



Art and Design Progression Map

Key Stage 1 National Curriculum Expectations

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.

Key Stage 2 National Curriculum Expectations

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- 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]
- About great artists, architects and designers in history



Intent
<p>At Melbourne Junior School, we aim for all children to have a high-quality Art and Design education which inspires, excites and challenges them.</p> <p>We want our pupils to be equipped with a range of skills and knowledge which will support them to experiment, invent and create works of art. We aim to enable our children to have the confidence and the ability to express themselves through art and take pride in their work. Through our Art and Design curriculum, we also aim for children to show respect for other artists and other cultures whilst developing their evaluation skills.</p>
Implementation
<p>To implement our vision, children at Melbourne Junior School are provided with rich and inspiring Art and Design learning opportunities. We teach our Art through a cross curricular approach so the children's work is set in context and meaningful. Through these topics, the children use and become skilled in a variety of techniques including painting, drawing, collage, sculpture, textiles and printing.</p> <p>Our children are taught to develop their techniques using these different media, including their control and use of materials, their confidence to be creative, their experimentation and evaluation. Children develop their knowledge of different kinds of art whilst practicing and refining their own artistic skills. We ensure that the skills that children have been taught in Lower School are developed and progressed upon in Upper School to provide progression of skills in all areas.</p> <p>We examine the work of other artists, and we celebrate the artistic work from other cultures; we analyse and learn from it. Children at Melbourne Junior School also have the opportunity to work collaboratively with artists from the local community. We showcase children's wonderful pieces of work around our school.</p> <p>The children use sketchbooks to evaluate the work of others, to create designs, to practice skills, to display their pieces of art and to evaluate their own work. These sketchbooks follow the children through the whole school to celebrate their learning journey.</p> <p>We follow the National Programme of Study for Art and Design.</p>
Impact
<p>Our pupils are inspired by a range of artists and art. They have produced a range of high-quality pieces of art following a process of evaluation, design and experimentation.</p>



They are equipped with skills and knowledge of using different materials, so they can make informed choices in their art and design, and they are prepared for their secondary education.

Children have developed their critical thinking. They value and respect the work of others and have developed a sensitive way of expressing likes and dislikes, using appropriate artistic vocabulary. Children have also built their resilience when faced with challenges and when faced with critical responses to their work.

Children are proud of their work when they see it displayed, and they have increasing confidence in Art and Design.

	KS1	LKS2	UKS2
Exploring and developing Ideas / use of sketch books	Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.	Children analyse different types of art. They learn and practice new skills and start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.	Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.

	KS1	LKS2	UKS2
Drawing	Children can: a) draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; b) use different materials to draw, for example pastels, chalk, felt tips; c) use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line	Children can: ● Use shapes identified within in objects as a method to draw. ● Create tone by shading. ● Achieve even tones when shading. ● Make texture rubbings. ● Create art from textured paper. ● Hold and use a pencil to shade. ● Tear and shape paper.	Children can: Analyse an image that considers impact, audience and purpose. ● Draw the same image in different ways with different materials and techniques. ● Make a collagraph plate. ● Make a collagraph print. ● Develop drawn ideas for a print.



	<p>drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<ul style="list-style-type: none"> ● Use paper shapes to create a drawing. ● Use drawing tools to take a rubbing. ● Make careful observations to accurately draw an object. ● Create abstract compositions to draw more expressively. Use pencils of different grades to shade and add tone. ● Hold a pencil with varying pressure to create different marks. ● Use observation and sketch objects quickly. ● Draw objects in proportion to each other. ● Use charcoal and a rubber to draw tone. ● Use scissors and paper as a method to 'draw'. ● Make choices about arranging cut elements to create a composition. ● Create a wax resist background. ● Use different tools to scratch into a painted surface to add contrast and pattern. ● Choose a section of a drawing to recreate as a print. ● Create a monoprint 	<ul style="list-style-type: none"> ● Combine techniques to create a final composition. ● Decide what materials and tools to use based on experience and knowledge. ● Gestural and expressive ways to make marks. ● Effects different materials make. ● The effects created when drawing into different surfaces How to: <ul style="list-style-type: none"> ● Use symbolism as a way to create imagery. ● Combine imagery into unique compositions. ● Achieve the tonal technique called chiaroscuro. ● Make handmade tools to draw with. ● Use charcoal to create chiaroscuro effects.
<p>Painting</p>	<p>Children can:</p> <ol style="list-style-type: none"> a) name the primary and secondary colours; b) experiment with different brushes (including brushstrokes) and other painting tools; c) mix primary colours to make secondary colours; d) add white and black to alter tints and shades; 	<p>Children can:</p> <p>Use simple shapes to scale up a drawing to make it bigger.</p> <ul style="list-style-type: none"> ● Make a cave wall surface. ● Paint on a rough surface. ● Make a negative and positive image. ● Create a textured background using charcoal and chalk. ● Use natural objects to make tools to paint with. ● Make natural paints using natural materials. 	<p>Children can:</p> <p>Develop a drawing into a painting.</p> <ul style="list-style-type: none"> ● Create a drawing using text as lines and tone. ● Experiment with materials and create different backgrounds to draw onto. ● Use a photograph as a starting point for a mixed-media artwork. ● Take an interesting portrait photograph, exploring different angles. ● Adapt an image to create a new one.



