

Art and Design Progression ladders



Southglade Primary and Nursery School

Art and Design progression ladder

Year 1 - Year 6

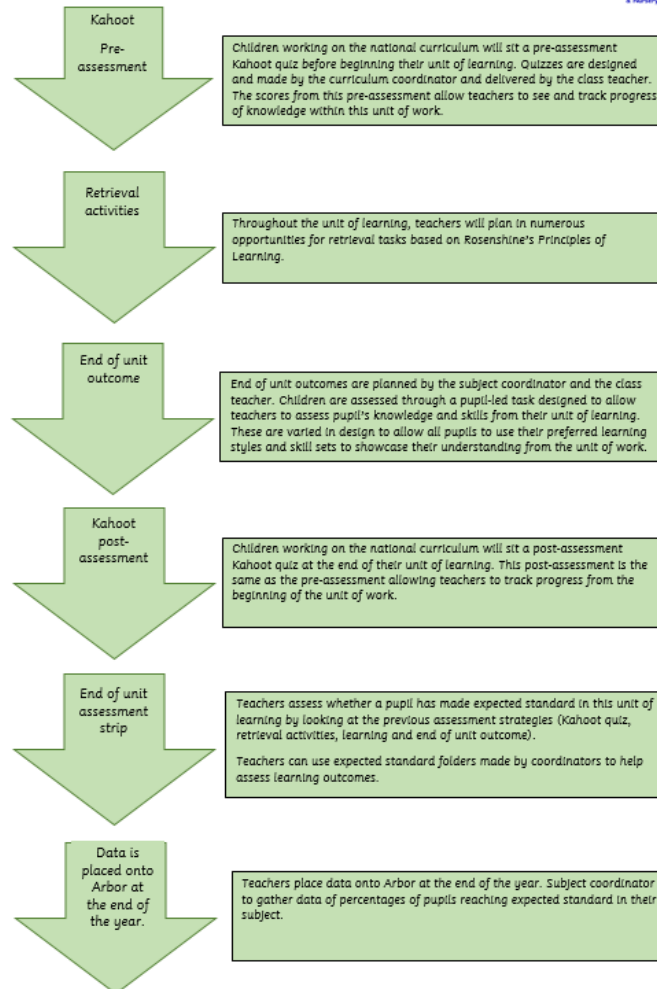
Art and Design Progression ladders

Useful information



Assessment

Assessment of the foundation subjects at Southglade



Useful resources websites:

Retrieval

For our assessments, retrieval is a fundamental tool that our teachers use.



retrieval



challenge



assessment

Art and Design Progression ladders

Progression of skills KS1 – Year 1

Year 1 National Curriculum objectives: Key stage 1

- Pupils should be taught:
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Building on prior knowledge of:

EYFS Early Learning Goals

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key vocabulary: Words highlighted in bold

KS1 Areas of study

- Areas should be linked where possible and linked in with other curriculum subjects.
- 2d art
- Drawing
- Work with colour
- Printing
- 3d form
- Textiles and collage

Creating ideas

- Work from observation and known objects
- Use imagination to form simple images from given starting points or a description
- Collect and develop ideas in sketch books
- Work with different materials

Drawing/mark marking

(Pencil, charcoal, inks, chalk, pastels. Brushes, ICT software))

- Begin to use a variety of drawing tools, thick felt tip pens, chalk, charcoal, wax crayon, pencil, pastel
- Make marks using paint with a variety of tools including ICT
- Breaking down objects into lines and shapes
- Explore different **textures**/surfaces to draw/paint on
- Observe and draw **patterns** - find out the possibilities of different **marks**
- Observe anatomy (faces and explore emotions) - Using photography to observe more closely.
- Begin to control **lines** to create simple drawings from observations

Art and Design Progression ladders

Working with colour

(Paint, inks, pastels, dyes etc. and tools to apply colour - brushes, sponges, straws etc.)

- Name all the colours
- Know the term **primary** colours (Create colour wheel)
- Experiment with mixing colours
- Find collections of colours
- Apply colour with a range of tools and objects

Printing

(fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc).

