



# Art and Design

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PROGRESSION DOCUMENT

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### **Response to the Ofsted subject review:**

Our Art and Design curriculum has been modified from the last progression document, encapsulating recommendations from the research review into Art and Design, February 2023.

It states that in early education, 'children first encounter art and design in the early years foundation stage (EYFS). In the EYFS statutory guidance, 'expressive arts and design' is a specific area of learning and development.' This is then expanded upon in a variety of approaches that are fluent throughout the progression model and the teaching and learning at Stowlawn Primary School. This is to avoid the decline in 'expertalisation' in primary school settings through a use of developing the practical knowledge, theoretical knowledge and to a lesser extent disciplinary knowledge of our six strands: **drawing, painting, printing, sculpture, collage and textiles**, as well as looking at current and relevant artists to help to inform our practises.

The methods for teaching skills and techniques under these six strands are in line with the recommendations of the Art and Design review, whereby the practical knowledge aims to inform skill-building and the concept of 'creativity' in line with our Stowlawn values. In regard to the creativity value, the review states that on a subject specific level, the attribute '**includes the central idea that pupils can make creative contributions in art, craft and design if their knowledge and skills in a particular area (domain) are sufficiently developed.**'

More importantly, a high emphasis has now been placed on developing divergent and convergent practises. Whereby we aim to teach children the necessary '**convergent**' skills (that is, more prescribed and easy to assess), this leads into a view for children to succeed in achieving '**divergent**' goals, described as learning 'in and through art'. When final pieces are created through each strand, we hope for the children to achieve a divergent goal whereby we do not know how pupils will use their knowledge to achieve a piece of work, but will combine what they know in experimental contexts to reinforce the evaluation of art as well as the rest of our Stowlawn values: **kind, independent, resilient, honest, ambitious and creative**. By the end of Year 6, we aim for children in Stowlawn to progress towards those divergent points (such as ensuring that they have enough knowledge to draw on when forming their own particular slant or style). This will need to be developed by linking convergent and divergent practises in art.

DRAWING

National Curriculum	Concepts	EYFS (Reception)	Year 1		Year 2	
To use a range of materials creatively to design and make products	Using Materials	Work on a range of different textures (e.g. playground, bark, etc)	Use a variety of tools (pencils, crayons, pastels, felt tips, ballpoints, chalk)		Layer different media (crayons, pastels, felt tips, charcoal, ballpoints)	
To use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination	Developing Use of Sketchbooks	Experiment with mark making	Experiment by drawing different lines and shapes		Develop the practise of visual elements: line, shape, pattern and colour	
	Understanding Drawing	Talk about their ideas when drawing	Understand what is meant by 'mark-making'		Understand that tone creates a sense of three-dimensionality	
To know about the work of a range of artists/craft makers/designers, describing the differences/similarities between different practices/disciplines, making links to their own work	Analysing Artists	Enjoy looking at and talking about art (e.g. book illustrations)	Practise drawing a portrait with techniques like Picasso		Use similar pattern techniques to draw like Yayoi Kusama	
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Practising Fundamental Skills	Complete drawings with accuracy and care	Practise developing techniques and formal elements (colours, shapes, tones)		Conduct observational drawing on real life objects	
	Vocabulary	Be introduced to names of materials and objects	<b>Drawing</b> <b>Line</b> <b>Size</b> <b>Bold</b> <b>Mark-making</b>	<b>Shape</b> <b>Colours</b> <b>Tone</b> <b>Self-portrait</b> <b>Portrait</b>	<b>Media</b> <b>Line</b> <b>Shape</b> <b>Colour</b> <b>Pattern</b>	<b>3D</b> <b>Observe</b> <b>Artist</b> <b>Detail</b> <b>Size</b>
Evaluating work and developing ideas		Talk about their own drawings and what they represent	Describe what techniques another artist has used		Begin to talk about how they can improve their own work	

