



Progression and assessment in Art and Design

Art and Design Intent

Art has a very important place in our curriculum. We believe that it should be accessible to all and that it should maximise the development of every child's ability and academic achievement in this area.

We aim for high quality art lessons, which inspire the children to develop a creative understanding and provide opportunities to develop their skills using a range of media and materials.

The skills the children acquire will be applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth. This also enables pupils to create artwork with a real purpose in terms of composing, displaying and sharing the work they create.

Children will become artists. Creativity and uniqueness will be celebrated. Children will become secure and confident at evaluating, editing and improving the pieces they have created. As teachers, there will be an emphasis placed on individuality and children will be given the freedom to explore art using their imaginations. Children will have embedded the key art and design skills needed to allow them to produce inventive pieces of artwork throughout the curriculum. Sketching and drawing skills and (within these skills) shading and use of light and dark and colour will be key. Art will be taught through topic work linked to the class text driver and through whole school Art weeks.

Colour						
Area of study	Drawing/ Mark making	Painting	Printing	Sculpture	Textiles and Collage	Knowledge about artists

Developing, Securing, Mastering explained:

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Predominant teaching style
Developing	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Securing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Mastering	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer.	Deepening Understanding	Requires justification of answers. solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring

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		<p>Evaluate</p> <ul style="list-style-type: none"> • Encourage children to talk about a variety of work including their own. • Describe how they have used their skills and tools to create an effect. • Identify aspects of their own work which could be made better. • Discuss similarities and differences between children's work. • Children can discuss what they have created in terms of pattern and texture. • Express thoughts and feelings towards work. 			
Skills and Techniques		<p>Use stories, poems or music as a stimulus. Paint pictures based on memory for themes such as "birthday", "holidays" or "recent events".</p> <p>Fine Motor Skills ELG Children at the expected level of development will: -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; -Use a range of small tools, including scissors, paint brushes and cutlery; -Begin to show accuracy and care when drawing.</p> <p>Creating with Materials ELG Children at the expected level of development will: -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; -Share their creations, explaining the process they have used;</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) 	
	Creating Ideas		<p><i>For instance:</i> Work from observation and known objects Use imagination to form simple images from given starting points or a description Begin to collect ideas in sketchbooks Work with different materials Begin to think what materials best suit the task</p>	<p><i>For instance:</i> Develop sketch books Use a variety of ways to record ideas including digital cameras and iPads Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work Experiment with a wider range of materials Present work in a variety of ways</p>	<p><i>For instance:</i> Select and develop ideas confidently, using suitable materials confidently Improve quality of sketchbook with mixed media work and annotations Select own images and starting points for work Develop artistic/visual vocabulary when talking about own work and that of others Begin to explore possibilities, using and combining different styles and techniques</p>

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Skills and Techniques continued	Drawing / Mark Making	<p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Selects appropriate resources and adapts work where necessary. Drawings mainly include and outline.</p> <p>Teach children to hold a brush/pencil. Washing out brushes. Holding scissors correctly.</p>	<p>Year 1 Colour (own work) neatly following the lines. Can copy everyday objects. Including more detail in drawings such as patterns and shapes. Being to develop a background.</p> <p>Year 2 Select appropriate pencil size to draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Observational drawings including more detail. Select appropriate media: chalk, pencil, crayon etc.</p>	<p>Year 3 Develop intricate patterns/marks with a variety of media including pencil/chalk/pastel etc. Experiment using different grades of pencil and other implements to draw different forms and shapes. Use a sketch book to plan new ideas for future works. Begin to show an awareness of objects having a third dimension and perspective. Create textures and patterns with a wide range of drawing implements.</p> <p>Year 4 Use different levels of 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.</p>	<p>Year 5 Work independently to create detailed drawings. Draw for a sustained period of time. Use shading and hatching. Use sketchbook to record ideas and plan future work. Start to develop own style using mixed media. Begin to use perspective in work, using a simple focal point and horizon. Begin to show awareness of scale and proportion.</p> <p>Year 6 Work in a sustained and independent way to develop their own style of drawing. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes (shading and hatching). Use sketchbooks to plan and record information for future work. Develop their own style using tonal contrast and mixed media. Using perspective in drawings sing a single focal point on a horizon. Develop and awareness of scale and proportion.</p>
	Assessment Criteria and KPIs	<p>EYFS Can they say what they have drawn? Can they describe their work? Can they tell you how they created their work? Can they draw using different media? (pencils/felt tips etc) Can they select their own resources for the correct purpose?</p> <p>Characteristics of Learning Playing and Exploring Showing curiosity about objects, events and people Engaging in open-ended activity Showing particular interests Initiating activities Showing a 'can do' attitude Taking a risk, engaging in new experiences, and learning by trial and error</p> <p>Active Learning Maintaining focus on their activity for a period of time Showing high levels of energy, fascination Not easily distracted Paying attention to details</p> <p>Creating and Thinking Critically Thinking of ideas Changing strategy as needed</p>	<p>Year 1 Can they communicate something about themselves in their drawing? • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</p> <p>Year 2 Can they use three different grades of pencil in their drawing (4B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work?</p>	<p>Year 3 Can they show facial expressions in their drawings? • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketch books?</p> <p>Year 4 Can they begin to show facial expressions and body language in their sketches? • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Can they produce a montage all about themselves? • Do they use their sketch books to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in their sketch books?</p>	<p>Year 5 Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? Do they keep notes in their sketch books as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others?</p> <p>Year 6 Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques? Do their sketch books contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p>