- Create patterns with printing
- Finger printing, sponge print, block print to form patterns, experimenting with amounts of paint applied and develop control
- Print with a growing range of objects including relief printing from natural objects. (Printing using leaves, fruit corrugated card etc)

Form

3D experience, rigid and malleable materials

- Develop understanding of **2D** and **3D** in terms of art work, paintings and sculptures
- Construct using materials to make known objects for a purpose
- Investigate a range of different materials and experiment with how they can be connected together to form simple structures

Textiles/collage

- Awareness and discussion of pattern
- Tearing and cutting of paper.
- Select and sort materials needed.

Use of ICT

Using mark making tools in an app.
Create a simple picture.

Study of artists

Pupils should be taught:

About the work of a range of artists, craft makers and designers, describing the difference and similarities between practices and disciplines and making links to their own work.

Suggested artists

Picasso

Mondrian

Michelle reader (local artist sculpture of animal)

Knowledge

Can I describe what I can see and like in the work of another artist?

Can I ask sensible questions about a piece of art?

Can I create a piece of work in response to another artist's work?

Art and Design Progression ladders

Progression of skills KS1 -Year 2

Year 1 National Curriculum objectives: Key stage 1

Pupils should be taught:

to use a range of materials creatively to design and make products

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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.

Building on prior knowledge of: Year 1 curriculum

Key vocabulary:

Words highlighted in bold

KS1 Areas of study

Areas should be linked where possible and linked in with other curriculum subjects and Awe and Wonder days and art week.

1. 2d art
2. Drawing
 - Work with colour
 - Printing
 - 3d form
 - Textiles and collage

Creating ideas

- Work from observation and known objects
- Use imagination to form simple images from given starting points or a description
- Collect and develop ideas in sketch books
- Work with different materials
- Begin to think what materials best suit a given task
- Discuss artists/sculptors/craftspeople & designers & use to influence own art work

Drawing

(Pencil, charcoal, inks, chalk, pastels, ICT software, brushes)

- Use finer felt tip pens, chalks, charcoal, wax crayon, pastel
- Colour within the line
- Draw on smaller and larger scales
- Begin to add detail to line drawings
- Experiment with tools and drawing on different surfaces
- Use photographs to draw in greater detail

Art and Design Progression ladders

Working with colour

(paint, inks, pastels, dyes etc. and tools to apply colour - brushes, sponges, straws etc.)

- Know the terms **primary** and **secondary** colours and which colours they are (Create colour wheel)
- Make as many **tints** of a colour by adding white
- Darken colours with black shades
- Recognise **warm** and cold colours
- Create **washes** to form background

Printing

- Develop controlled printing against outline/within cut out shapes (DT link)
- Make own impressed images to print (e.g. using plasticine) (DT link)
- Create own printing block

Form 3D experience, rigid and malleable materials

- Begin to make simple thoughts about own work and that of other sculptors. . Gain awareness of natural and **manmade** forms/ Express personal ideas & experiences (DT)
- Shape and form from direct observation of malleable & rigid materials (DT)
- Use decorative techniques (Link DT)
- Replicate simple patterns and textures in a 3D form (DT link)
- Look at sculptures and try to recreate them using everyday objects/range of materials
- Investigate clay- **pinching, rolling, twisting, scratching, coiling** then adding details and textures with tools
- Look at sculptures by known artists, comment on them and use as starting point for own work

Texture and collage

- **Natural and manmade** pattern-investigate a range of textures through rubbings, collect natural and man-made materials to form a collage Dt Link)
- Experiment by tearing, cutting, overlapping, folding, repeating (DT link)
- Weaving
- Use various collage materials to make a specific picture. (Paul Klee castle/ colours)

ICT

Create a picture independently

Take a photograph

Take a photograph to show different moods

Pupils should be taught:

Yayoi Kusama Wallisy Kandinsky Paul Klee (Castles)

About the work of a range of artists, craft makers and designers, describing the difference and similarities between practices and disciplines and making links to their own work

Knowledge

Can I describe what I can see and like in the work of another artist?

Can I ask sensible questions about a piece of art?