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DRAWING

National Curriculum	Concepts	Year 3		Year 4		Year 5		Year 6	
<p>To develop techniques including control and use of their materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design</p>	Use Materials	Use different grades of pencils and rubbers		Explore colour mixing with coloured pencils and pastels		Explore smudging and shading with charcoal, chalk and ink		Use a view finder alongside other drawing materials	
	Understand Drawing	Understand that tones are used to show light and dark		Understand that adding smaller details can help to create 3D drawings		Understand how background and foreground develops a picture		Understand simple perspectives such as a focal point or a horizon	
	Vocabulary	<b>Light</b> <b>Dark</b> <b>Shadow</b> <b>Outline</b> <b>Pencil grade</b>	<b>Texture</b> <b>Sketching</b> <b>Tone</b> <b>Contrast</b> <b>Shape</b>	<b>Detail</b> <b>3D</b> <b>Tone</b> <b>Media</b> <b>Texture</b>	<b>Outline</b> <b>Line</b> <b>Still Life</b> <b>Blending</b> <b>Form</b>	<b>Background</b> <b>Foreground</b> <b>Shading</b> <b>Hatching</b> <b>Space</b>	<b>Contouring</b> <b>Smudging</b> <b>Perspective</b> <b>Develop</b> <b>Process</b>	<b>Perspective</b> <b>Style</b> <b>Focal point</b> <b>Horizon</b> <b>View finder</b>	<b>Scale</b> <b>Proportion</b> <b>Intent</b> <b>Process</b> <b>Shading</b>
<p>To create sketch books to record their observations and use them to review and revisit ideas</p>	Develop Use of Sketchbooks	Plan, refine and alter drawings using sketching		Research and annotate ways apply tone and patterns to drawings		Use a variety of observational drawing and research to inform ideas		Develop my own preferred style, e.g. shading, using tone, etc.	
<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	Practise Fundamental Skills	Vary line, texture, colour, tone, shape and pattern when drawing		Experiment drawing textures and surface materials		Use different techniques for different purposes, e.g. shading, hatching		Practise drawing scale and proportion	
<p>To know of great artists, architects, and designers in history</p>	Analyse Skill or Work of Another Artist	Replicate a piece of work by Laura McKendry		Replicate a piece of work by Paul Cezanne		Create a piece of independent work in the style of Ch'ng Kiah Kian		Create a piece of independent work in the style of Claude Monet	
Evaluating work and developing ideas		Explain own ideas and opinions of other artists' work		Evaluate work regularly during planning and final process		Discuss processes used by themselves and evaluate how effective their techniques are		Give reasoned evaluations of their own and others' work including reflecting on their intentions	



# SCULPTING

National Curriculum	Concepts	EYFS (Reception)	Year 1		Year 2	
To use a range of materials creatively to design and make products	Use Materials	Use soft materials such as plasticene or dough	Use a range of materials when squeezing, pinching, folding, pressing, modelling, flattening, smoothing, and gluing.		Practise a variety of techniques using clay	
To use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination	Develop Use of Sketchbooks	Record and display work	Observe and draw real life images including different colours and shapes		Decide what designs and patterns to use in my sculpture	
	Understand Sculpting	Talk about 3D objects	Explore how to make an object stand up or balance		Explore techniques on how to create texture in clay through patterns and imprints	
To know about the work of a range of artists/craft makers/designers, describing the differences/similarities between different practices/disciplines, making links to their own work	Analyse Artists	Look at and enjoy talking about art	Discuss how Andrea Butler has made a 3D model		Use similar sculpting techniques to Rachel Whiteread	
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Practise Fundamental Skills	Use hands and other tools to make shapes	Manipulate materials by hand, and explore how to fix materials in place using glue or blu-tack		Develop skills for shaping clay and make simple joins using slip	
	Vocabulary	Be introduced to names of materials and objects	<b>Structure</b> 2D 3D <b>Colour</b> <b>Shape</b>	<b>Fold</b> <b>Tear</b> <b>Fix</b> <b>Balance</b> <b>Join</b>	<b>Sculpture</b> <b>Cast</b> <b>Negative space</b> <b>Surface</b> <b>Imprint</b>	<b>Detail</b> <b>Clay</b> <b>Score</b> <b>Slip</b> <b>3D</b>
Evaluating work and developing ideas		Talk about how they used materials	Describe key features of their own work		Talk about how they can improve in their own work and explain their ideas	





