to be **PROUD** of all their achievements and successes across all curriculum subjects.

Our curriculum enables children to achieve their own **PERSONAL EXCELLENCE** through a well-tailored programme designed for all to access.

Our curriculum is designed for children to show **RESPECT** for what they are learning, themselves, others, beliefs and the world around them.

Our curriculum gives children a range of **OPPORTUNITIES** to develop their knowledge, skills and understanding.

Our curriculum is **UNIQUELY** designed to incorporate our diverse school, our community and the world we live in.

Our curriculum enables children to **DISCOVER** key skills and knowledge to help them become lifelong learners.

Intent	Implementation	Impact
<p><b>Early years Foundation Stage:</b> In EYFS the framework is organised across 7 areas of learning rather than subject areas. As part of this document we have planned how the skills taught across EYFS feed into the national curriculum and which statements from the 2020 Development Matters are prerequisite skills for art &amp; design within the National Curriculum.</p> <p><b>KS1 and KS2:</b> In KS1 and KS2 the art &amp; design curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that '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</p> <p>To ensure that pupils develop a secure knowledge that they can build on, our art &amp; design curriculum has been mapped out using our Key Concepts.</p> <p>When covering each of these strands, the content will be carefully organised by each year group through our subject overview.</p> <p>Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the Year group Frameworks.</p> <p>Art &amp; design is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.</p>	<p>The Early years Foundation Stage (EYFS) follows the 'Development Matters' in the EYFS guidance. In EYFS art &amp; design is taught as part of 'Physical Development' and 'Expressive Arts and Design' and will be seen as part of the continuous and adult lead provision across the classroom, not as a discrete subject.</p> <p>In KS1 and KS2, art &amp; design is taught as a discreet subject, once a week, every other term to allow time to embed skills in the subject.</p> <p>All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.</p> <p>Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.</p>	<p>Impact is measured through regular learning walks, lesson visits, work scrutiny and pupil voice.</p> <p>Work will show that a range of topics are being covered as well as progression across each unit of work in every year group and across year groups.</p> <p>Children will be able to talk about the skills and knowledge they have acquired, through pupil voice, and will be engaged in lessons and want to find out more.</p> <p>Teachers will use Assessment for Learning to ensure all lessons are relevant and will help to plan for next steps.</p> <p>Subject coordinators will be given regular time to ensure resources are kept up to date, to monitor their subject across the school, create action plans and impact reports and to provide subject feedback to SLT as appropriate.</p>

## Breadth of Study

### Breadth of Study EYFS:

Three and Four Year-Olds	Physical Development		<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Choose the right resources to carry out their own plan.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>Explore colour and colour mixing.</li> </ul>
Reception	Physical Development		<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop overall body-strength, balance, coordination and agility.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>

### Breadth of study Key Stage 1:

Pupils 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.

### Breadth of study Key Stage 2:

Pupils 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 art & design.

## Key Concepts

### Develop ideas

This concept involves understanding how ideas develop through an artistic process.

### Master techniques

This concept involves developing a skill set so that ideas may be communicated.

