



Art and Design Progression Grid

Drawing skills underpin all of our artistic learning, and pupils explore and develop their drawing skills as part of their research and understanding of the artists and knowledge for each unit of work. Each academic year, students will study the works of three famous artists in the areas of Drawing, Painting and Printing and one of 3D Design – Sculpture or Textiles and Collage. At the beginning of each unit of work, pupils will study an artist, their work, style, skills and lives, before using those techniques to explore work more widely. An exemplar series of lessons is available to support staff in developing these units of work and, over time, pupils’ knowledge and skills in art.

Throughout the Art and Design learning, pupils will:

A1 Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms.

A2 Evaluate and analyse creative works using the language of art, craft and design.




Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in and outside the classroom?	How will this be measured?
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • ‘Big Picture’ and previous knowledge and skills remembered and understood. • Study of an artist (which may include independent research and makes links to reading). • Critically evaluating the artists’ work to inform our own art work. • Explore the artist using known techniques in sketching and shading. • Experimenting and investigating with different techniques, skills and media to own art work. • Critically evaluate their own art work. • Improve work after evaluation. • Reflection and re-cap of knowledge and skills remembered and understood. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the names, key works, styles and techniques of major artists at an age appropriate level • A secure understanding of the key techniques and methods for each key area of the art curriculum: colour, form, line, tone, texture and shape • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing artists, art, their own work and identifying their own strengths and areas for development
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as artists. • Ensure an appropriate progression of artistic skills is in place over time so that pupils are supported to be the best artists they can be, and challenge teachers to support struggling artists and extend more competent artists. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include high quality WAGOLs, including artists, and carefully chosen vocabulary, which are regularly updated. • Display works of art, both of artists and pupils, which demonstrate skills and expectations. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of artistic skills. • Close studies of the work of well-known and highly skilled artists which supports their understanding of their skills and techniques. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of artistic development.

<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as an artist because they know how to be successful. • Safe and happy in art lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on artistic skills and knowledge. • Able to talk about a variety of famous artists over time. • Develop artistic skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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National Curriculum

<p style="text-align: center;"><u>Early Years Foundation Stage</u></p> <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawing and paintings, like happiness, sadness, fear etc. <p>Reception</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <p>Early Learning Goals</p> <ul style="list-style-type: none"> • 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. 	<p>At Key Stage One:</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<p>At Lower Key Stage Two:</p> <ul style="list-style-type: none"> • 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] • Learn about great artists, architects and designers in history.
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Art Vocabulary @ KS1:	Art Vocabulary @ LKS2:
<p>Drawing: Thick, thin, soft, broad, narrow, fine, pattern, detail,</p> <p>Painting: Light, dark, primary colour, tone, shade, print, rub, smudge, pressure.</p> <p>Collage & Textile: fabric (and name of fabrics), texture, pattern, layer, collage, weave.</p> <p>Sculpture: model, cut, stick, bend, attack, fold, construct, form.</p>	<p>Drawing: line, tone, shadow, cross-hatch, texture, shading, 3D</p> <p>Painting: colour wheel, mixing, primary colours, secondary colours, lighter shades, darker shades</p> <p>Sculpture: form, space, shape, carving, recycled, surface, transparent, opaque</p> <p>charcoal, chalk, oil pastels, collage, clay, pattern, repeated pattern, perspective, foreground, background, design, final piece, evaluate, printing, warm colours, cool colours, smudged lines, straight lines, curved lines, thin lines, thick lines, fabric</p>

Happy Hearts	Open Minds	Bright Futures
		
<p>Through our Art and Design Curriculum, the lens of our Christian value of 'joy' and our vision statement 'happy hearts', we will learn about famous artists and create our own artwork using a variety of materials.</p> <p>Being creative allows us to express ourselves and enjoy the act of creating and producing something lovely to look at.</p> <p>Our children will nurture an enjoyment of Art and Design through carefully planned and enthusiastically delivered learning opportunities. For example, through famous, inspiring artists and developing our artistic skills through pencil, paint, collage and sculpture.</p>	<p>Through our Art and Design Curriculum, we will learn to foster an 'Open Mind' about discovering the way in which different artists create their artwork and interpret their ideas. We will express our own feelings towards artwork and reflect on our likes and dislikes.</p> <p>Children are encouraged to think carefully about the way artists create artwork. They will be open to different styles of artwork. They will use wisdom to help them understand why artists created what they created. What were they trying to express? How does it make them feel?</p> <p>The natural curiosity of children at Fladbury is encouraged and nurtured to allow children to have an open mind and make their own creations.</p>	<p>Through learning about Art and Design, children are given a sense of hope for their bright future as they can develop their artistic preferences and explore their own ideas on what they feel connected to in art and how to express themselves creatively.</p> <p>Art gives them the tools to help understand their own feelings and is a means of communicating these in a way that does not rely on words. Art can also give us hope in good and in difficult times and allows us to communicate our thoughts.</p>

