

## Art and Design Progression of skills

*Intent*



*Implementation*



*Impact*



### **Curriculum Intent**

At Stramongate School, we believe that every child has the right to a curriculum that enables them to have a creative outlet and a range of artistic experiences. We understand the immense value that having the ability to express themselves creatively, provides for children's emotional wellbeing.

At Stramongate school, children will:

- Be taught a rich and exciting curriculum that will aim to meet the National curriculum objectives for their year group.
- Gain a toolkit of skills to enable them to express themselves creatively in a range of ways.
- Develop a good understanding of different types of Art, including drawing, form, printing and textiles.
- Experience a range of different types of art through studying different artists, including local artists.
- Be immersed in art, so that they can be confident and competent at drawing with scale and perspective and are able to represent their imaginative ideas in a physical way.
- Feel safe enough to express themselves without judgement or comparison with an understanding that the enjoyment of artwork is subjective and differences in opinion are celebrated when studying art.
- Take ownership of their own progression in art, by focusing on self-assessment and gaining from verbal feedback from their teachers and their peers.



### Curriculum Implementation

At Stramongate, we ensure a range of skills are taught and then built upon during the course of the children's time at school. This enables children to build upon prior knowledge and progress in ability and understanding of different techniques. An emphasis is placed upon the understanding of colour and drawing, is an expectation in every unit of art, with some units having specific drawing focus. The curriculum promotes practical learning which is celebrated on displays, in sketchbooks and an art portfolio, which serves as a bank of evidence and progression of skills that the children take through with them, from Reception to Year 6. Exploration and, 3D work and experimentation are encouraged, with photographic evidence collected. Units are usually planned in to link with many termly topics to add to the immersive learning experience of a creative curriculum.

Assessment given by teachers is usually in the form of:

- Verbal feedback to progress skills taught in lessons.
- Assessment grids may be used where appropriate.
- Art portfolios are dated, with learning objectives covered clearly marked.
- Self-assessment is encouraged in order to reflect on any feedback given.

When teaching art, teachers aim to create a safe environment, where children feel brave enough to take risks and to think outside the box. Teachers recognise, that for some children, confidence can be a barrier in art and may use other tools to engage and encourage these children.

### Curriculum Impact

Children are assessed against the National Curriculum learning objectives appropriate for the year group. Class Teachers pass on any assessments and observations made to their subsequent class teacher. Assessments are based on the observations of pupil's skills and teacher's overall judgement of a child's aptitude.

The knowledge and skills taught can be applied in different contexts throughout the year and there are many other opportunities in addition to the units taught throughout the year, through special events such as, art week or current global news trends such as the Queens jubilee, Red nose day, Children in Need and Book week. A scrutiny of work is carried out by the art subject lead at least once a year during subject leader time. This ensures the quality of teaching is upheld and that each project is meeting the specific skills outlined in the progression of skills map.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Exploring and Using Media and Materials</b>- Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being Imaginative</b>- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>					
<b>Reception</b>	<p><b>Drawing</b></p> <p>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Ensure sensitivity and visual awareness.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers)</p>	<p><b>Colour</b></p> <p>Experiencing and using primary colours predominantly – to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p> <p>Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.</p> <p>Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.</p>	<p><b>Form</b></p> <p>Handling, feeling, manipulating materials</p> <p>Constructing and building from simple objects</p> <p>Pulls apart and reconstructs</p> <p>Able to shape and model from observation and imagination.</p> <p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc.</p>	<p><b>Texture</b></p> <p>Handling, manipulating and enjoying using materials</p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down</p>	<p><b>Printing</b></p> <p>Printing fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc.</p> <p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Able to work from imagination and observation.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours.</p>	<p><b>Pattern</b></p> <p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/block s), bead threading patterns</p> <p>Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah</p> <p>Simple symmetry – folding painted butterflies.</p> <p>BOOK stimulus – ‘Elmer’ ‘Pattern bugs’ and ‘The Rainbow Fish’.</p> <p>Collage and 3D models</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1/2 Cycle A</b>	<p><b>Roald Dahl – Katie Morag – Winnie The Witch</b></p> <p>Experiment with tools and surfaces. Recording experiences and feelings. Sketch to make quick records of something. Work out ideas through drawing Develop skills of overlapping and overlaying to create effects.</p>	<p><b>Bob The man on the Moon – Christmas Craft</b></p> <p>Develop skills of overlapping and overlaying to create effects. Simple appliqué work attaching material shapes to fabric with running stitches.  Begin to discuss use of shadows, use of light and dark.</p>	<p><b>Less well-known Traditional Tales – The Snowman</b></p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p>	<p><b>Traction Man – Julia Donaldson</b></p> <p>Look at natural and manmade patterns and discuss.  Develop skills of overlapping and overlaying to create effects.</p>	<p><b>Great Fire of London</b></p> <p>Explore other simple stitches Use various collage materials to make a specific picture.</p>	<p><b>Beatrix Potter</b></p> <p>Sketch to make quick records of something.  Work out ideas through drawing</p>
<b>Year 1/2 Cycle B</b>	<p><b>Ourselves/portraits and Artist study</b></p> <p>Ensure they know names of all colours. Mix colours to make new colours. Find collections of one colour Applying colour with a range of tools.  make known objects. Cut using scissors.</p>	<p><b>Links to History – Guy Fawkes – Christmas Craft</b></p> <p>Use hands and tools to build  Construct to represent personal ideas. Carve using tools. Pinch and roll coils and slabs using a modelling media.</p>	<p><b>Chinese New Year</b></p> <p>Create patterns with objects using more than one colour. Produce a clean image. Use appropriate language to describe tools, process, etc</p>	<p><b>Fairy Tales - Africa</b></p> <p>Make simple joins. Discuss weight and texture. Develop collage skills</p>	<p><b>Victorians</b></p> <p>Use hands and tools to build  Applying colour with a range of tools.</p>	<p><b>Life Cycles – Minibeasts - Plants</b></p> <p>Added pencil or decorative detail. Relief printing - string, card, etc.</p>
<b>Year 3/4 Cycle A</b>	<p><b>World War 2</b></p> <p>Interpret stories, music, poems, environment, townscapes as stimuli.</p>	<p><b>World War 2</b></p> <p>Different types of brushes for specific purposes. Using dotting, scratching, splashing to imitate an artist. Pointillism – control over coloured dots, so tone and shading is evident.</p>	<p><b>Ancient Egypt</b></p> <p>Extend exploring colour mixing. Make colour wheels to show primary and secondary colours. Look at work of other artists.</p>	<p><b>Ancient Egypt</b></p> <p>Select and use materials to achieve a specific outcome. Embellish Using a variety of techniques, including drawing, painting and printing on top. Consider methods of making fabric.</p>	<p><b>Kendal</b></p> <p>Interpret stories, music, poems, environment, townscapes as stimuli.</p>	<p><b>Kendal</b></p> <p>Interpret environmental and manmade patterns and form. Modify and adapt print as work progresses. Explore images and recreate texture.</p>



