


ART AND DESIGN PROGRESSION AT ANGLESEY PRIMARY SCHOOL

Art Progression			
	KS1	LKS2	UKS2
 Exploring and Developing Ideas	<p>Children start to understand how ideas are developed and expressed through exploring different materials and techniques. They start to collect ideas in sketchbooks. Children practise and share their learning and skills with others, receiving and offering feedback to improve. Children begin to grow an enthusiasm for engaging in art lessons and expressing themselves through the creative process. They begin to develop their resilience towards their work not being 'perfect' and understand that they just have to try again.</p>	<p>Children develop their understanding of how ideas can be explored and expressed through art. They continue to build on and develop ideas using sketchbooks. Children practice, deepen and extend their skills and knowledge, sharing their learning with others, giving and receiving feedback to improve their understanding. They develop their confidence and build up resilience by being prepared to make mistakes, begin to consider ideas of success and failure, and suggest ways to improve their work.</p>	<p>Children deepen their understanding of how ideas are explored and expressed through art. They continue to explore ideas in sketchbooks, collecting and recording information, considering and selecting materials and techniques to present in sketchbooks. They continue to explore and experiment with how ideas can be interpreted and presented visually. Children continue to build confidence and resilience, expressing and justifying opinions, sharing their learning and skills with others, receiving and offering feedback about work.</p>
	<p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can: *respond positively to ideas and starting points; explore ideas and collect information *identify and describe some simple differences and similarities between their own and others work *try different materials and methods to create art</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: work of art, idea, starting point, observe, portrait, landscape, describe, design, improve, colour, pattern, shape, line,</p>	<p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, artists, craft and design. Use sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can: *use sketchbooks to collect and record ideas *explore ideas from first-hand observations *discuss and decide on a starting point, and respond positively to suggestions *adapt and refine ideas *develop skills in using different materials</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: develop, subject, texture, form, shade, record, detail, question, observe, refine, discuss, detail, primary and secondary sources</p>	<p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Use sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can: *review and revisit ideas in their sketchbooks *offer feedback using technical vocabulary *think critically about their own and others art work *adapt and refine skills and use digital technology as sources for creating and developing ideas</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: refine, tone, perspective, structure, expressive, fluidity, emotion, complex, layers, formal, classical, modernist, movement</p>

Drawing	<p>Children refine their grip and control over drawing implements. They continue to explore techniques involved in drawing such as thick and thin lines, short and long lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, crayons, chalk and pastels. They begin to use sketch books to record, explore and improve their drawing skills.</p> <p>KS1 Art and Design National Curriculum To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can with increasing confidence: *draw lines of varying thickness and length with increasing control and fluidity *experiment using dots and lines to indicate pattern and texture *use different materials to draw, for example pencil, crayons, chalk, felt tips and pastels</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, drawing, pastels, line, size, shape, observe, blend, sketch, light, dark, pattern, colour, features, mark</p>	<p>Children improve their control over drawing implements. They develop their knowledge and understanding of drawing skills and continue to use a variety of drawing tools and surfaces. Children use sketch books to record, explore and improve their drawing skills. They are introduced to new ways of creating the effect of space and shape through tone, texture, light and shade. They are encouraged to use technical and subject specific vocabulary to discuss their own and others work.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can with increasing confidence and ability: *experiment with techniques and drawing materials that suggest shape, texture and size. *experiment with different hardness of pencils and other drawing implements to indicate a light source *begin to show an awareness and experiment with the idea of perspective shape and space.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: light source, shade/shadow, tone, texture, form, outline, observation, cityscape, proportion, accurate, scale, space, smudge, figurative</p>	<p>Children begin to master their control over drawing implements demonstrating an appropriate level of fluidity and dexterity. They continue to use a variety of drawing tools and surfaces but refine their skills and experiment with new techniques, e.g. perspective. Children use sketch books to record, explore and improve their drawing skills. They will become more confident in expressing and exploring idea. They will use technical and subject specific vocabulary to discuss their own and others work, and express and justify their opinion on different works of art.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can with increasing deliberation, confidence and ability: *use a variety of techniques to add effects, e.g. shadows, reflection and cross-hatching *depict movement and perspective in drawings *select and use a variety of tools and materials with attention to subject matter and desired effects</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: hard, soft, light, heavy, mural, graffiti, street art, perspective, landscape, observation, perspective, vanishing point, abstract, cubism, close-up, modernism, expressionism, architecture, classical</p>