The following progression grids outline the skills and vocabulary to be taught across each phase, along with a sequence of artists pupils will study. There are two artists, one for each stage of the cycle for drawing and painting/printing and one for each unit of sculpture and collage which alternate each year of the cycle. Pupils are expected to learn:

- Their name
- The time period in which they lived
- The reasons their art is being studied
- Their styles, their techniques and the subjects of their work
- Important elements of their biographies which influenced their works

Drawing

Drawing Progression in drawing evidence is from a short unit focused on Remembrance Day, and will be updated from the artist led drawing units completed in school as appropriate

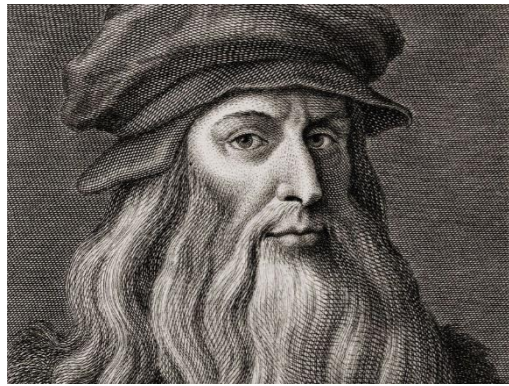
Key Stage One

Lower Key Stage Two

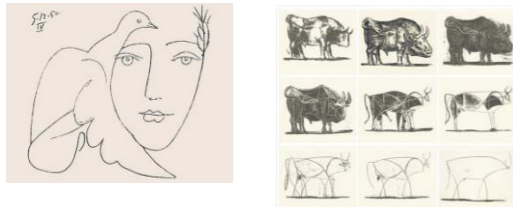
Knowledge

Leonardo Da Vinci

15th April 1492 – 2nd May 1519
 Italian
 High Renaissance
 Inventor as well as famous artist



Pablo Picasso



1881-1973 Spain
 Father gave him art lessons
 Co-founded the Cubist movement
 Used angles and geometric shapes

- Learn about Picasso
- Study his drawings and identify different drawing techniques
- Create their own portraits in the style of Picasso

Vincent Van Gogh



1853-1890 Netherlands
 Used a variety of drawing techniques
 He painted portraits and landscapes
 Post-Impressionism
 He enjoyed drawing.
 He wanted to be a pastor but failed the exams so his brother suggested he should become an artist. He used most of his money on art materials and became quite poor and ill because of it.

- Learn about Vincent Van Gogh.
- Study his drawings and identify his different drawing techniques.
- Practice the different drawing techniques by making an observational study of his work in sketchbooks.
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Georgia O'Keefe



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1887-1986 USA
 Landscape, natural forms due to being inspired by landscape of where she lived.
 Paints what she sees in her own mind.
 Paints big so people will be surprised and busy

New Yorkers would have to take time to look.
 American modernism

- Learn about Georgia O'Keefe.
- Study her artwork.
- Develop shadow techniques.
- Observations of fossils/shells.
- Use drawing techniques learnt and shadow to create their own fossil drawings from observation.
- Create a final piece using pencil.

Vocabulary

Shade, smudge, blend, thick, thin, sketch, texture

drawing techniques
 line, tone, shadow, shading, thick line, thin line, cross-hatch, 3D, grades of pencil, scale, refine, alter,

Expectation of skills progression	Year One: Experiment with a variety of media, such as pencils, rubbers, crayons, pastels, felt tips Start to record simple media explorations on paper. Begin to control the types of marks made with the range of media. Draw on different surfaces.	Year Two: Begin to control the types of marks made with the range of media. Such as pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.	Year Three: Draw for a sustained period of time Use a sketchbook to collect and develop ideas from a range of sources Experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. Experiment with different grades of pencil to achieve varied tone Create texture and pattern in drawing with a range of implements	Year Four: Work on sustained, independent, detailed drawings Develop close observational skills Use a sketchbook to collect and develop ideas Use different techniques for different purposes i.e. shading, hatching and blending Begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground and back ground.
End of Year Outcomes	Year One:	Year Two:	Year Three: I can draw from observation of a fossil/shell. I can use shading to create depth in my fossil drawing. I can use a range of drawing techniques to create texture on my fossil drawing. I know about the artists studied and how they used drawing successfully in their artwork. I can evaluate my fossil drawing and discuss what could be improved and what has worked well.	Year Four: I can draw with increased detail and accuracy from an observational study of a fossil/shell. I can use shading to create effective depth in my fossil drawing. I can use a range of drawing techniques effectively to create texture on my fossil drawing. I know about the artists studied and how they used drawing successfully in their artwork. I can evaluate my fossil drawing and discuss what could be improved and what has worked well.