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Vocabulary	<p>Line light dark Thick Thin Colour Pencil Hard soft draw</p>	<p>Y1 Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Mirror image Nature Made environment Charcoal Coloured pencil Drawing pencil Felt tip pen Marker</p> <p>Y2 Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Nature Made environment Comparison Still life Charcoal Coloured pencil Drawing pencil Felt tip pen Marker</p>	<p>Y3 Frame Cartoon Comic strip Map Position Boundary Label Line Symbol Practical Impractical Change Improve</p> <p>Y4 Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Past Present Appearance Character Personality</p>	<p>Y5 Viewpoint Distance Direction Angle Perspective Bird's eye view Alter Modify Interior Exterior Natural form Vista Panorama Image Subject Portrait Caricature Expression Personality</p> <p>Y6 Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint Weight</p>
Painting/ working with colour	<p>Explores colour and how colours can be changed. Selects appropriate resources and adapts work where necessary. Colour mixing with powder paint. Recognise and name main colours. Mixing primary colours.</p>	<p>Year 1 Mixing secondary colours. Exploring how shades can be created using black and white. Practice mixing colours and shades to produce more accurate results. Uses thick and thin brushes, beginning to select where appropriate.</p> <p>Year 2 Create colour wheels. Exploring what happens when you mix paint with other media types e.g. glue, washing up liquid. Can paint with a range of paints including poster, water colour etc.</p>	<p>Year 3 Practice applying paint of different consistencies using brushes of various sizes. Explore painting onto different surfaces including paper, card, foil, cellophane etc. Explore the effects of using different brushes. Demonstrate increasing control of marks made. Experiment with different effects including blocking in colour, washes, thickened paint and creating textural effects. Using light and dark to begin to explore complimentary colours. Use sketchbook to test out new ideas, plan colours for future works. Create different textures and effects with paint to fit to task</p> <p>Year 4 Confidently control the types of marks made and experiment with different effects and textures (blocking colour, washes etc) Start to develop a painting from a drawing. Begin to choose appropriate media. Use light and dark within painting. Use sketchbooks to collect and record visual information from different sources.</p>	<p>Year 5 Confidently control the types of marks. Experiment with different effects and textures (colour blocking, washes, thickened paint etc) Mix and match colours to create effects and textures. Use sketchbooks to collect and record visual information from different sources as well as planning.</p> <p>Year 6 Work in a sustained and independent way to develop own style of painting (through colour, tone and shade) Control the types of marks made and experiment with different effects such as colour blocking, washes etc. Mix colour and shade and tone with confidence. Use sketchbook to collect and record information for future works. Annotate work in sketchbook.</p>
Assessment Criteria and KPIs	<p>EYFS Can they name the colours they are using? Can they explain how they created a new colour? Can they name the primary and secondary colours? Can they resource their own projects? Do they experiment with colour and form? Can they select their own resources for the correct purpose?</p> <p>Characteristics of Learning Playing and Exploring Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activity Showing particular interests Initiating activities Showing a 'can do' attitude Taking a risk, engaging in new</p>	<p>Year 1 Can they communicate something about themselves in their painting? • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours?</p> <p>Year 2 Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black?</p>	<p>Year 3 Can they predict with accuracy the colours that they mix? • Do they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a background using a wash? • Can they use a range of brushes to create different effects?</p> <p>Year 4 Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling?</p>	<p>Year 5 Can they create a range of moods in their paintings? • Can they express their emotions accurately through their painting and sketches?</p> <p>Year 6 Can they explain what their own style is? • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific painting techniques?</p>