# SCULPTING

National Curriculum	Concepts	Year 3	Year 4	Year 5	Year 6			
<p>To develop techniques including control and use of their materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design</p>	Use Materials	Use found objects and recycled materials	Use soap and clay as well as carving and ribbon tools for sculpting	Use natural and man-made materials such as wood, cling film, wire, tissue paper	Use malleable materials including clay to create a 3D form			
	Understand Sculpting	Explore how to use 3D to create a model	Understand the process of taking materials away using hollowing and carving	Understand that larger models require planning, preparation, and construction	Understand that sculpting consists of many materials that require careful and practised techniques			
	Vocabulary	<b>Materials</b> Mod roc PlasterParis PapierMache Bind	<b>Stick</b> Fold Form Shape 3D	<b>Coil</b> Hollow Carve Smooth Texture	<b>Wire</b> Detail Soap Mould Process	<b>Natural</b> Man-made Scale Proportion Design	<b>Structure</b> Join Bind Wrap Construction	<b>Cast</b> Texture Relief form Pattern Structure
<p>To create sketch books to record their observations and use them to review and revisit ideas</p>	Develop Use of Sketchbooks	Annotate designs for using soft or rigid materials.	Explain the process of hollowing or building a 3D sculpture	Investigate how scale and proportions and larger models can impact 3D art	Research how cultural and historical contexts may have influenced sculptures.			
<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	Practise Fundamental Skills	Shape materials for a purpose by positioning and joining (tie, bind, stick, fold)	Shape and join materials using complex techniques such as carving, modelling, hollowing, coiling	Practise binding and wrapping to create a strong structure	Use techniques to sculpt complex structures with multiple components			
<p>To know of great artists, architects, and designers in history</p>	Analyse Skill or Work of Another Artist	Discuss how Rosie Hurley and Inbal Leitner's techniques have been used	Consider how Julie Wilson uses coiling to create an animal	Take inspiration from Edouard Martinet in our own models	Discuss how Giacometti uses delicate sculpting techniques to create his models			
Evaluating work and developing ideas		Explain how they used one skill in their work	Evaluate how skills and techniques led to a final piece	Discuss processes used and how they intend to improve work	Give reasoned evaluations for their own and others' work including processes of sculpting			

**PAINTING**



National Curriculum	Concepts	EYFS (Reception)	Year 1		Year 2	
To use a range of materials creatively to design and make products	Use Materials	Use different forms of 'paint' such as mud and puddles	Use poster paint to explore colour mixing		Use black and white paint to colours to alter tints and shades	
To use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination	Develop Use of Sketchbooks	Record and display work	Experiment with different brushes and tools (including brushstrokes) to create texture		Experiment with adding grainy materials to paint for effect	
	Understand Painting	Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes)	Understand pattern and repetition in composition		Understand creating balance in composition	
To know about the work of a range of artists/craft makers/designers, describing the differences/similarities between different practices/disciplines, making links to their own work	Analyse Artists	Look at and enjoy talking about art	Alma Thomas 	Charlie French 		
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Practise Fundamental Skills	Explore different ways we can use paint (to draw outlines, to mix colours or to block colour a picture)	Understand that primary colours can be mixed together to make secondary colours		Experiment with lightening and darkening colours without the use of black and white	
	Vocabulary	Use language around 'paints' and 'brushes' to create child-led artwork	<b>Primary</b> <b>Secondary</b> <b>Sweep</b> <b>Dab</b>	<b>Pattern</b> <b>Repetition</b> <b>Texture</b> <b>Composition</b>	<b>Hues</b> <b>Wash</b> <b>Tint</b> <b>Shade</b>	<b>Symmetry</b> <b>Balance</b> <b>Texture</b> <b>Composition</b>
Evaluating work and developing ideas		Talk about their artwork, stating what they feel they did well	Describe key features of paint and what happens when colours are mixed		Talk about why artists use paint instead of other materials	

**PAINTING**

National Curriculum	Concepts	Year 3		Year 4		Year 5		Year 6	
To develop techniques including control and use of their materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design	Use Materials	Use watercolours and a range of brush strokes to create washes		Use acrylic paints and detailing brushes		Use watercolours to explore painting techniques (e.g. wet on wet, wet on dry, etc)		Use acrylic paints and plan brush strokes and brushes	
	Understand Painting	Create rhythm in composition		Understand creating emphasis (in one part of a picture) in composition		Understand the movement composition technique		Utilise contrast and harmony composition techniques	
	Vocabulary	Watercolour Wash Background Complimentary	Texture Composition Harmony Rhythm	Acrylic Detail Contrast Blend	Impressionism Texture Composition Emphasis	Blend Technique Canvas Texture	Colour palette Composition Movement Watercolour	Form Blend Texture Acrylic	Colour palette Composition Contrast Harmony
To create sketch books to record their observations and use them to review and revisit ideas	Develop Use of Sketchbooks	Use salt on watercolour to create texture		Experiment with sponges and other tools to create texture in acrylic paint		Investigate a change of canvas or paper to alter texture		Develop preferred techniques of creating texture	
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Practise Fundamental Skills	Use complimenting colours in artwork through a variety of tints and shades		Develop an understanding of contrasting colours for striking effect		Mix and match colours to create a colour palette for purpose		Develop a painting from a drawing using appropriate colour	
To know of great artists, architects, and designers in history	Analyse Skill or Work of Another Artist	Emma Burleigh		Leonid Afremov		Maaida Noor		Huang Yuxing	
Evaluating work and developing ideas		Explain how they used rhythm whilst painting		Evaluate how multiple techniques have led to their own work		Discuss the processes used and how they intend to improve work		Give reasoned evaluations for their own and others' work	