Painting (P) and Printing (Pr)

Key Stage One

Lower Key Stage Two

P: Paul Klee



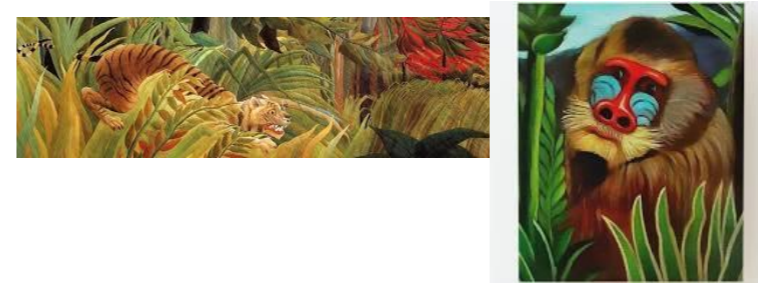
- Learn about Paul Klee Castle and the sun 1928
- 1879-1940 Switzerland
- Trained as a musician then studied fine arts in Munich Italy
- Abstract art – Expressionism
- Used geometric shapes and shades of colour to create strong lines and structure
- Cut out and create a castle picture
- Explore colour and colour mixing
- Explore shape
- Create a castle and sun picture

P: Richard Kimbo



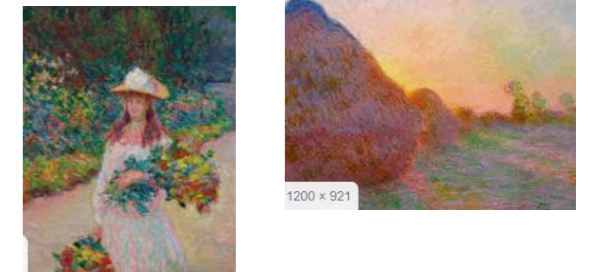
- African artist
- Modern - present day

P: Henry Rousseau (Cycle A – Rainforest)



- Learn about Henry Rousseau, his life and works.
- 1844-1910, French painter.
- Won prizes for art and music. Tax collector, painted in spare time.
- Best known for his exotic jungle scenes (rainforest topic).
- Abstract style, post-impressionist
- Oversized flowers, clear outlines, plants in background, jungle animals in foreground.
- Make observational copies of his famous painting, 'Tiger in a Tropical Storm (Surprised!) 1891.
- Colour mixing techniques- light and dark shades of green.
- Observational paintings of exotic plants and flowers in sketchbooks.
- Children design their own rainforest/jungle picture.
- Create final piece using paint, knowledge of colour mixing and Rousseau's techniques.

P: Monet (Cycle B – Mountains)



- Learn about Monet, his life and works.
- Water scenes links with water cycle science/mountains topic.
- Observational study of River Avon, water colours and acrylic

PR: Giuseppe Arcimboldo



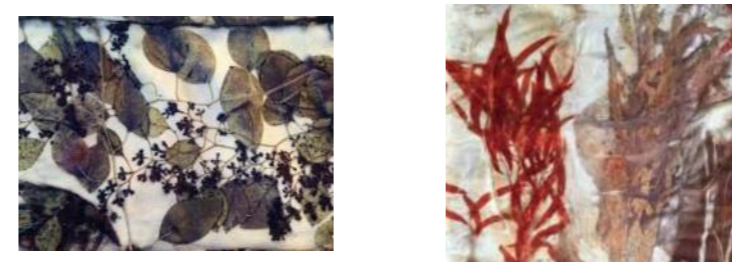
- Learn about Giuseppe Arcimboldo
- 1527
- Portrait painter for the courts

PR: Andy Warhol



- Learn about Andy Warhol his life and works.
- 1928-1987
- Explore Toys
- Printing techniques and repeating patterns

PR: India Flint (Cycle A – Stone Age)



- Learn about India Flint
- Links with Stone Age- Aron Age
- Using natural materials to print onto fabric

PR: William Morris (Cycle B – Fladbury)



- Learn about William Morris, his life and works.
- Links with Victorian Fladbury study- can use textiles too

Mono-printing

- Use polystyrene to design a toy print
- Print repeating patterns
- Create portraits using fruit, veg, flowers etc
- Use fruit to print a portrait

Year 3 – Hammer Printing

Natural materials such as flowers/leaves to print using a stone
Add colour detail once dried with powder paints



Year 4 – Block printing

Printing ink with design carved into polystyrene 'block' to create a repeated pattern in the style of William Morris.