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Vocabulary	<p>experiences, and learning by trial and error</p> <p>Active Learning Maintaining focus on their activity for a period of time Showing high levels of energy, fascination Not easily distracted Paying attention to details Persisting with activity when challenges occur</p> <p>Creating and Thinking Critically Thinking of ideas Changing strategy as needed</p>			
	<p><i>Colour (including colour names) mix change</i></p>	<p>Y1 Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade e.g. different shades of red, green, blue, yellow Bright</p> <p>Y2 Secondary (colour) Light Dark Thick Thin Tone Warm Cold Shade e.g. different shades of red, green, blue, yellow Bright Pointillism Colour wash</p>	<p>Y3 Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middleground</p> <p>Y4 Scenery Rural Urban Townscape Seascape Representational Imaginary Impressionist Abstract Idealised Natural Swirling Stippled Transparent Opaque Foreground Background Middle ground Horizon</p>	<p>Y5 Traditional Representational Imaginary Modern Abstract Impressionist Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense</p> <p>Y6 Still life Traditional Modern Abstract Imaginary Natural Made Inanimate Composition Arrangement Complimentary Tonal Shading</p>

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Skills and Techniques <small>continued</small> Assessment Criteria and KPIs	Printing	<p>To print with a variety of media including fruit, hands, fingers, stamps etc. Explore the patterns which can be made by combining different colours and shapes.</p>	<p>Year 1 To make rubbings of surfaces and objects using wax crayons and corks e.g. coins, leaves Build up a collection of rubbings to create a picture. Use a range of colours and shapes to produce more complex patterns. Mimic the print from the environment e.g. wrapping paper, wall paper.</p> <p>Year 2 Explore the effect of overlapping shapes and colours. Make a simple block print from wood, cardboard, string, match sticks etc. Explore the effects of printing onto different colours and fabrics and forming an opinion of which is most effective. Press print using water-based printing ink and rollers.</p>	<p>Use roller and ink printing. Use simple block shapes formed by children Blend two colours when printing Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays Form string roller prints to create continuous Patterns</p> <p>Year 3 Interpretation of environmental and manmade patterns and form Building up shapes and patterns Discussing the nature of effects</p> <p>Year 4 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.</p>	<p>Design and create motifs to be turned into printing block images Investigate techniques from paper printing to work on fabrics</p> <p>Year 5 Using tools in a safe way. Start to overlay prints with other media. Show experience in a range of mono print techniques. Use sketchbooks to collect and record information to plan future work.</p> <p>Year 6 Create digital layered images from original ideas in sketchbooks Create printing blocks using sketchbook ideas Develop techniques i.e. mono-printing, block printing, relief/impressed method Experiment with overprinting motifs and colour</p>
		<p>EYFS Can they create a simple pattern? Can they use a variety of objects/materials to print with? Can they create a pattern, changing colour? Can they create a pattern, changing shape? Can they select their own resources for the correct purpose?</p> <p>Characteristics of Learning Playing and Exploring Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activity Showing particular interests Initiating activities Showing a 'can do' attitude Taking a risk, engaging in new experiences, and learning by trial and error</p> <p>Active Learning Maintaining focus on their activity for a period of time Showing high levels of energy, fascination Not easily distracted Paying attention to details Persisting with activity when challenges occur</p> <p>Creating and Thinking Critically</p>	<p>Year 1 Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern?</p> <p>Year 2 Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer?</p>	<p>Year 3 Can they make a printing block? • Can they make a 2 colour print?</p> <p>Year 4 Can they print using at least four colours? • Can they create an accurate print design? • Can they print onto different materials?</p>	<p>Year 5 Can they print using a number of colours? • Can they create an accurate print design that meets a given criteria? • Can they print onto different materials?</p> <p>Year 6 Can they overprint using different colours? • Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p>

