

## Ebchester C of E Primary School

### KS1 Progression of Learning In Art, Craft and Design

#### **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

This progression model links to Bloom's revised taxonomy of 2001, the art & design National Curriculum for England for Key Stage One and Two as well as the National Society for Education in Art and Design's progression framework.

<b>Making Skills</b> (Procedural Knowledge)  Become proficient in drawing, painting, sculpture and other art, craft and design techniques	<b>Drawing</b>	Skills and Control	<b>By the end of Reception children should be able to:</b> <ul style="list-style-type: none"> <li>• Pupils develop their control and confidence when drawing using a range of materials.</li> <li>• Pupils draw forms using the formal elements of lines &amp; simple shapes such as circles, squares and triangles.</li> <li>• Pupils learn to tonally shade areas and shapes as neatly and carefully as they can.</li> </ul>	<b>By the end of Year 1 children should be able to:</b> <ul style="list-style-type: none"> <li>• Pupils develop their ability to use and apply the formal elements by increasing their control of line &amp; using simple 2D geometric shapes when drawing.</li> <li>• They explore the concept of light &amp; dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly &amp; accurately.</li> <li>• Pupils learn how to control the pressure of their drawing materials.</li> </ul>	<b>By the end of Year 2 children should be able to:</b> <ul style="list-style-type: none"> <li>• Greater skill &amp; control is evident when using the formal elements to draw, e.g. using simple lines &amp; geometric shapes to create forms.</li> <li>• Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching.</li> <li>• Increasingly able to shade areas neatly without spaces &amp; gaps. Identify &amp; draw detail, texture, pattern.</li> </ul>
		Techniques	<ul style="list-style-type: none"> <li>• Pupils learn to draw in different ways to create different effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between them.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.</li> </ul>

				<ul style="list-style-type: none"> <li>Pupils try out new ways of making lines/marks to describe a range of surfaces, textures and forms.</li> </ul>	
		Purpose	<ul style="list-style-type: none"> <li>Pupils draw things they like and learn to draw for pleasure and relaxation.</li> <li>Pupils draw from imagination and observation.</li> <li>They record ideas, thoughts, feelings and draw for narrative reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils draw for pleasure, developing an interest in things in the world around them.</li> <li>Draw from imagination &amp; observation.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources.</li> </ul>
	Painting and Mixed Media	Skill and Control	<ul style="list-style-type: none"> <li>Learn how to hold and control a paintbrush.</li> <li>They learn to blend colours in a palette or on the painting surface.</li> <li>They learn how to look after brushes and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>They know different types of paint and the properties of each such as poster paint, powdered paint, block paint.</li> <li>Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully.</li> <li>Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish.</li> </ul>	<ul style="list-style-type: none"> <li>Develop brush control &amp; learn to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment.</li> <li>Pupils learn to paint neatly and carefully, without leaving gaps or messy edges.</li> <li>Learn to measure &amp; mix the paint needed &amp; apply paint sensitively with control.</li> </ul>
		Techniques	<ul style="list-style-type: none"> <li>Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc.</li> </ul>	<ul style="list-style-type: none"> <li>They know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces and say which is suitable for a give task.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces.</li> <li>Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.</li> </ul>
		Formal Elements	<ul style="list-style-type: none"> <li><b>Colour:</b> They learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours. They try to mix colours to match images from paintings or books etc.</li> <li><b>Tone/Form:</b> Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment.</li> <li><b>Pattern &amp; Texture:</b> They paint patterns &amp; add things to paint to make textures such as sand, grit, salt.</li> <li><b>Line/Shape:</b> They concentrate hard to paint shapes, lines and edges neatly.</li> </ul>	<ul style="list-style-type: none"> <li><b>Colour:</b> Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings.</li> <li><b>Tone/Form:</b> Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form.</li> <li><b>Pattern &amp; Texture:</b> They paint patterns &amp; add things to paint to make textures such as sand, grit, salt.</li> <li><b>Shape/Line:</b> They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.</li> </ul>	<ul style="list-style-type: none"> <li><b>Colour:</b> Develop colour mixing to make finer variations in secondary colours.</li> <li><b>Tone/Form:</b> Pupils learn why light colours appear to be to us and dark objects look further away, then explore this in their art.</li> <li><b>Pattern &amp; Texture:</b> Create original patterns &amp; make textures.</li> <li><b>Shape/Line:</b> Understand the importance of outlines &amp; paint more sophisticated shapes.</li> </ul>