Vocabulary	printing technique brush size primary/secondary colours gouge scrape	shade acrylic / poster / watercolour artefact mono-printing motif wash	Year 3 Foreground, background, colour mixing, primary colours, shades of colour, clear outlines, tint, spectrum, colour scheme, blocking, impressed, hammer printing, Hapa zome pattern, shape, dye, effect, powder paints	Year 4 colour wheel, tone, hue, relief, impressed method, block printing, warm colours, cold colours, atmosphere, repeated patterns, printing inks, roller
Expectation of skills progression	<p>Year One: Painting: Explore with a variety of media; different brush sizes and tools. Experiment with tools and techniques e.g. layering, mixing. Name and mix primary colours, shades and tones.</p> <p>Printing: Print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables. Take simple prints i.e. mono-printing. Create simple printing blocks for press print. Experiment with overprinting motifs and colour</p>	<p>Year Two: Painting: Experiment with tools and techniques, such as layering and mixing media. Continue to control the types of marks made (dot work, lines, dashing, brushstrokes & brush types). Gain confidence when working on different scales and surfaces. Name and mix a range of secondary colours. Reproduce the colours of different objects with increasing accuracy.</p> <p>Printing: Experiment with tools and techniques, such as layering and mixing media; and using rollers and pads/inks.</p>	<p>Year Three: Painting: Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. Create different effects and textures with paint Confidently name and mix primary and secondary colours and use tints and shades.</p> <p>Printing: Create printing blocks using relief or impressed method Develop print techniques i.e. mono-printing, block printing, relief or impressed method Create repeating patterns Add detail to hammer prints using powder paints</p>	<p>Year Four: Painting Develop a painting from a drawing. Experiment with different media and materials for painting. Create imaginative work from a variety of sources e.g. observational drawing, music, poetry, other artists Independently name, mix and use primary and secondary colours. Create shades of colours for different effects and tones using lighter and darker mixing techniques.</p> <p>Printing Create printing blocks using sketchbook ideas. Print with 2 colour overlays Develop techniques Experiment with overprinting motifs and colour.</p>
End of Unit Outcomes	<p>Year One: Painting:</p> <p>Printing:</p>	<p>Year Two: Painting:</p> <p>Printing:</p>	<p>Year Three: Painting: I know about the famous artist and can recall information about him and his work. I can make observational studies of his work. I can mix different shades of green. I can design my own rainforest picture and paint using a variety of shades of green. I can evaluate my painting and explain what has been successful and what could be improved.</p> <p>Printing: I know about India Flint and what inspires her printing. I can create observational studies of her prints. I can design my own print using natural objects. I can use the hammer-zome printing technique to print a natural object (leaf) onto material. I can evaluate my prints and explain what is successful and what could be improved.</p>	<p>Year Four: Painting: I know about the famous artist and can recall the key elements of his work (oversized flowers, exotic flowers, dense rainforest, cartoon style animals). I can make observational studies of his work with increased detail. I can mix different shades of green with greater independence. I can design my own rainforest picture and paint using a variety of shades of green with increased accuracy. I can evaluate my painting and explain what has been successful and what could be improved making links with the artist's work.</p> <p>Printing: I know about India Flint, what inspires her printing and the ethos behind her work. I can create observational studies of her prints with increased detail and accuracy. I can design my own print using natural objects, thinking more carefully about the pattern form of the leaves. I can use the hammer-zome printing technique with more accuracy to print a natural object (leaf) onto material. The print will be more successful due to the</p>

				increased maturity of the printing skill. I can evaluate my prints and adjust my printing skills for increased success.
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3D Design – Sculpture (Once in Cycle A or B)