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	Thinking of ideas Changing strategy as needed			
Vocabulary	Print shape colour pattern press hard soft light dark	<p>Y1 Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth</p> <p>Y2 Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate Mon-print Two-tone print</p>	<p>Y3 Imprint Impression Mould Monoprint Background Marbling Surface Absorb Stencil Pounce Negative image Positive image</p> <p>Y4 Pounce Linear Register Manipulate Block Repeat Continuous Cylinder</p>	<p>Y5 Monotype Printing plate Inking up Water-based Oil-based Overlap Intaglio Relief Etching Engraving Indentation Collograph Pressure</p> <p>Y6 Aesthetic Pattern Motif Victorian Islamic Rotation Reflection Symmetrical Repetition</p>
Sculpture	<p>Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Explore a range of modelling materials (such as playdough and plasticine) using fingers and modelling tools.</p> <p>Uses rolling pins, hands and other tools to flatten and shape playdough/clay etc.</p> <p>Experiment making different shapes and objects with soft modelling materials such as animals, people, a birthday cake, food.</p>	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</p> <p>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</p> <p>Look at sculptures and try to recreate them using everyday objects/range of materials</p> <p>Begin to form own 3D pieces</p> <p>Consider covering these with papier-mâché Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</p> <p>Look at sculptures by known artists and natural objects as starting points for own work</p> <p>Year 1</p> <p>From a flat piece of clay or playdough, cut out desired shapes with some accuracy.</p> <p>Experiment making different shapes and objects with soft modelling materials such as animals, people, a birthday cake, food.</p> <p>Manipulate playdough/clay in a variety of ways including rolling, pinching and kneading.</p> <p>Using tools safely and in the correct way.</p> <p>Adds simple decoration using paint, impressing etc.</p> <p>Simple joining of materials using PVA glue.</p> <p>Uses a range of materials to create a model including: straws, lolly pop sticks, paper, card, clay etc.</p> <p>Year 2</p> <p>Effective joining of materials using glue.</p> <p>Effective joining of clay pieces e.g. joining head to body using water.</p> <p>Can construct a model from imagination or observation.</p> <p>Beginning to add surface patterns and textures where appropriate.</p> <p>Being to carve 3D objects.</p> <p>Understands how clay physically changes when heated.</p> <p>Knows that clay can be decorated with a range of different materials including paint, varnish, glazes etc.</p>	<p>Develop confidence working with clay adding greater detail and texture</p> <p>Add colour once clay is dried</p> <p>Investigate ways of joining clay - scratch and slip</p> <p>Introduce 'modroc'</p> <p>Create work on a larger scale as a group</p> <p>Use pipe cleaners/wire to create sculptures of human forms</p> <p>Year 3</p> <p>Use equipment and media with confidence. Learn to secure work to continue at a later date.</p> <p>Join two parts successfully using glue etc.</p> <p>Construct a simple base for model/sculpture.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>Produce more intricate surface patterns/ textures using tools and fingers and use them when appropriate.</p> <p>Produce larger sculptures using pinch/ slab/ coil techniques.</p> <p>Year 4</p> <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Add materials to provide interesting detail.</p> <p>Make a slip to join pieces of clay.</p> <p>Model over an armature: newspaper frame for Modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p>	<p>Design and create sculpture, both small and large scale</p> <p>Make masks from a range of cultures and traditions, building a collage element into the sculptural process</p> <p>Use objects around us to form sculptures Use wires to create malleable forms</p> <p>Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</p> <p>Create human forms showing movement</p> <p>Year 5</p> <p>Works in a safe way. Caring for equipment.</p> <p>Use a range of techniques including pinching, slabbing and coiling.</p> <p>Develop an understanding of different ways of finishing work: glaze, paint, polish etc.</p> <p>Use sketchbooks to plan a sculpture through drawing.</p> <p>Use sketchbooks to plan ways of joining.</p> <p>Can confidently carve a simple form.</p> <p>Year 6</p> <p>Shape, form, model and construct from observation and imagination</p> <p>Use recycled, natural and manmade materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Continue to develop skills in using clay including slabs, coils, slips</p> <p>Produce patterns and textures in malleable materials.</p>

