



Christ Church School
Aiming High in Faith, Love and Learning

Art and Design Progression Document

September 2022

National Curriculum Expectations

National Curriculum						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5
ELG - Expressive Arts and Design Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. ELG - Physical Development Fine Motor • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing	• Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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.	• Develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials such as pencil, charcoal, paint, clay. • Learn about great artists, architects and designers in history and the modern day, understanding the historical and cultural development of their art form.				

Intent

At Christchurch Primary School, our 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 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.

Our 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.

Implementation

The Kapow Art scheme of work is designed with four strands that run throughout. These are: **Generating ideas, Using sketchbooks, Makings skills, including formal elements (line, shape, tone, texture, pattern, colour), Knowledge of artists and Evaluating and analysing**

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 organized into four core areas: drawing, painting and mixed-media, sculpture and 3D and craft and design.

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 each child.

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.

Impact

Our 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 our 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.

Art and Design vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Formal elements of art	Formal elements of art	Formal elements of art	Formal elements of art	Formal elements: Architecture	Art and design skills
abstract, composition, modern art, op art, optical illusion, photorealism, pop art, primary colours, secondary colours, shape	tessellation, repeating pattern, overprinting, rubbing, frottage, 3D drawing, dada, surrealism, pop art	3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tone	2D shapes, abstract, charcoal, pattern, reflection, symmetrical, texture	abstract, amphitheatre, ancient, architects, composition, cryptic, legacy, mono-print, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, temple	abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern
Art and design skills	Art and design skills	Art and design skills	Art and design skills	Art and design skills	Make my voice heard
2D shapes, 3D shapes, abstract, contemporary, drawing mediums, narrative, printing, shade, tudor-style house	air drying clay, ceramics, concentric circles, repeating pattern, score, sketch, slip, tone	cartoonist, character, minimal, opaque, puppet, sketching, style, three-dimensional, tint, tone	lenticular lens, optical illusion, score, sequential order, thematic	analytical observational drawing, annotation, collage, computer-aided-design (CAD), continuous line drawing, diagram, exploded-diagram, invention, portrait, prototype, sketch, texture	abstract, chiaroscuro, composition, figurative, graffiti art, parallellines, serif, symbolism, tag

Landscapes using different media	Human form	Prehistoric art	Every picture tells a story	Every picture tells a story	Photography
figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones	choreograph, collaboration, contemporary, day of the dead, mixed media, sculpture, self-portrait, symbolism	cave artists, charcoal, geometric shapes, iron age, line drawing, native, prehistoric, proportions, stone age, texture, tone	abstract, narrative, pop art, preparatory drawing, re-enact	abstract, anonymous, brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical	composition, crop, digital, expression, lens, macro, photography, self portrait, technique, truism
Sculptures and collages	Sculpture and mixed media	Craft	Sculpture	Design for a purpose	Still life
bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile	blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture	interior designer, intersectional points, loom card frame, mood board, personality, running-stitch, synthetic materials, textile designer, warp, wax resist, weave, weft	composition, contrast, crotchet, geometric pattern, maracas, optical effect, percussion instruments, pitch, quaver, recycle, sketch, upcycle, wax resist	client, collaboration, design brief, font, heraldry, logo, pitch, presentation, prototype, sketch, slogan, soundbite, template, urban, unique-selling-point (USP)	abstract, cartoon, charcoal, colour wheel, composition, cuboid, greyscale, hue, negative image, sketching, still life, underpainting, visual minutes

Skills Progression Map

[illegible]

• 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. • 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.	• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Use growing knowledge of different drawing materials, combining media for effect. • Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.	• 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. • Apply known techniques with a range of media, selecting these independently in response to a stimulus. • Draw in a more sustained way, revisiting a drawing overtime and applying their understanding of tone, texture, line, colour and form.	• Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. • Apply new drawing techniques to improve their mastery of materials and techniques • Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.
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Painting and Mixed Media

• Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) • Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. • Use mixed-media scraps to create child-led artwork with no specific outcome.	• Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. • Begin to explore colour mixing. • Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg <i>shiny, soft</i>.	• Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint. • Create a range of secondary colours by using different amounts of each starting colour or adding water. • 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.	• 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. • Mix colours with greater accuracy and begin to consider how colours can be used expressively. • 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.	• 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. • 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. • Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	• 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. • Develop a painting from a drawing or other initial stimulus. • Explore how collage can extend original ideas. • Combine a wider range of media, eg photography and digital art effects.	• Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. • Analyse and describe the elements of other artists' work, eg the effect of colour or composition.. • Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. • Work collaboratively on a larger scale.
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Sculpture and 3D