	Key Stage One	Lower Key Stage Two
Knowledge	Andy Goldsworthy 	Barbara Hepworth – Cycle A Local Geography topic 
Vocabulary	Shape, form, 2D, sculpture, natural	Sculpture, abstract, 3D art, carving, surface, transparent, opaque, manipulate, recycled, form, natural world
Expectation of skills progression	Plan, design and make basic shapes/models from observation and imagination. Explore shape and form in 2D. Experiment with construct and join using both recycled and man-made materials. Understand safety with using tools to sculpt and build confidence with using them. Evaluate their own artwork and that of Barbara Hepworth.	Plan, design and make models from observation and imagination. Develop skills in joining, extending and modelling clay. Use paper to create simple 2D and 3D sculptures. Experiment with constructing and joining recycled, natural and manmade materials. Create textures and patterns in malleable materials including clay using appropriate tools. Evaluate their own artwork and that of Barbara Hepworth
End of Unit Outcomes	Year One: 	Year Two:
		Year Three: I know about the artist Barbara Hepworth and can explain some aspects of her artwork. I can create my own abstract forms from nature. I can create my own 3D paper sculpture. I can create my own 3D sculpture using man-made/natural materials, using the tools to shape the materials. I can evaluate my 3D sculpture by explaining what has been successful and what could be improved.
		Year Four: I know about the artist Barbara Hepworth and can explain aspects of her artwork. I can create my own abstract forms from nature. I can create my own 3D paper sculpture. I can create my own 3D sculpture using man-made/natural materials, using the tools to shape the materials with increasing accuracy. I can evaluate my 3D sculpture by explaining what has been successful and what could be improve, making links with the artist. I can alter my sculpture in light of this.

Textiles and Collage © (Once in Cycle A or B)

	Key Stage One		Lower Key Stage Two	
Knowledge	<p>Ben Lewis Giles</p> <ul style="list-style-type: none"> • Present day Tree Surgeon to Artist • BA Fine Art @ Kingston Uni Eng • Handmade collages • Antique and vintage materials • Can use other mediums including sculpture, paint and illustrations • Uses colour, nature, repetition and metamorphism 		<p>Margaret Godfrey</p> <ul style="list-style-type: none"> • Present day, USA • Enjoys creating strong patterns. • Cut, tear, paste technique. • Uses paint over the top to enhance her pictures. • Conceptual artist (symbolic). • Self-educated artist with a background in counselling and teaching. • Created volcanic collages (Extreme Earth topic). 	
Skills	<p>Using magazine cuttings make a picture Choose fabrics/threads based on colour, texture and shape Apply shapes with glue or stitching. Apply decoration using beads, buttons, feathers etc. Apply colour with printing, dipping, fabric crayons. Create fabrics by weaving materials, i.e. grass through twigs. Arrange and glue materials to different backgrounds. Fold, crumple, tear and overlap papers.</p>		<p>Tearing tissue paper into thin, long strips (no scissors!). Using PVA glue and glue spreader to stick tissue paper down. Layering PVA glue to ensure tissue paper is all stuck down. Layer of PVA glue over the top of the final piece for glossy finish and no tissue paper loose. Thin paintbrush to paint black outlines once dried.</p>	
Vocabulary	<p>Collage, texture, construct, join, natural, man-made, form recycled</p>		<p>collage layers tear outline rip cut tear paste PVA glue tissue paper</p>	
Expectation of skills progression	<p>Learn about Ben Lewis Study collages he has made Design their own picture Learn the technique of collage - cut out media and arrange into a picture Arrange materials according to colours Tearing, cutting materials and sticking onto surface</p>		<ul style="list-style-type: none"> • Learn about Margaret Godfrey. • Study her volcano collages and design their own. • Revise the technique of collage (cut, tear, paste) and build on this by layering, overlapping and creating texture. • Children design their own volcano collage. • Create final piece volcano artwork using tissue paper and PVA glue. • Use black paint once dried to enhance outlines. 	
End of Unit Outcomes	Year One:	Year Two:	Year Three:	Year Four:
			<p>I can explain who Margaret Godfrey is and about her artwork. I can design my own volcano artwork. I can tear materials and layer them to create a volcano collage. I can smooth my collage using PVA glue. I can outline the collage with black paint for effect. I can evaluate my collage and explain what went well and what could be improved.</p>	<p>I can explain who Margaret Godfrey is and about her artwork. I can design my own volcano artwork with increased accuracy. I can tear materials and layer them with effect to create a volcano collage. I can manipulate the material to create texture in the collage. I can smooth my collage using PVA glue with more accuracy. I can outline the collage with black paint for effect with increased detail and adjust the thickness of paint</p>

				according to the line. I can evaluate my collage, making links to the artist's work.
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