



HORNCastle PRIMARY SCHOOL

Subject Progression – Art and Design

Purpose & Aims	<p>In Art and Design, children use creativity and imagination to design and make products that solve real and relevant problems. This is carried out within a variety of contexts and children consider their own and others' needs wants and values. Subject disciplines such as maths, science, engineering, computing and art are often drawn upon. Children learn how to take risks and become resourceful, innovative, enterprising and capable citizens. Through evaluation of past and present Art and Design, children develop a critical understanding of its impact on daily life and the wider world. The Art and Design curriculum aims to ensure children develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Children also build and acquire a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users. Finally, they critique, evaluate and compare their ideas and work and the work of others.</p>		
Curriculum Drivers	Community	Creative Thinking	Confident and Resilient Learners
	<ul style="list-style-type: none"> Through our scheme of work, we aim to build an awareness of the impact of art and design on our lives. Our Art and Design curriculum encourages pupils to become resourceful, enterprising citizens who will have the skills to contribute to future artistic and design advancements. 	<ul style="list-style-type: none"> Our Art and Design curriculum provides children with opportunities to explore the awe and wonder of life and the universe. Through our scheme of work, we aim to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideas, creating, and evaluation. Make connections between artists and art styles, appreciating they are part of this. 	<ul style="list-style-type: none"> Children know what it is to be 'an artist' and can talk about what they have learned using appropriate subject specific vocabulary We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. The success of pupils in Art and Design will be celebrated
EYFS	<p>From birth, children will be encouraged to be as creative as possible, with them being encouraged to have attitudes of curiosity and questioning. From an early age, children begin to notice everything and this will be explored through their senses, with children experimenting and investigating textures and sound of new materials and objects in a variety of ways. Building on children's interests can lead to them having the confidence to choose and use materials and resources in an open-ended way resulting in different interpretations of how they see the world we live in.</p> <p>During Foundation Stage, Art and Design is taught through the areas of learning 'Expressive Arts and Design' and 'Being Imaginative'. Whilst in Foundation Stage, children will develop their imaginative thinking and begin to talk about how things work. Children will have opportunities, during child-initiated learning, to experiment with different media and materials, finding out their properties and then beginning to modify and manipulate them. Children will move from experimenting to then drawing, painting, making with a purpose in mind. They will begin to use simple mediums and techniques and will select the resources they need, asking for help if needed. They will then use different skills to produce their piece/design, using a variety of techniques that they have learnt including using drawing skills, painting skills, 3d and sculpture and craft skills. Children will be encouraged to think about the safety of using different tools such as scissors, and taught how to use/transport these tools correctly within the classroom. During adult-led discussions, the child will begin to talk about what they are making/designing and why. They will discuss any changes they would like to make and how they can make it better.</p> <p>During their time in EYFS, children will explore units in drawing (Marvellous Markings), Painting and Mixed Media (Me in my world) and Sculpture and 3D (Creation Station)</p> <p>By the end of EYFS, most children will be able to:</p> <ul style="list-style-type: none"> Improve their gross and fine motor skills, ensuring better posture and control (pencil, scissors) Explore different materials, using colour, textures and collaborative working style. Know some similarities and differences between things in Art and Design, what they have seen and heard and drawing on their experiences. Compare and contrast art from different times and express an opinion. Talk about the lives of artists and designers around them and how art can influence society. 		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus Areas	Drawing- Marvelous marks. Painting and Mixed Media Sculpture and 3D	Drawing-Make your mark. Sculpture and 3D Painting and Mixed Media	Craft and Design Painting and Mixed Media Sculpture and 3D	Drawing – Growing artists. Craft and design Sculpture and 3D	Drawing – Power prints. Painting and Mixed Media Craft and Design	Sculpture and 3D Drawing- I need space. Painting and Mixed Media	Craft and design Drawing- Making my voice heard. Sculpture and 3D
Drawing PRACTICAL	Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.	Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman	.	Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O’Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.	Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the ‘Space race’ that began in the 1950s. They combine collage and printmaking to create a piece in their own style.	On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called ‘chiaroscuro’.
Painting	Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.	Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.	Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.		Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.	Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.	

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Sculpture and 3D	Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors.	Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.	Developing their ability to work with clay, children learn how to create simple thumb pots. Then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.	Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.	Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.	Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.	Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.
Craft and Design			Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.	Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.			Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.

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Knowledge of Artists THEORETICAL	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Understand how artists choose materials based on their properties in order to achieve certain effects.	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.	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. 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.	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.
	Evaluating and Analysing DISCIPLINARY	<u>What is Art?</u> Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	<ul style="list-style-type: none"> ● Art is made in different ways. ● Art is made by all different kinds of people. ● An artist is someone who creates. 	<ul style="list-style-type: none"> ● People use art to tell stories. ● People make art about things that are important to them. ● People make art to share their feelings. ● People make art to explore an idea in different ways. ● People make art for fun. ● People make art to decorate a space. ● People make art to help others understand something. 	<ul style="list-style-type: none"> ● Artists make art in more than one way. ● There are no rules about what art must be. ● Art can be purely decorative or it can have a purpose. 	Artists make choices about what, how and where they create art. <ul style="list-style-type: none"> ● Artworks can fit more than one genre. 	Sometimes people disagree about whether something can be called 'art'. <ul style="list-style-type: none"> ● Art doesn't always last for a long time; it can be temporary.

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		<p><u>Why do people make Art?</u></p>	<p>People use art to tell stories.</p> <ul style="list-style-type: none"> ● People make art about things that are important to them. ● People make art to share their feelings. ● People make art to explore an idea in different ways. ● People make art for fun. ● People make art to decorate a space. ● People make art to help others understand something. 	<p>People use art to tell stories and communicate.</p> <ul style="list-style-type: none"> ● People can make art to express their views or beliefs. ● People make art for fun, and to make the world a nicer place to be. ● People use art to help explain or teach things. ● People make art to explore big ideas, like death or nature. 	<p>Art can be created to make money; being an artist is a job for some people.</p> <ul style="list-style-type: none"> ● Art, craft and design affects the lives of people who see or use something that has been created. 	<p>People make art to express emotion.</p> <ul style="list-style-type: none"> ● People make art to encourage others to question their ideas or beliefs. ● People make art to portray ideas about identity. ● People make art to fit in with popular ideas or fashions. 	<p>Sometimes people make art to express their views and opinions, which can be political or topical.</p> <ul style="list-style-type: none"> ● Sometime people make Art to create reactions. ● People use art as a Means to reflect on their unique characteristics.
	<p><u>Why do people talk about Art?</u> Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>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>People can have their own opinions about art, and sometimes disagree. One artwork can have several meanings.</p>	<p>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>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 tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>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>