• Push, pull and twist a range of modelling materials to affect the shape. • Create child-led 3D forms from natural materials. • Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.	• Use their hands to manipulate a range of modelling materials, including paper and card. • Explore how to join and fix materials in place. • Create 3D forms to make things from their imagination or recreate things they have seen.	• Develop understanding of sculpture to construct and model simple forms. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Develop basic skills for shaping and joining clay, including exploring surface texture.	• Able to plan and think through the making process to create 3D forms using a range of materials. • Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). • Experiment with combining found objects and recyclable material to create sculpture.	• Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. • Show an understanding of appropriate finish and present work to a good standard. • Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.	• Investigate how scale, display location and interactive elements impact 3D art. • Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. • Persevere when constructions are challenging and work to problem solve more independently.	• Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. • Combine materials and techniques appropriately to fit with ideas. • Confidently problem-solve, edit and refine to create desired effects and end results.
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Craft and Design

• Design something and stick to the plan when making. • Cut, thread, join and manipulate materials with instruction and support, focusing	• 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	• Respond to a simple design brief with a range of ideas. • Apply skills in cutting, arranging and joining a range of materials to	• Learn a new making technique (paper making) and apply it as part of their own project. • Investigate the history of a craft technique and	• Learn new making techniques, comparing these and making decisions about which method to use to achieve a	• Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos,	• Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.
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on process over outcome.	materials, cutting, and adding decoration.	include card, felt and cellophane. • Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	share that knowledge in a personal way. • Design and make creative work for different purposes, evaluating the success of the techniques used.	particular outcome. • Design and make art for different purposes and begin to consider how this works in creative industries.	digital media and interior design. • Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.	• Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.
Knowledge of Artists						
• Enjoy looking at and talking about art.	• Describe and compare features of their own and other's art 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.	• Use subject vocabulary confidently to describe and compare creative works. • Use their own experiences of techniques and making processes to explain how art works may have been made.	• 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.	• 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.
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.	• Confidently explain their ideas and opinions about their own and other's art work, giving reasons.	• Build a more complex vocabulary when discussing their own and others' art.	• Discuss the processes used by themselves and by other artists, and describe the	• Give reasoned evaluations of their own and others work which takes account of

		• Begin to talk about how they could improve their own work.	use sketchbooks as part of the problem-solving process and make changes to improve their work.	• Evaluate their work more regularly and independently during the planning and making process.	particular outcome achieved. • use their knowledge of tools, materials and processes to try to alternative solutions and make improvements to their work.	context and intention. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements.
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Knowledge Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: • Red + yellow = orange • Yellow + blue = green • Blue + red = purple	Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, eg the seaside	Know that using light and dark colours next to each other creates contrast. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.	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.	To know that a 'monochromatic' artwork uses tints and shades of just one colour. 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.

Form	Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.	Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple 3D forms can be made by creating layers, by folding and rolling materials.	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece.	To know that the surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it.	Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.	To know that negative shapes show the space around and between objects.	To know how to use basic shapes to form more complex shapes and patterns.	To know that a silhouette is a shape filled with a solid flat colour that represents an object.	To know how an understanding of shape and space can support creating effective composition.
Line	Know that drawing tools can be used in a variety of ways to	Know that lines can be used to fill shapes, to make outlines and	To know that different drawing tools can create different types of lines.	To know that lines can be lighter or darker, or thicker or thinner and that this	To know that lines can be used by artists to control what the viewer looks at within a	To know how line is used beyond drawing and can be applied to other art forms.

	create different lines. Know that lines can represent movement in drawings.	to add detail or pattern.		can add expression or movement to a drawing.	composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	
Pattern	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). 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.	To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect.	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.	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.
Texture	Know that texture means 'what something feels like' Know that different marks can be used to represent the textures of objects	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture.	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.	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	To know how to create texture on different materials.	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.

	Know that different drawing tools make different marks.	Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.				
Tone	Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape.	Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	To know that tone can help show the foreground and background in an artwork.	To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.