Can I create a piece of work in response to another artist's work?

Art and Design Progression ladders

Progression of skills Year 3

Year 3 National Curriculum objectives: Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Ar2/1.3 about great artists, architects and designers in history.

Building on prior knowledge of: Year 2 curriculum

Key vocabulary: Highlighted in bold

LKS2 Areas of study

Areas should be linked where possible and linked in with other curriculum subjects and Awe and Wonder days and Art week.

- 2d art
- Drawing
- Work with colour
- Printing
- 3d form

Creating ideas

- Develop use of sketch books
- Use a variety of ways to record ideas including digital cameras and iPads
- Develop artistic/visual vocabulary to discuss work (See glossary)
- Begin to suggest improvements to own work
- Begin to experiment with a wider range of materials

Drawing

- Use one type of **media** to make as many different marks as possible.
- Experiment with different **tones** and angles using **graded pencils**
- Close observational drawings
- To use marks to create **textures**
- Include increased detail within work
- Develop control of line and tone.
- Create initial sketches in preparation for painting (light drawings)

Colour -Painting

(pigment - paint, inks, pastels, dyes etc. and tools to apply colour - brushes, sponges, straws etc.)

- Know the terms **primary, secondary and tertiary** colours and which colours they are (Create colour wheel)
- Introduce different types of brushes

Printing

- I can compare methods of different designers and their print technique.
- Understand how printing is used in everyday life of a printer or an artist

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- Apply colour using different techniques- dotting, scratching, splashing
- Mix and match colours (create palettes to match images)
- Lighten and darken tones using black and white
- Explore **complimentary** colours and opposing colours in creating patterns
- I can make notes in my text books on how artists use paint.
- I can experiment with ways of applying paint and using the techniques of other painters.

- Recording textures and pattern
- Colour mixing through overlapping colour prints
- Use roller and ink printing. Use own formed simple block shapes.

ICT

- I can use an iPad to capture textures, colour lines, tones and shades and inspiration from the natural and manmade world.
- I can plan and create small moving films.
- I can use animation.

Form

3D experience, rigid and malleable materials

- **Shape, form, model and construct** (malleable and rigid materials)
- Plan and develop understanding of different adhesives and methods of construction
- Consider **aesthetics** of sculptures
- 3D work well thought out purpose
- Adding texture, feelings, expression or movement.
- I can explore sculptures from other cultures.

Textiles and collage

- **Recreate patterns from other artists**
- **Use collage to add to my painting and drawing.**
- **Symmetry and repeated patterns**
- **Use cutting for repeated patterns**

Study Of artists

Andy Warhol Dale Chihuly

Pupils should be taught:

About the work of a range of artists, craft makers and designers, describing the difference and similarities between practices and disciplines and making links to their own work

Knowledge

Can I compare the work of different artists?

Can I explore work from other cultures?

Can I explore work from other periods of time?

Can I begin to understand the viewpoints of others by looking at images of people and understand how I am feeling and what the artist is trying to express in their work?

Art and Design Progression ladders

Progression of skills Year 4

Year 4 National Curriculum objectives:

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Ar2/1.3 about great artists, architects and designers in history.

Building on prior knowledge of: Year 3 curriculum

Key vocabulary: key vocabulary in bold

LKS2 Areas of study

Areas should be linked where possible and linked in with other curriculum subjects and Awe and Wonder days, Art week.

Creating ideas

- Develop use of sketch books
- Use a variety of ways to record ideas including digital cameras and iPads
- Develop artistic/visual vocabulary to discuss work (See glossary)
- Begin to suggest improvements to own work
- Begin to experiment with a wider range of materials

- 2d art
- Drawing
- Work with colour
- Printing
- 3d form
- Textiles

Drawing

(Pencil, charcoal, inks, chalk, pastels, ICT software, brushes)

- Identify and draw the effect of **light/shadows** on 3d shapes
- Show attention to scale and proportion
- Accurate drawings of people including proportion and placement
- Use of tracing
- Studied other artists drawing and have experimented with some of these styles.