<p><b>Year 3/4 Cycle B</b></p>	<p><b>India</b> The effect of light (shadows) on a surface. Concepts of scale and proportion. Accurate drawings of whole people, to include proportion, placement and shape of body. Work on a variety of scales. Drawing from direction. Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground</p>	<p><b>India</b> Shape, form, model and construct from observation and / or imagination. Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art)</p>	<p><b>Rivers</b> Discuss own work and work of other sculptors with comparisons made. Investigate, natural and manmade material. Understand different adhesives. Think about size</p>	<p><b>Rivers</b> Computer generated drawings. Link to Maths – symmetry, tessellation (Escher), Geometry, shape lines (Mondrian/Klee)</p>	<p><b>Anglo Saxons and Romans</b> Create own patterns using ICT Plan and develop ideas in sketchbook and make choices about media. Surface patterns / textures. Work safely, to organize working area and clear away.</p>	<p><b>Anglo Saxons and Romans</b> Search for pattern around us in world, pictures, objects. Use the environment and other sources To make own patterns, printing, rubbing. Use sketchbooks to design own motif to repeat. Consider different types of mark making to make patterns.</p>
<p><b>Year 5/6 Cycle A</b></p>	<p><b>Aboriginal Painting – WW1</b> Creating pattern for purposes. Create own abstract pattern.</p>	<p><b>William Morris – Bird Feeder</b> Creating pattern for purposes. Create own abstract pattern. Pictorial and patterned. Designs prints for fabrics, book covers and wallpaper.</p>	<p><b>Andy Warhol/Roy Lichenstein</b> Experiment and plan in sketchbook. Look at various artists creation of pattern and discuss effect.</p>	<p><b>Henry Roussau ‘Imagination Art’</b> Experienced in combining prints taken from different objects.</p>	<p><b>Pencil grades</b> Concept of perspective. Work on a variety of scales and collaboratively. Independently select materials and technique Discuss own and artists work.</p>	<p><b>Charcoal skills</b> Patterns reflect personal experiences and expression. Detailed preparatory sketches. Increasingly accurate drawings of people.</p>
<p><b>Year 5/6 Cycle B</b></p>	<p><b>Tudors - Hans Holbein</b> Interpret stories, music, poems, environment, townscapes as stimuli.</p>	<p><b>Space – Peter Thorpe</b> Use a variety of techniques to interpret texture. Embellish Using a variety of techniques, including drawing, painting and printing on top.</p>	<p><b>Blue Planet</b> Discuss and interpret the effect of light on objects/people. Consider methods of making fabric.</p>	<p><b>Graffiti art – Banksy</b> Pictorial and patterned. Discuss and evaluate own work and that of others. Look at work of other artists.</p>	<p><b>Ancient Greece – Mixed media</b> Makes connections between own work and patterns in their local environment.</p>	<p><b>Ancient Greece – Mixed media</b> Select and use materials to achieve a specific outcome</p>