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Assessment Criteria and KPIs		Know that glazing clay will make it waterproof and more resilient.		
	<p>EYFS <i>Can they use a variety of construction materials?</i> <i>Can they select the tools they need?</i> <i>Can they select their own resources?</i> <i>Can they manipulate modelling materials in different ways?</i> <i>Can they select their own resources for the correct purpose?</i></p> <p>Characteristics of Learning Playing and Exploring Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activity Showing particular interests Initiating activities Showing a 'can do' attitude Taking a risk, engaging in new experiences, and learning by trial and error</p> <p>Active Learning Maintaining focus on their activity for a period of time Showing high levels of energy, fascination Not easily distracted Paying attention to details Persisting with activity when challenges occur</p> <p>Creating and Thinking Critically Thinking of ideas Changing strategy as needed</p>	<p>Year 1 <i>Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine?</i></p> <p>Year 2 <i>• Can they make a clay pot? • Can they join two finger pots together? • Can they add line and shape to their work?</i></p>	<p>Year 3 <i>Can they add onto their work to create texture and shape? • Can they work with life size materials?</i></p> <p>Year 4 <i>Do they experiment with and combine materials and processes to design and make 3D form? • Can they begin to sculpt clay and other mouldable materials?</i></p>	<p>Year 5 <i>Do they experiment with and combine materials and processes to design and make 3D form? • Can they sculpt clay and other mouldable materials?</i></p> <p>Year 6 <i>Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience?</i></p>
Vocabulary	<p><i>Stack construction tools stick model shape build flat roll squash squeeze</i></p>	<p>Y1 Model Cut Stick Fold Bend Attach Assemble Statue Stone Shell Wood metal Y2 Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture</p>	<p>Y3 Viewpoint Detail Decoration Natural Form Two-dimensional Three-dimensional Tiles Brick Slate Wood Stone Metal Texture Bronze Iron Y4 Form Shape Texture Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective</p>	<p>Y5 Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Rhythm Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip Attachment Relief Y6 Line Shape Pose Position Gesture Repetition Sequence Dynamic Flowing Motion Rhythm Proportion Balance</p>

