

Art and Design

Progression Map and End Points

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**St Joseph’s RC Primary School**



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| **St Joseph’s RC Primary School** **Art Curriculum Progression** |
|  | **End of EYFS** | **End of KS1** | **End of Lower KS2** | **End of upper KS2** |
| **To Develop Ideas** | * Create collaboratively
* Share ideas, resources and skills.
* Explore, use and refine a variety of artistic effects to express their ideas and feelings.
 | * Respond to ideas and starting points.
* Explore ideas and collect visual information.

Explore different methods and materials as ideas develop. | * Develop ideas from starting points throughout the curriculum.
* Collect information, sketches and resources.
* Adapt and refine ideas as they progress.
* Explore ideas in a variety of ways.

Comment on artworks using visual language. | * Develop and imaginatively extend ideas from starting points throughout the curriculum.
* Collect information, sketches and resources and present ideas imaginatively in a sketchbook.
* Use the qualities of materials to enhance ideas.
* Spot the potential in unexpected results as work progresses.
* Comment on artworks with a fluent grasp of visual language.
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| **To Master Techniques** | **Painting** * Continue to explore colour and colour mixing using appropriate techniques.
* To know the primary colours and that mixing these will create a new colour
* Explore using different tools for painting

**Sculpture** * To know how to join materials to create a model and use material to finish the design
* To know how to mould different resources to make a sculpture e.g. clay
* Use techniques such as paper folding, rolling and cutting

**Drawing** * To know a pencil can create different lines
* To draw with increasing complexity and detail
* To explore coloured pencils for different effects

**Print** * Explore the use of repeating or overlapping shapes.
* Use print from the environment (e.g. wrapping paper) as a stimulus
* Explore using objects to create prints
* Explore techniques to make prints e.g. rub and stamp
 | **Painting** * Use thick and thin brushes.
* Mix primary colours to make secondary.
* Add white to colours to make tints and black to colours to make tones.
* Create colour wheels.

**Sculpture** * Use a combination of shapes.
* Include lines and texture.
* Use rolled up paper, straws, paper, card and clay as materials.
* Use techniques such as rolling, cutting, moulding and carving.

**Drawing** * Draw lines of different sizes and thickness.
* Colour (own work) neatly following the lines.
* Show pattern and texture by adding dots and lines.
* Show different tones by using coloured pencils.

**Print** * Use repeating or overlapping shapes.
* Mimic print from the environment (e.g. wallpapers).
* Use objects to create prints (e.g. fruit, vegetables or sponges).
* Press, roll, rub and stamp to make prints.
 | **Painting** * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
* Mix colours effectively.
* Use watercolour paint to produce washes for backgrounds then add detail.
* Experiment with creating mood with colour.

**Sculpture** * Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
* Include texture that conveys feelings, expression or movement.
* Use clay and other mouldable materials.
* Add materials to provide interesting detail.

**Drawing** * Use different hardness of pencils to show line, tone and texture.
* Annotate sketches to explain and elaborate ideas.
* Sketch lightly (no need to use a rubber to correct mistakes).
* Use shading to show light and shadow.
* Use hatching and cross hatching to show tone and texture.

**Print** * Use layers of two or more colours.
* Replicate patterns observed in natural or built environments.
* Make printing blocks (e.g. from coiled string glued to a block).
* Make precise repeating patterns.
 | **Painting** * Sketch (lightly) before painting to combine line and colour.
* Create a colour palette based upon colours observed in the natural or built world.
* Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
* Combine colours, tones and tints to enhance the mood of a piece.
* Use brush techniques and the qualities of paint to create texture.
* Develop a personal style of painting, drawing upon ideas from other artists.

 **Sculpture** * Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
* Use tools to carve and add shapes, texture and pattern.
* Combine visual and tactile qualities.
* Use frameworks (such as wire or moulds) to provide stability and form.

**Drawing** * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
* Use a choice of techniques to depict movement, perspective, shadows and reflection.
* Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
* Use lines to represent movement.

