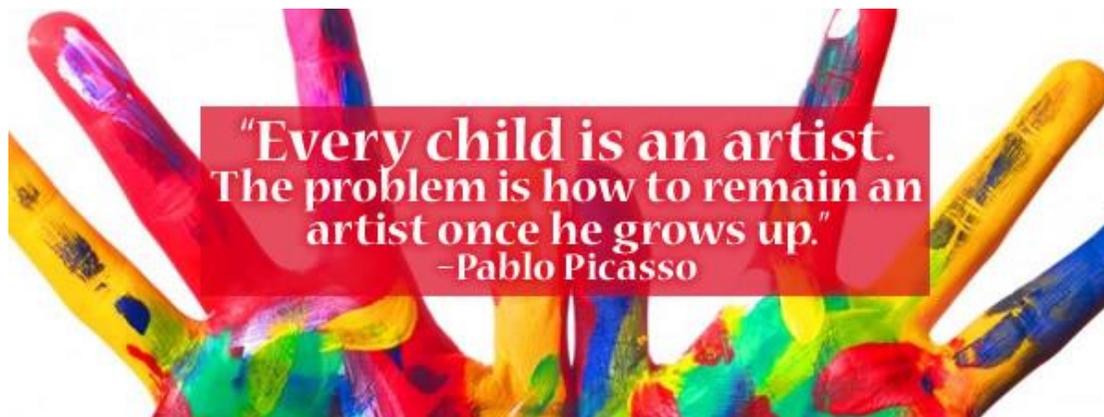


Water Street Primary School



Progression in Art



Intent:

At Water Street Primary School, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding.

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas.

Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.

Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work.

Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection.

Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Implementation:

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Class teachers are usually responsible for teaching art and design technology, although there will be times when professional artists/helpers will be involved in the teaching of the topic.

We take every opportunity to develop links with outside agencies and experts, including the local high school, in order to enrich our Art and Design provision.

Impact:

By the end of their time with us, we want pupils to have learned, improved and embedded a range of artistic skills. They should have an awareness of a broad range of artists and craftspeople, and be able to consider and discuss the artworks they come across. We want our pupils to be confident to explore, experiment and take risks, placing value on the process and journey that they take, not just on the finished product. Most importantly, we want children to have found and enjoyed a creative outlet – a means of self-expression and enjoyment.

Water Street Primary School. Art Long Term Plan & Progression

Key Stage 1 Overview

Key Stage 2 Overview

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

KNOWLEDGE, SKILLS AND UNDERSTANDING

Drawing

Can they draw using pencil and crayons?

Can they draw lines of different shapes and thickness, using 2 different grades of pencil?

Can they use three different grades of pencil in their drawing (4B, 8B, 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 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 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 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?

Can they explain why they have combined different tools to create their drawings?

Can they explain why they have chosen specific drawing techniques?

Painting

Can they name the colours they use, including shades?

Can they create

Can they mix paint to create all the secondary colours?

Can they predict with accuracy the colours that they mix?

Do they know where

Can they create all the colours they need?

Can they create mood in their paintings?

Can they create all the colours they need?

Can they create mood in their paintings?

Can they explain what their own style is?

	<p>moods in their paintings?</p> <p>Can they use thick and thin brushes?</p> <p>Can they name the primary and secondary colours?</p>	<p>Can they mix and match colours, predict outcomes?</p> <p>Can they mix their own brown?</p> <p>Can they make tints by adding white?</p> <p>Can they make tones by adding black?</p>	<p>each of the primary and secondary colours sits on the colour wheel?</p> <p>Can they create a background using a wash?</p> <p>Can they use a range of brushes to create different effects?</p>	<p>Do they successfully use shading to create mood and feeling?</p>	<p>Can they express their emotions accurately through their painting and sketches?</p>	<p>Can they use a wide range of techniques in their work?</p> <p>Can they explain why they have chosen specific painting techniques?</p>
Collage	<p>Can they cut and tear paper and card for their collages?</p> <p>Can they gather and sort the materials they will need?</p>					
Sketchbooks		<p>Can they begin to demonstrate their ideas through photographs and in their sketch books?</p> <p>Can they set out their ideas, using 'annotation' in their sketch books?</p> <p>Do they keep notes in their sketch books as to how they have changed their work?</p>	<p>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>Can they make notes in their sketch books about techniques used by artists?</p> <p>Can they suggest improvements to their work by keeping notes in their sketch books?</p>	<p>Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</p> <p>Do they use their sketch books to adapt and improve their original ideas?</p> <p>Do they keep notes about the purpose of their work in their sketch books?</p>	<p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p>	<p>Do their sketch books contain detailed notes, and quotes explaining about items?</p> <p>Do they compare their methods to those of others and keep notes in their sketch books?</p> <p>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>Do they adapt and refine their work to</p>

						reflect its meaning and purpose, keeping notes and annotations in their sketch books?
Use of IT	<p>Can they use a simple painting program to create a picture?</p> <p>Can they use tools like fill and brushes in a painting package?</p> <p>Can they go back and change their picture?</p>				<p>Can they create a piece of art work which includes the integration of digital images they have taken?</p> <p>Can they combine graphics and text based on their research?</p> <p>Can they combine visual and tactile qualities?</p>	
Printing	<p>Can they print with sponges, vegetables and fruit?</p> <p>Can they print onto paper and textile?</p> <p>Can they design their own printing block?</p> <p>Can they create a repeating pattern?</p>			<p>Can they print using a number of colours?</p> <p>Can they create an accurate print design that meets a given criteria?</p> <p>Can they print onto different materials?</p> <p>Can they create all the colours they need for printing?</p>		<p>Can they overprint using different colours?</p> <p>Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p>
Knowledge of Art	<p>Can they describe what they can see and like in the work of another artist?</p> <p>Can they ask sensible questions about a piece of art?</p>	<p>Can they say how other artists have used colour, pattern and shape?</p> <p>Can they create a piece of work in response to</p>	<p>Can they compare the work of different artists?</p> <p>Can they explore work from other cultures?</p>	<p>Can they experiment with different styles which artists have used?</p> <p>Can they explain art from other periods of history?</p>	<p>Can they experiment with different styles which artists have used?</p> <p>Do they learn about the work of others by looking at their work in</p>	<p>Can they make a record about the styles and qualities in their work?</p> <p>Can they say what their work is influenced by?</p>

		<p>another artist's work?</p> <p>Can they link colours to natural and man-made objects?</p> <p>Can they say how other artists have used colour, pattern and shape?</p>	<p>Can they explore work from other periods of time?</p> <p>Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</p>		<p>books, the Internet, visits to galleries and other sources of information?</p>	<p>Can they include technical aspects in their work, e.g. architectural design?</p>
Breadth of Study			<p>Can they begin to sculpt clay and other mouldable materials?</p> <p>Can they use specific clay techniques to create a pot?</p>	<p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Can they begin to sculpt clay and other mouldable materials?</p> <p>Can they explain art from other periods of history?</p>	<p>Can they sculpt clay and other mouldable materials?</p> <p>Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.?</p> <p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p>	
Specific Artists Studied	<p>William Morris</p> <p>Andrew Ruffhead</p>	<p>Zimbabwean Art (Cross Curricular links with ICT in Purple Mash with Mondrian, Monet and William Morris, William deMorgan)</p>	<p>Prehistoric painting – e.g. bushmen paintings</p> <p>Any of the impressionists – link with light – eg Monet</p>		<p>Hockney</p> <p>Stephen Wiltshire</p>	<p>Charles Rennie Macintosh</p> <p>Andy Warhol (American)</p>