Progression and assessment in Art and Design

		Foundation Stage	Year 1/2	Year 3/4	Year 5/6
Skills and Techniques continued	Textile and Collage	<p><i>Beginning to be interested and describe the texture of things.</i></p> <p><i>Handling different textures and feeling different surfaces.</i></p> <p><i>Join materials using glue.</i></p> <p><i>Thread different materials and objects.</i></p> <p><i>Beginning to be interested and describe the texture of things.</i></p> <p><i>Selects appropriate resources and adapts work where necessary.</i></p> <p><i>Can use a combination of materials, which are cut or torn and glued to create a picture.</i></p>	<p><i>Develop collages, based on a simple drawing, using papers and materials</i></p> <p><i>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</i></p> <p><i>Weave using recycled materials – paper, carrier bags</i></p> <p><i>Investigate a range of textures through rubbings</i></p> <p><i>Simple batik work</i></p> <p><i>Develop tearing, cutting and layering paper to create different effects</i></p> <p><i>Dye fabrics using tea, red cabbage, beetroot, onion, spinach</i></p> <p><i>Weave with wool</i></p> <p>Year 1</p> <p><i>Can compare and discuss different textures and surfaces.</i></p> <p><i>Sorting different materials according to feel.</i></p> <p><i>Learn running stitch using hessian, plastic needles and thick thread.</i></p> <p><i>Begin to weave different materials.</i></p> <p><i>Using different materials (e.g. felt, hessian) to create simple objects such as a bookmark or purse/wallet.</i></p> <p><i>Can cut and tear different materials for their collage.</i></p> <p><i>Sorting and arranging different materials.</i></p> <p><i>Simple joining of material using glue.</i></p> <p>Year 2</p> <p><i>Use weaving to create a pattern.</i></p> <p><i>Join materials using a stitch.</i></p> <p><i>Use plaiting.</i></p> <p><i>Using dip dye techniques.</i></p> <p><i>Sort and arrange materials.</i></p> <p><i>Select materials effectively to create texture.</i></p> <p><i>Uses tools (scissors) safely and in the correct way.</i></p> <p><i>Can use the correct amount of glue to join materials together.</i></p>	<p><i>Research embroidery designs from around the world, create own designs based on these</i></p> <p><i>Sew simple stitches using a variety of threads and wool</i></p> <p><i>Investigate tie-dyeing</i></p> <p><i>Create a collage using fabric as a base. Make felt.</i></p> <p><i>Develop individual and group collages, working on a range of scales</i></p> <p><i>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</i></p> <p>Year 3</p> <p><i>Awareness of the nature of materials and surfaces</i></p> <p><i>Discussion of surface decoration-pots,</i></p> <p><i>Models</i></p> <p><i>Stitches and cuts threads and fibres.</i></p> <p><i>Select and use different textures and materials for effect.</i></p> <p>Year 4</p> <p><i>Shape and stitch materials.</i></p> <p><i>Use basic cross stitch and back stitch.</i></p> <p><i>Colour fabric.</i></p> <p><i>Create weavings.</i></p> <p><i>Quilt, pad and gather fabric.</i></p> <p><i>Select and arrange materials for a striking effect.</i></p> <p><i>Ensure work is precise.</i></p> <p><i>Use coiling, overlapping, tessellation, mosaic and montage.</i></p>	<p><i>Introduce fabric block printing</i></p> <p><i>Create tie dye pieces combining two colours</i></p> <p><i>Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.</i></p> <p><i>Weave using paintings as a stimulus / the natural world</i></p> <p><i>Experiment with circular embroidery frames</i></p> <p><i>Create detailed designs which can be developed into batik pieces</i></p> <p>Year 5</p> <p><i>Use a variety of techniques (printing, dyeing, weaving and stitching to create different textures)</i></p> <p><i>Begin to use 3D weaving.</i></p> <p><i>Produce two colour tie dye.</i></p> <p><i>Plan and design in a sketchbook.</i></p> <p><i>Use a range of media to create collages</i></p> <p><i>Use different techniques, colours and textures when designing and making pieces of work</i></p> <p><i>Use collage as a means of extending work from initial ideas</i></p> <p>Year 6</p> <p><i>Use fabrics to create 3D structures/</i></p> <p><i>Experiment with a range of media to overlap and layer creating textures, effects and colours.</i></p> <p><i>Plan and design using a sketchbook.</i></p> <p><i>Add collage to a printed or painted background</i></p> <p><i>Use a range of media to create collages</i></p> <p><i>Use different techniques, colours and textures when designing and making pieces of work</i></p> <p><i>Use collage as a means of extending work from initial ideas.</i></p>
Assessment Criteria and KPIs		<p>Can they describe the different between 2 simple textures?,</p> <p>Can they select materials/resources according to the texture or feel?</p> <p>Can they use different materials in for different purposes in their work?</p> <p>Can they select their own resources for the correct purpose?</p> <p>Characteristics of Learning</p> <p>Playing and Exploring</p> <p>Showing curiosity about objects, events and people</p> <p>Using senses to explore the world around them</p> <p>Engaging in open-ended activity</p> <p>Showing particular interests</p> <p>Initiating activities</p> <p>Showing a 'can do' attitude</p> <p>Taking a risk, engaging in new experiences, and learning by trial and error</p> <p>Active Learning</p> <p>Maintaining focus on their activity for a period of time</p> <p>Showing high levels of energy, fascination</p> <p>Not easily distracted</p>	<p>Year 1</p> <p>Can they sort threads and fabrics? • Can they group fabrics and threads by colour and texture? • Can they weave with fabric and thread?</p> <p>Year 2</p> <p>• Can they join fabric using glue? • Can they sew fabrics together? • Can they create part of a class patchwork? Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeated patterns in their collage?</p>	<p>Year 3</p> <p>Can they use more than one type of stitch? • Can they join fabric together to form a quilt using padding? • Can they use sewing to add detail to a piece of work? • Can they add texture to a piece of work? Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage?</p> <p>Year 4</p> <p>Can they use early textile and sewing skills as part of a project? Can they use ceramic mosaic? • Can they combine visual and tactile qualities?</p>	<p>Year 5</p> <p>Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p> <p>Can they use ceramic mosaic to produce a piece of art? • Can they combine visual and tactile qualities to express mood and emotion?</p> <p>Year 6</p> <p>Can they include both visual and tactile elements in their work? Can they justify the materials they have chosen? • Can they combine pattern, tone and shape?</p>