**Print** * Build up layers of colours.
* Create an accurate pattern, showing fine detail.
* Use a range of visual elements to reflect the purpose of the work.
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| **To take inspiration from the greats (classic and modern)** | **Making*** Explore the work of some famous artists e.g. Van Gogh & Henri Matisse and use these pictures as a stimulus
 | **Making*** Describe the work of notable artists, artisans and designers.
* Use some of the ideas of artists studied to create pieces.
 | **Making*** Replicate some of the techniques used by notable artists, artisans and designers.
* Create original pieces that are influenced by studies of others.
 | **Making*** Give details (including own sketches) about the style of some notable artists, artisans and designers.
* Show how the work of those studied was influential in both society and to other artists.
* Create original pieces that show a range of influences and styles.
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| **St Joseph’s RC Primary School** **Art End Points** |
| **Year 1** |
| Pupils can use a developing range of materials creatively to design and make products | Pupils can begin to use colour, pattern, texture, line, shape and form and space within their artwork | Pupils can make links to their own artwork from observing other artists work | Pupils can draw, paint and sculpture with some imagination |
| Pupils can begin to talk about a range of artist, craft makers, and designers | Pupils can share some of their ideas and experiences through art | Pupils can describe some similarities and differences between artwork |  |
| **Year 2** |
| Pupils can use an increasing range of materials creatively to design and make products | Pupils can draw, paint and sculpture with increased imagination | Pupils can confidently share their ideas and experiences through art | Pupils can use colour, pattern, texture, line, shape and form and space within their artwork with effect |
| Pupils can make links to their won artwork from observing other artists work | Pupils can talk about a range of artist, craft makers and designers | Pupils can describe similarities and differences between practices and disciplines artwork |  |
| **Year 3** |
| Pupils can use a sketchbook to record observations | Pupils can begin to demonstrate confidence in drawing, painting and sculpture using a range of materials | Pupils ca talk about some great artists, architects and designers in history | Pupils an use a sketchbook to review and revisit ideas |
| Pupils can make links to historic periods and artwork | Pupils can say when and why they would use different art media e.g. pencil, charcoal, paint etc. | Pupils can explain why they have combined different tools to create their drawings | Pupils can identify links of how art and design both reflect and shape history |
| **Year 4** |  |  |  |
| Pupils can continue to use sketchbooks increasingly well to record observations and use them to review and revisit ideas | Pupils can organise line, tone shape and colour to represent figures and forms in movement | Pupils can make a record about the styles and qualities in their work | Pupils can experiment, invent and create their own works of art, craft and design |
| Pupils can discuss how art and design both reflect and shape our history | Pupils can show improvement in their mastery of art and design techniques, including drawing, painting and sculpture | Pupils can justify the materials they have chosen and explain why |  |
| **Year 5** |
| Pupils can continue to use sketchbooks increasingly well to record observations and use them to review and revisit ideas | Pupils can confidently discuss how art and design both reflect and shape our history | Pupils can explain why they have combined different techniques to create their artwork | Pupils can create models on a range of scales |
| Pupils can say what their work is influenced by | Pupils can talk confidently about great artists, craft designers and understand the historical and cultural development of their art forms | Pupils can produce creative work, exploring their ideas and recording their experiences | Pupils can proficiently draw, paint, sculpt and use other art and craft design techniques |
| Pupils can evaluate and analyse creative artworks using the language of art, craft and design |  |  |  |
| **Year 6** |
| Pupils can continue to use sketchbooks increasingly well to record observations and use them to review and revisit ideas | Pupils can explain how art and design contribute to the culture, creativity and wealth of our nation | Pupils can show confidence in their mastery of art and design techniques, including drawing, painting and sculpture | Pupils can organise line, tone, shape and colour to maximise their artwork |
| Pupils can confidently discuss how art and design both reflect and shape our history | Pupils can talk about a range of artists, architects and designers in history confidently | Pupils can make a record about the styles and qualities in their work | Pupils can include both visual and tactile elements in their work |