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Painting	<p>Children refine their grip and control over painting implements. They explore paint using a variety of brushes and painting implements to discover different effects and textures. Children begin to learn the primary colours and experiment with mixing paints to understand secondary colours. They explore creating different marks and colours to convey ideas and emotions and how the addition of water to paint can change its intensity and effect. Children begin to understand that adding black or white can achieve lighter and darker tones and how colour can convey feelings and emotion in art.</p> <p>KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can with increasing confidence: *name the primary and secondary colours *experiment with different brushes and brushstrokes *experiment with other painting tools *mix primary colours to make secondary colours; *experiment with white and black to alter and shades</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, shades, warm colours, cool colours, watercolour wash, dab, brushstroke, acrylic paint, pointillism, contrasting colours, complimentary colours</p>	<p>Children improve their control over paint and painting implements. They continue to explore using a variety of brushes and painting implements to discover different effects. They refine their skills in mixing colours and adding water to alter the intensity of colours for effect and mood. Children practise using the language of colour when mixing, e.g. shade, primary and tint. They use water to change the intensity of colour and add black or white to achieve lighter and darker tones. Children can discuss how marks made with paint and colour can help to convey feelings and emotion in art.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can with increasing confidence and ability: *use varied brushes and techniques to create shapes, textures, patterns and lines *choose and mix colours effectively using the correct language, e.g. tint, shade, primary and secondary *create different textures and effects with paint</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: foreground, middle ground, background, abstract, emotion, blend, mix, line, tone, impressionistic, parietal art (cave art), watercolours, layers, silhouette, composition</p>	<p>Children increasingly improve their control over paint and painting implements demonstrating a growing confidence and ability to command the medium. They continue exploring a variety of sizes and thickness of brush to see the different effects that can be achieved. Children can confidently mix primary and secondary colours and add water or black and white paint to achieve a desired effect. They can use the language of colour and paint accurately to discuss their own and others work. They use inspiration from a variety of sources - natural and non-natural - to create a colour palette and use colour specifically to help express moods and emotions in their own work. They can express and explain their choices.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can with increasing deliberation, confidence and ability: *create a colour palette, demonstrating mixing techniques *use a range of paint (acrylic, water colours) and painting techniques with confidence to create visually interesting pieces *discuss and explain how they have used paint and colour to create specific effects in their own work</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: absorb, impressionism, impressionists, background, foreground, analogous colours (close on colour wheel), tertiary colours, pointillism, stroke, stippling, delicate, detail, solid, weight, direction, action</p>
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Sculpture	<p>Children refine their grip and control over different materials and tools. Children have the opportunity to experiment and use a variety of materials for sculpting and creating 3D objects. They experiment with different ways of joining materials together and constructing free standing objects. Children begin to understand the necessity of creating a strong frame or armature on which to build and develop their work in order to insure stability and durability. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can with increasing confidence: *manipulate a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card *use a variety of techniques, e.g. cutting, sticking, rolling, pinching twisting and tying to create a 3D object *create a variety of 3D objects of varying sizes, shapes and textures</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, sculptor, carving, sculpture, shapes, materials, abstract, figure, natural materials</p>	<p>Children continue to develop their knowledge of different materials, their properties and their suitability to create 3D art. They have the opportunity to use a wider variety of tools and materials for sculpting and improve their understanding of how to successfully join and combine materials. Children improve their ability to create a strong frame or armature on which to build and develop their work in order to insure stability and durability and they practise decorating and adding detail to their 3D objects. The children practise discussing their work, expressing and justifying their opinions and identifying which elements they like and are successful and which areas could be improved</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can with increasing confidence and ability: *cut, stick, attach and combine shapes to create recognisable forms *use clay and other malleable materials and practise joining techniques *manipulate pipe cleaners, wire and string to achieve a desired shape *add details to the sculpture</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: architect, grooves, shape, form, shadow, light, carving, glaze, cartouche, architect, architecture, geometric</p>	<p>Children confidently choose and combine materials and use a variety of tools and implements to create 3D works of art. They continue to use different materials for sculpting and refine joining and constructing techniques. They handle tools safely and appropriately. They can explain why they have to start with a solid base or frame for their 3D work but can also demonstrate the ability to create a sense of completeness by adding details, colours and texture with delicacy and care. The children will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process and can discuss the sequence of steps they have taken to achieve the final result. They will be able to discuss the possible the effect on the viewer.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can with increasing deliberation, confidence and ability: *plan and design a sculpture; *use tools and materials to carve, add shape, add texture and pattern; *develop cutting and joining skills, e.g. using wire, foil, coils *use materials other than clay to create a 3D sculpture; Modroc, foil, wire</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, join, poppy installation, surrealism, negative and positive space, silhouette, tableaux, exhibition</p>