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	<p>Paying attention to details Persisting with activity when challenges occur</p> <p>Creating and Thinking Critically Thinking of ideas Changing strategy as needed</p>			
Vocabulary	<p><i>Smooth rough feel touch different shape pattern stick glue join describe cut torn surface texture</i></p>	<p>Y1 Fabric Colour Pattern Shape Texture Glue Stick Scissors Sew Needle Felt Hessian Scraps Wool Yarn Thread Fur Tweed Silk Satin Net Weave</p> <p>Y2 Fabric Colour Pattern Shape Texture Glue Stick Scissors Sew Needle Felt Hessian Scraps Wool Yarn Mixed media Collage Appliqué Layers Combine Opinion Thread Fur Tweed Silk Satin Net Weave</p>	<p>Y3 Tie and dye Natural Synthetic Vat Bunching Dip Soak Resist Threading Stitching Embroidery Cross stitch Running stitch Stem stitch Shrunken Wool tops Carding Tease Matting</p> <p>Y4 Daub Stamp Emblem Motif Ornamentation Geometric Stylised Abstract</p>	<p>Y5 Cloth Fray Taffeta Organdie Poplin Tweed Embellished Manipulated Embroidered Warp Weft Replicate Soft sculpture</p> <p>Y6 Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Deduct Practicality Aesthetic</p>

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Knowledge About Artists		<p>Pupils should be taught to: Talk about colours in pictures, posters, paintings, displays and the work of artists etc. Pictures, postcards, cards, photographs</p>	<p>Pupils should be taught: about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Pupils should be taught: about great artists, architects and designers in history</p>	
		<p>EYFS Can they say what they like about a piece of work? Can they describe colours in a piece of work? Can they say what they would do differently? Can they say something they would change in a piece of work?</p> <p>Characteristics of Learning Playing and Exploring Showing curiosity about objects, events and people Using senses to explore the world around them Showing particular interests Initiating activities</p> <p>Active Learning Maintaining focus on their activity for a period of time Showing high levels of energy, fascination Not easily distracted Paying attention to details Persisting with activity when challenges occur</p> <p>Creating and Thinking Critically Thinking of ideas Making links and noticing patterns in their experience</p>	<p><i>Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage)</i> <i>Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces</i> <i>Consider specific works such as Richard Long's 'Mud Hand Circle' (printing)</i> <i>Consider works from different cultures e.g. Chinese block prints</i></p>	<p><i>Use the work of artists to replicate ideas or inspire own work e.g.</i> <i>Look at the work of David Hockney e.g. photo montages (drawing)</i> <i>Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour)</i> <i>Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian</i> <i>Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture)</i> <i>Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing)</i> <i>Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour)</i> <i>Abstract paintings by Picasso (colour)</i> <i>Use the work of artist Stacey Chapman "car" and other images on the internet (print)</i> <i>Look at work of Henry Moore (sculpture)</i> <i>Consider work by contemporary textile artist Patricia Greaves (textiles).</i></p>	<p><i>Use the work of artists to replicate ideas or inspire own work e.g.</i> <i>Consider work by artists such as Cezanne, Derain, Van Gogh (colour)</i> <i>Look at the style of Fauve artists Derain, Vlaminck and Braque</i> <i>Consider the work of Seurat (pointillism –colour)</i> <i>Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print)</i> <i>Consider work of Cornelia Parker (sculpture) Consider the work from other cultures e, g Asia</i> <i>Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour)</i> <i>Look at cubist artists such as Picasso, Duchamp to show movement/ layering</i> <i>Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol)</i> <i>Artists such as Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points.</i></p>



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