**TEXTILES**

National Curriculum	Concepts	EYFS (Reception)	Year 1		Year 2	
To use a range of materials creatively to design and make products	Use Materials	Use fabric or wool to create a piece of art	Identify a few different types of fabrics e.g. felt, denim and wool		Use a frame to weave fabric and wool	
To use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination	Develop Use of Sketchbooks	Record and display work	Group fabrics and threads by colour in sketchbooks.		Experiment with a range of weaving patterns and colours	
	Understand Textiles	Know what fabric is used for	Understand plain weaving and how it creates a structure		Show an understanding of weaving through annotations or pictures	
To know about the work of a range of artists/craft makers/designers, describing the differences/similarities between different practices/disciplines, making links to their own work	Analyse Artists	Look at and enjoy talking about art on fabric	Identify how Jan Bickerton uses textiles to create art		Create a woven pattern inspired by Tammy Kanat	
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Practise Fundamental Skills	Understand that zips and buttons attach fabric together	Make simple weavings with fabric, wool or threads		Knot woven fabric to join it together as a structure	
	Vocabulary	Use language around fabric, zips and buttons	<b>fabric weaving</b> <b>warp</b> <b>weft</b>	<b>pattern</b> <b>over-under</b> <b>shapes</b> <b>colours</b>	<b>fabric weaving</b> <b>warp</b> <b>weft</b>	<b>loom join</b> <b>wool</b> <b>pattern</b>
Evaluating work and developing ideas		Talk about their artwork, stating what they feel went well	Discuss one key skill used in their artwork		Discuss how they have made their artwork strong and sturdy	

TEXTILES

National Curriculum	Concepts	Year 3	Year 4	Year 5	Year 6			
To develop techniques including control and use of their materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design	Use Materials	Use felt and wool in a variety of colours	Use hessian, thread and sequins/buttons	Use cotton fabric and dye	Use wax to create a barrier to fabric dyes			
	Understand Textiles	Understand how to use applique techniques	Understand the basics of quilting and padding fabric	Understand dyeing fabric altering techniques	Show an understanding of a range of ways to alter fabric			
	Vocabulary	applique running stitch thread embellishment	needle join sewing stitching	quilting padding stitching sewing	Join texture decoration outline	tie dye embroidery alter pattern	dip dye natural synthetic absorption	dye tapestry quilt alteration
To create sketch books to record their observations and use them to review and revisit ideas	Develop Use of Sketchbooks	Design a house with embellishments acting as key parts of the building	Sketch a design with simple lines, annotating where stitches will take place	Consider how to incorporate pattern into textile work using embroidery	Design a collaborative story or tapestry to plan a collective piece			
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Practise Fundamental Skills	Use a needle and thread to create a running stitch	Shape and stitch materials using basic cross stitch and back stitch	Use rubber bands to explore how to create different tie-dye patterns	Develop art through textiles using a preferred method			
To know of great artists, architects, and designers in history	Analyse Skill or Work of Another Artist	Create a piece inspired by Carol Amott 	Create a collaborative piece of art inspired by Ann Rippin 	Use techniques similar to Micheal Phelan in my own work 	Create a tapestry inspired by Faith Ringgold 			
Evaluating work and developing ideas		Reflect on effective ways they have attached items to their work	Reflect on preferred techniques and why they have used them	Discuss the processes used and how they intend to improve work	Comment on visual or tactile elements in their work			

