

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. |
| **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. |
| **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 |