	<b>Design</b>	<ul style="list-style-type: none"> <li>Pupils should make something they have imagined or invented, such as a toy or a creature. This might be drawn initially then modelled in plasticine for example.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should design &amp; make something they have imagined or invented. This might be realising a drawing and then modelling it in three dimensions.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils design &amp; make complex forms from imagination &amp; invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.</li> </ul>
	<b>Craft</b>	<ul style="list-style-type: none"> <li>Use simple wax resist using crayons and ink is used to make pictures.</li> <li>Art is made by cutting, sewing, gluing and forming fabrics.</li> <li>Textiles are decorated with simple appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials.</li> <li>Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. Images are developed with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.</li> </ul>	<ul style="list-style-type: none"> <li>Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc. Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used.</li> <li>Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.</li> </ul>
	<b>3D Sculpture, Printmaking, Digital, Clay etc.</b>	<ul style="list-style-type: none"> <li>Printing Pupils make simple printing blocks from soft materials they have cut, shaped or moulded.</li> <li>Digital: Children take photographs with digital cameras, learning to focus &amp; position what they see then apply filters to the results.</li> <li>3D sculpture Pupils learn to create Form by cutting, forming and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example.</li> </ul>	<ul style="list-style-type: none"> <li><b>Printing</b> Pupils learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. They print using simple materials, card, string, foam, textured materials and paper, clay, polyprinting etc.</li> <li><b>Digital:</b> They learn to take photos with digital cameras taking care to frame the shot to capture the detail they want. They use simple software to edit and manipulate photos.</li> <li><b>3D sculpture</b> Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented or seen.</li> </ul>	<ul style="list-style-type: none"> <li><b>Printing</b> Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</li> <li><b>Digital:</b> Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. Learn painting software to edit and manipulate photos to create more complex images.</li> <li><b>3D sculpture</b> Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms &amp; make things they have designed, invented or seen &amp; can modify &amp; correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.</li> </ul>

<b>Generating Ideas</b> (Conceptual) Explore ideas Record Feelings & Experiences	<b>Develop &amp; share ideas</b>	<ul style="list-style-type: none"> <li>Learn how ideas change, grow and develop as work is produced.</li> </ul>	<ul style="list-style-type: none"> <li>This may be coming up with an idea linked to a theme or topic they are studying.</li> </ul>	<ul style="list-style-type: none"> <li>Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas &amp; thoughts about the type of art they want to make.</li> </ul>
	<b>Experiences, Imagination</b>	<ul style="list-style-type: none"> <li>Create art from personal experiences and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing events and things that have happened to them, things they know and love or imagining far away, imagined places.</li> </ul>	<ul style="list-style-type: none"> <li>Study the work of artists and cultures and use elements of it to influence their own work.</li> <li>Have opportunities to work from imagination, such as inventing or creating imaginary things and places.</li> </ul>
<b>Knowledge</b> (Factual) Learn great Artists, Craft & Design Learn how artists use formal elements	<b>Artists, Craftspeople, Designers</b>	<ul style="list-style-type: none"> <li>Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them.</li> </ul>	<ul style="list-style-type: none"> <li>Study famous works of a c &amp; d, learning how and when they were made. They describe the content and the feelings &amp; emotions conveyed by the work.</li> </ul>	<ul style="list-style-type: none"> <li>Study significant works of art craft &amp; design, learning how and when they were made.</li> <li>They describe the content, feelings &amp; emotions conveyed by the work to a more competent level.</li> </ul>
	<b>Formal Elements</b>	<ul style="list-style-type: none"> <li>Pupils should orally describe their work &amp; learn the meaning of the words colour, line, tone, shape, texture and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form.</li> <li>Recognise when they are using these qualities and describe their intentions.</li> </ul>
<b>Evaluation</b> (Metacognition) Evaluate and Analyse own & others work	<b>Identify similarities and differences to others' work</b>	<ul style="list-style-type: none"> <li>Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes.</li> <li>Develop skills in orally describing their thoughts, ideas and intentions about their work.</li> </ul>	<ul style="list-style-type: none"> <li>Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes.</li> <li>Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well &amp; how they might improve it.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work.</li> <li>Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.</li> </ul>
	<b>Make choices &amp; decisions</b>	<ul style="list-style-type: none"> <li>Compare their art to significant works of art recognising what is the same and what is different.</li> </ul>	<ul style="list-style-type: none"> <li>Compare their art to appropriate works of art recognising what is the same and what is different.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</li> </ul>