SUM 1

**PRINTING**

National Curriculum	Concepts	EYFS (Reception)	Year 1		Year 2	
To use a range of materials creatively to design and make products	Use Materials	Use fingers, hands, or feet to press paint	Use lego blocks, strings and other toys to make a design		Use fruit and feathers to create intricate prints	
To use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination	Develop Use of Sketchbooks	Record and display work	Use a mixture of colour and size to create repeated patterns		Use a mixture of printed images and prints to create abstract art	
	Understand Printing	Understand that a 'print' makes a copy	Form an understanding of how objects and ink/paint create a pattern		Understand how ink creates detailed prints as opposed to paint (e.g. on a feather)	
To know about the work of a range of artists/craft makers/designers, describing the differences/similarities between different practices/disciplines, making links to their own work	Analyse Artists	Look at and enjoy talking about printing	Understand what modern art is and how it inspired Henri Matisse's work		Understand what surrealism is and how it inspired René Magritte's work	
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Practise Fundamental Skills	Create a print using hands or objects	Practise using blocks to create impressions, altering the pressure of pressing the objects		Use layering to experiment with drawing, printed images and printing	
	Vocabulary	Use language around pressing or imprinting	impression image printing print	pattern modern art repetition press	impress printing print layer	abstract surrealism mixed media printing ink
Evaluating work and developing ideas		Talk about their artwork, stating what they feel went well	Say how their work is similar to Henri Matisse's and reflect on techniques used		To comment on the abstract ideas of their artwork	

**PRINTING**

National Curriculum	Concepts	Year 3	Year 4	Year 5	Year 6			
<p>To develop techniques including control and use of their materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design</p>	<p>Use Materials</p>	<p>Use Styrofoam and ink to create a printing block</p>	<p>Use aluminium to create an imprint</p>	<p>Use lino to create a relief print</p>	<p>Use rubber for imprinting, and paper for stencilling</p>			
	<p>Understand Printing</p>	<p>Understand how printing tiles are created</p>	<p>Understand how etching uses incised lines or areas to hold ink when printing</p>	<p>Understand what is meant by the term reduction printing</p>	<p>Know how flat planes of colour create an image</p>			
	<p>Vocabulary</p>	<p>pop art printing repetition canvas</p>	<p>colour foam tile print alter</p>	<p>expressionism portrait printing etching</p>	<p>monochrome aluminium negative-space background</p>	<p>surrealism portrait relief printing</p>	<p>reduction fragmenting wood block reduction</p>	<p>ukiyo-e landscape tradition flat plane</p>
<p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Develop Use of Sketchbooks</p>	<p>To create simple prints on a variety of background colours</p>	<p>Sketch designs similar to Edvard Munch's work, including a detail in background</p>	<p>Show a step-by-step process of relief printing</p>	<p>Understand the process of developing a full-page print</p>			
<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Practise Fundamental Skills</p>	<p>To layer prints, colours and lines to change an image slightly</p>	<p>Show expressionism through drawings and prints</p>	<p>Practise layering colour onto a piece of paper using one printing technique</p>	<p>Develop printing techniques for effect</p>			
<p>To know of great artists, architects, and designers in history</p>	<p>Analyse Skill or Work of Another Artist</p>	<p>Understand what pop-art is and how Andy Warhol lead the movement</p>	<p>Understand what expressionism is and how it inspired Edvard Munch's work</p>	<p>Understand what surrealism is and how it inspired Pablo Picasso's portraits</p>	<p>Understand what ukiyo-e is and how Hiroshige used it in his own work</p>			
<p>Evaluating work and developing ideas</p>		<p>To describe how their work and techniques reflect the pop art movement</p>	<p>Reference expressionism when talking about the process of creating a final piece</p>	<p>Draw similarities between the techniques and style used between own work and Pablo Picasso</p>	<p>Talk about how they used the processes to create a detailed piece</p>			

SUM 2

**COLLAGE**

National Curriculum	Concepts	EYFS (Reception)	Year 1		Year 2	
To use a range of materials creatively to design and make products	Use Materials					
To use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination	Develop Use of Sketchbooks					
	Understand Sculpting					
To know about the work of a range of artists/craft makers/designers, describing the differences/similarities between different practices/disciplines, making links to their own work	Analyse Artists					
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Practise Fundamental Skills					
	Vocabulary					
Evaluating work and developing ideas						

SUM 2

**COLLAGE**

National Curriculum	Concepts	Year 3	Year 4	Year 5	Year 6
<p>To develop techniques including control and use of their materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design</p>	Use Materials				
	Understand Sculpting				
	Vocabulary				
<p>To create sketch books to record their observations and use them to review and revisit ideas</p>	Develop Use of Sketchbooks				
<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	Practise Fundamental Skills				
<p>To know of great artists, architects, and designers in history</p>	Analyse Skill or Work of Another Artist				
<p>Evaluating work and developing ideas</p>					