### Take inspiration from the greats

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout art & design.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Develop Ideas</b>		Respond to ideas and starting points  Explore ideas and collect visual information  Explore different methods and materials as ideas develop	Respond to ideas and starting points  Explore ideas and collect visual information  Explore different methods and materials as ideas develop	Develop ideas from starting points throughout the curriculum  Collect information, sketches and resources  Adapt and refine ideas as they progress  Explore ideas in a variety of ways  Comment on artworks using visual language	Develop ideas from starting points throughout the curriculum  Collect information, sketches and resources  Adapt and refine ideas as they progress  Explore ideas in a variety of ways  Comment on artworks using visual language	Develop and imaginatively extend ideas from starting points throughout the curriculum.  Collect information, sketches and resources and present ideas imaginatively in a sketch book.  Use the qualities of materials to enhance ideas.  Spot the potential in unexpected results as work progresses.  Comment on artworks with a fluent grasp of visual language.	Develop and imaginatively extend ideas from starting points throughout the curriculum.  Collect information, sketches and resources and present ideas imaginatively in a sketch book.  Use the qualities of materials to enhance ideas.  Spot the potential in unexpected results as work progresses.  Comment on artworks with a fluent grasp of visual language.
<b>Master techniques</b>	<b>Drawing</b>	Colour (own work) neatly following the lines.  Show pattern and texture by adding dots and lines.	Draw lines of different sizes and thickness.  Show different tones by using coloured pencils.	Sketch lightly (no need to use a rubber to correct mistakes).  Use shading to show light and shadow.	Use different hardnesses of pencils to show line, tone and texture.  Annotate sketches to explain and elaborate ideas.  Use hatching and cross hatching to show tone and texture.	Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.
	<b>Painting</b>	Use thick and thin brushes.  Mix primary colours to make secondary.  Create colour wheels.	Use thick and thin brushes.  Mix primary colours to make secondary.  Add white to colours to make tints and black to colours to make tones.  Create colour wheels.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.  Mix colours effectively.  Use watercolour paint to produce washes for backgrounds then add detail.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.  Mix colours effectively.  Use watercolour paint to produce washes for backgrounds then add detail.  Experiment with creating mood with colour.	Sketch (lightly) before painting to combine line and colour.  Create a colour palette based upon colours observed in the natural or built world.  Use the qualities of watercolour and acrylic paints to create visually interesting pieces.  Combine colours, tones and tints to enhance the mood of a piece.  Use brush techniques and the qualities of paint to create texture.  Develop a personal style of painting, drawing upon ideas from other artists.	Sketch (lightly) before painting to combine line and colour.  Create a colour palette based upon colours observed in the natural or built world.  Use the qualities of watercolour and acrylic paints to create visually interesting pieces.  Combine colours, tones and tints to enhance the mood of a piece.  Use brush techniques and the qualities of paint to create texture.  Develop a personal style of painting, drawing upon ideas from other artists.
	<b>Print</b>	Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers).  Use objects to create prints (e.g. fruit, vegetables or sponges).  Press, roll, rub and stamp to make prints.		Use layers of two or more colours.  Replicate patterns observed in natural or built environments.  Make printing blocks (e.g. from coiled string glued to a block).  Make precise repeating patterns.		Build up layers of colours.  Create an accurate pattern, showing fine detail.  Use a range of visual elements to reflect the purpose of the work.	
	<b>Textiles</b>		Use weaving to create a pattern.  Join materials using glue and/or a stitch.  Use plaiting.  Use dip dye techniques.		Shape and stitch materials.  Use basic cross stitch and back stitch.  Colour fabric.  Create weavings.  Quilt, pad and gather fabric.		Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces

Inspiration from the greats	collage	<p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>		<p>Select and arrange materials for a striking effect.</p> <p>Ensure work is precise.</p> <p>Use coiling, overlapping, tessellation, mosaic and montage.</p>		<p>Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques.</p>	
	Sculpture	<p>Use a combination of shapes.</p> <p>Include lines and texture.</p> <p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p>	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</p> <p>Include texture that conveys feelings, expression or movement. Use clay and other moldable materials.</p> <p>Add materials to provide interesting detail.</p>		<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form</p>		
		<p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Combine previously learned techniques to create pieces.</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>	<p>Combine previously learned techniques to create pieces.</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>

## ART OVERVIEW:

	Autumn		Spring		Summer	
<b>Year 1</b>	Drawing / Painting Artist: Kandinsky		Print Block Printing		Sculpture Natural Material Artist: Range	
<b>Year 2</b>	Drawing / Painting Artist: Artists in the National Portrait Gallery (Linked to the Katie in London Picture books) -Katie and the Waterlily Pond -Katie and the Sunflowers -Katie and the Starry Night -Katie and the Bathers -Katie meets the impressionists -Katie's Picture Show -Katie and the British Artists -Katie and the Mona Lisa		Textiles Fold and Dye		Collage: African Art Artist: Matisse	
<b>Year 3</b>	Drawing / Painting Artist: Seurat		Print Stencils Mono Printing Collagraph Printing		Sculpture Clay Artist: Local sculptures	
<b>Year 4</b>		Drawing / Painting Artist: LS Lowry		Collage Mosaics Artist: Georgia O'Keeffe		Textiles Tie-Dye Talking pictures
<b>Year 5</b>		Drawing / Painting Artist: Holbein		Print Lino Printing Artist: Warhol		Sculpture Wire / Modroc Artist: Alberto Giacometti
<b>Year 6</b>		Drawing / Painting Artist: World War I artists.		Textiles Batik Pencil Cases / Purses / Cushions.		Collage Journeys Artists: Range

Drawing and Painting	Print	Sculpture	Textiles	Collage
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