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Collage	<p>Children refine their grip and control over art and craft materials and implements. Children will explore creating a variety of images on different backgrounds and surfaces using a variety of media e.g. paper, magazines, cardboard, packaging etc. Children experiment with sorting and arranging materials to create an image.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques including collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can: *use a combination of materials that have been cut, torn and glued *sort and arrange material *add texture by mixing materials</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange, cut, crumple, pleat, fold, twist, space, medium, overlaying, contrasting colours</p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials to create collages.</p> <p>Children can: *select colours and materials to create effect, giving reasons for their choices; *refine work to improve the finished result *learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage and use these techniques with care and control</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic, overlapping, painting with paper, objective, non-objective, mixed media, Rangoli patterns, temporary</p>	<p>Children experiment with mixing textures and patterns sorting and arranging materials with purpose and control to create a desired effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials to create collage art work.</p> <p>Children can: *plan, design and select materials to create a collage with attention to subject matter and desired effect. *add collage materials to a variety of backgrounds and surfaces *sort, arrange and create images using patterns, shapes and textures using a range of mixed media</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix, mosaic, tiles, grout, land art or earth art, natural materials, temporary</p>
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Printing	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can: copy an original print; use a variety of materials, e.g. sponges, fruit, leaves, flowers; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, objects, repeat pattern, press, inking rollers, rub, overlapping, screen printing, Pop Art, ink</p>	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can: use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, silkscreen printing, overlaying paint, stencil, ink, stretched frame, squeegee</p>	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can: design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: repeating pattern, template, ink,</p>
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Work of Other Artists	<p>Children have the opportunity to learn from the works of famous artists, studying their style, techniques and processes. They will be exposed to a range of different artists in KS1 and given a little context as to the artists nationality, background, historical context and associated art movement, if any.</p> <p>KS1 Art and Design National Curriculum To understand 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.</p> <p>Children can: *describe one work of a famous, notable artist *express an opinion on the work of famous, notable artists *use inspiration from famous, notable artists to create their own work and compare</p>		<p>Children continue to extend and study the works of famous artists. They will be encouraged to discuss ideas about art, offer their opinions and compare and contrast artists. The children will be exposed to a range of work by different artists and be given some context as to the artists nationality, background, historical context and associated art movement, if any.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p> <p>Children can: *use inspiration from famous artists to replicate a piece of work *reflect upon their work inspired by a famous notable artist and the development of their art skills; *express an opinion on the work of famous, notable artists and refer to techniques and effect *name some of the artists they have learnt about</p>		<p>Children continue to look at and learn from the works of famous artists, both past and present. They now expand their knowledge by looking at a broader range of art and art movements and identifying one or two key features. Children comment on the work of famous artists expressing their opinions and name one or two of their more famous pieces of work. They will be given some information about the artists nationality, background, historical context and associated art movement and be able to speculate and comment on the effect that art has on the viewer.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p> <p>Children can: *give observations about notable artists' their work and influence *offer facts about notable artists, their techniques and more famous pieces of work *discuss some of the ideas that art seeks to explore</p>	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists and Architects	Henri Matisse, Vincent Van Gogh, Edward Tingatinga, Gakonga	Paul Klee, Antoni Gaudi, Andy Warhol, Katsushuka Hokusai, Edward Burne-Jones, Cadbury's Advertising posters	Vincent Van Gogh, Parietal Art, Alberto Giacometti, Megan Coyle, Portrait artists e.g. Leonardo Da Vinci, Johannes Vermeer, Andy Warhol,	Manet, Monet, Cezanne, Turner, Zaha Hadid, various architects including Frank Gehry, Renzo Piano, Leoh Ming Pei,	The Pre-Raphaelites, Joseph Turner, William Morris, Edward Belbruno, Peter Thorpe, Aboriginal Art, L S Lowry, Andy Goldsworthy, Degas	Pablo Picasso, Banksy, Georgia O'Keefe, Paul Cummins and Tom Piper, Antony Gormley, Kara Walker, Frida Kahlo