	<p>e)use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<ul style="list-style-type: none"> ● Create different textures using different parts of a brush. ● Use colour mixing to make natural colours. ● Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials. 	<ul style="list-style-type: none"> ● Combine materials to create an effect. ● Choose colours to represent an idea or atmosphere. ● Develop a final composition from sketchbook ideas. ● Use sketchbooks to research and present information. ● Develop ideas into a plan for a final piece. ● Make a personal response to the artwork of another artist. ● Use different methods to analyse artwork such as drama, discussion and questioning.
Sculpture and 3D	<p>Children can:</p> <p>a)use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>b)use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>c)use a variety of shapes, including lines and texture;</p> <p>d)use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Children can:</p> <p>Smooth and flatten clay.</p> <ul style="list-style-type: none"> ● Roll clay into a cylinder or ball. ● Make different surface marks in clay. ● Make a clay pinch pot. ● Mix clay slip using clay and water. ● Join two clay pieces using slip. ● Make a relief clay sculpture. ● Use hands in different ways as a tool to manipulate clay. ● Use clay tools to score clay 	<p>Children can:</p> <ul style="list-style-type: none"> ● Translate a 2D image into a 3D form. ● Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). ● Manipulate cardboard to create different textures. ● Make a cardboard relief sculpture. ● Make visual notes to generate ideas for a final piece. ● Translate
Craft and Design	<p>Children can:</p> <ul style="list-style-type: none"> o: ● Draw a map to illustrate a journey. ● Separate wool fibres ready to make felt. 	<p>Children can:</p> <p>Use a sketchbook to research a subject using different techniques and materials to present ideas.</p>	<p>Children can:</p> <p>Make an observational drawing of a house.</p>



	<ul style="list-style-type: none">● Lay wool fibres in opposite directions to make felt.● Roll and squeeze the felt to make the fibres stick together.● Add details to felt by twisting small amounts of wool.<ul style="list-style-type: none">● Choose which parts of their drawn map to represent in their 'stained glass'.● Overlap cellophane/tissue to create new colours.● Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.<ul style="list-style-type: none">● Apply paint or ink using a printing roller.● Smooth a printing tile evenly to transfer an image.● Try out a variety of ideas for adapting prints into 2D or 3D artworks.	<ul style="list-style-type: none">● Construct a new paper material using paper, water and glue● Use symbols to reflect both literal and figurative ideas.● Produce and select an effective final design.● Make a scroll.● Make a zine.● Use a zine to present information.● That a mood board is a visual collection which aims to convey a general feeling or idea.● That batik is a traditional fabric decoration technique that uses hot wax. How to:<ul style="list-style-type: none">● Select imagery and use as inspiration for a design project.<ul style="list-style-type: none">● To know how to make a mood board.● Recognise a theme and develop colour palettes using selected imagery and drawings.● Draw small sections of one image to docs on colours and texture.● Develop observational drawings into shapes and pattern for design.● Transfer a design using a tracing method.● Make a repeating pattern tile using cut and torn paper shapes.● Use glue as an alternative batik technique to create patterns on fabric.● Use materials, like glue, in different ways depending on the desired effect.● Paint on fabric.● Wash fabric to remove glue to finish a decorative fabric piece.	<ul style="list-style-type: none">● Use shapes and measuring as methods to draw accurate proportions.● Select a small section of a drawing to use as a print design.● Develop drawings further to use as a design for print.● Design a building that fits a specific brief.● Draw an idea in the style of an architect that is annotated to explain key features.● Draw from different views, such as a front or side elevation.● Use sketchbooks to research and present information about an artist.● Interpret an idea in into a design for a structure.● How different materials can be used to produce photorealistic artwork.● That macro photography is showing a subject as larger than it is in real life.● Create a photomontage.● Create artwork for a design brief.● Use a camera or tablet for photography.● Identify the parts of a camera.● Take a macro photo, choosing an interesting composition.● Manipulate a photograph using photo editing tools.● Use drama and props to recreate imagery.● Take a portrait photograph.
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			<ul style="list-style-type: none"> ● Use a grid method to copy a photograph into a drawing.
<p>Work of other artists</p>	<p>Children can: Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>	<p>Children can: Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display art work, understanding how artists consider their viewer and the impact on them. Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme. Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work. Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Children can: 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. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. 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. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas Use their knowledge of</p>



			<p>tools, materials and processes to try alternative solutions and make improvements to their work. Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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