

Art and Design Progression Map



We are a Right Respecting School and this statement supports the following articles from the UN Convention on the Rights of a Child

Article 13: (Freedom of expression): Every child has the right to share information in any way they choose, including by talking, drawing or writing as long as it does not harm others.

Article 28: (Right to education): Every child has the right to a primary education, which should be free. They should be encouraged to reach the highest level of education of which they are capable.

Article 29: (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Prior Learning

Key Stage 1 content (NC):

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

Year 3

Artist studies

William Morris - printing link

Eva Rothschild - sculpture link

Joan Miro - drawing link

Year 4

Artist studies

Kendra Haste - sculpting link

John Constable - painting link

Gustav Klimt - collage link (gold layering)

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Print • Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • To explore pattern and shape, creating designs for printing. • Mix a variety of colours and know which	Sculpture • Make a simple papier mâché object. • Plan, design and make models. • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Compare ideas, methods and approaches in their	Drawing • Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources.	Sculpture • Making 3D sculptures Drawing • Alter and refine drawings and describe changes using art vocabulary Explore relationships between line and tone, pattern and shape, line and texture.	Painting • Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint	Textiles/collage • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary.

primary colours make secondary colours. • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	own and others' work and say what they think and feel about them. Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern • Explore hot and cold colours.	• Annotate work in sketchbook.	• Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials.	according to what they need for the task. • Show increasing independence and creativity with the painting process.	• Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist.
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Year 5

Artist studies

Gunta Stolzl - textile link

Georgia O'Keefe - flower prints link

Michelle Reader - sculpture link

Year 6

Artist studies

Jill Townsley - sculpture link

Anni Albers - textiles link

Keith Haring/ Andy Warhol - mixed media

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Textiles	Printing/ 3D Paper Structures	Sculpture	Sculpture	Textiles	Mixed Media
• Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage.	• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want.	• Make informed choices about the 3D technique chosen by gathering and testing ideas in sketchbooks. • Show an understanding of shape, space and form – discussing how artists have used different techniques. • Describe the different qualities involved in modelling, sculpture and construction.	• Research artists with sea themed art work • Use polyblocks to create fish prints focusing on lines to create impact • In sketchbooks, select colours and materials to develop themes (e.g. pastels for shells, tissue paper layering for tropical fish). • Evaluate and modify ideas to develop final 3D pyramid lanterns.	• Research and respond to loom artist Anni Albers' work • Use sketchbooks to record and develop ideas based on natural landscapes • Develop awareness of the natural environment by matching colour. • Extend ideas to develop techniques,	• Create layered images from original ideas. • Communicate a meaning, thought, idea, feeling or emotion and is explained in a short blurb about their piece of work. • Explain what inspired work and the impact of it. • Explain how work is reflected from which the idea was generated

- Use recycled, natural and man-made materials to create sculpture.
- Plan a sculpture through drawing and other preparatory work.
- Apply techniques to combine ideas for final piece.
- colour and texture for a final piece.
- (e.g. techniques to show movement).

Drawing will be covered in each year group, either linked with the unit of artwork itself, or additionally linked to other topics (cross curricular). Children are expected to create their own sketchbooks to record and develop ideas.

This separate grid highlights the progression expected for drawing at Lawdale Junior School.

Prior Learning

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Y3	Y4	Y5	Y6
• Use different grades of pencil at different angles to show different tones. • Pressure of pencil strokes - no rubber, just develop lines. • Show light and dark in pictures, using shading to add effect	• Use hatching and cross hatching to show tone and texture in drawings. • Use shading to show shadows and reflections on 3D shapes	• Use a variety of tools (e.g. pencils, charcoal and pastels) to sketch in increasing detail. • Use simple perspective in my work using a single focal point and horizon • Develop an awareness of composition, scale and proportion in pictures.	• Select the most suitable drawing materials for the type of drawing I want to produce • Sketch large scale on a small scale • Use a variety of different shaped lines to indicate movement in drawings