Working with colour

(paint, inks, pastels, dyes etc. and tools to apply colour - brushes, sponges, straws etc.)

- Colour mixing experimenting with and knowing the terms, **tint, tone, shade**
- Use colour to reflect mood

Printing

- printing replicates patterns I have observed in either the natural or man-made world and are based on my observational drawings
- I have studied printmaking from other cultures or other time periods

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- *Begin to experiment with colour to create more abstract colours (e.g. blue for leaves)*
- *Experiment with water colour, exploring the intensity of colour to develop shades*
- *I can explore cool, warm and hot shades.*
- *I can paint in monotone*
- *I can develop control of consistency and add more details in my painting.*

- *I can print edge to edge, straight lines, in more than 2 colours*

ICT

I can interpret a range of photography from a range of cultural and historical times.

Form

(3D experience, rigid and malleable materials)

- *Discuss own work and work of others sculptors*
- *Analyse and interpret natural and manmade forms of construction*
- *Use clay to create sculptures I have observed.*
- *Create textures on sculptures.*
- *I can add other objects to a surface to embellish.*

Textiles and collage

- *Explore patterns in nature- discuss regular and irregular pattern*
- *Collages that reflect purpose*
- *Show visual and tactile qualities*
- *Takes inspiration from artists*
- *Use fabric and threads*

Study of Artists

Pupils should be taught:

About the work of a range of artists, craft makers and designers, describing the difference and similarities between practices and disciplines and making links to their own work.

Suggested artists

Alaa Awaad

Anna Collette Hunt

Knowledge

Can I experiment with different styles which artist have used? Can I explain art from other periods of history?

Can I experiment with different styles which artist have used? Can I learn about the work of others by looking at my work in my book, the internet, visit to galleries and other sources of information?

Art and Design Progression ladders

Progression of skills Year 5

Year 5 National Curriculum objectives: Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Ar2/1.3 about great artists, architects and designers in history.

Building on prior knowledge of: Year 4 (See year 4 scheme)

Key vocabulary: See words highlighted in bold

UKS2 Areas of study

Areas should be linked where possible and linked in with other curriculum subjects

- 2d art
- Drawing
- Work with colour
- Printing
- 3d form
- Textiles and collage

Creating ideas

- Select and develop own ideas, using suitable materials with increasing confidence
- Improve quality of sketch books with mixed media work and **annotations**
- Begin to select own images and starting points for work
- Develop artistic/visual vocabulary when talking about own work and that of others)

Drawing

(Pencil, charcoal, inks, chalk, pastels, ICT software, brushes)

- Draw the effect of light on objects and people
- Interpret the **texture** of a surface
- Produce increasingly accurate drawings of people
- Introduce **perspective, foreground/background & middle ground**
- Use a range of mediums on a range of backgrounds
- Show total qualities using **cross-hatching, pointillism, sidestrokes, use of rubber to draw/highlight**
- To show shadows
- Use photography to draw more accurately.

Working with colour

(paint, inks, pastels, dyes etc. and tools to apply colour - brushes, sponges, straws etc.)

- Consider artists use of colour and application of it - Know the terms **hue, tint, tone, shade and mood**
- Explore the use of texture in colour
- Know which colours are **complementary**
- Build on previous work with colour by exploring intensity
- Introduce acrylic paint

Printing

- Design prints by combining printing techniques from previous years
- Explore printing techniques used by various artists.
- Design and create **motifs** to be turned into printing block images
- Investigate techniques from paper printing to work on fabrics

Art and Design Progression ladders

<ul style="list-style-type: none"> ➤ Explore using limited colour palettes ➤ Investigate working on canvas ➤ Mark make with paint (dashes, blocks of colour, strokes, points) ➤ Develop fine brush strokes 	<p><u>Textiles/collage</u></p> <ul style="list-style-type: none"> ➤ Pattern in man-made structures ➤ Create pattern for purposes for instance to decorate a North American quilt ➤ I can use the work of other artists as a stimulus for my collage work. ➤ I Can look at Mosaic, Montage from other cultures. ➤ I can use symmetry and repeated patterns and repeated patterns in my collage work. ➤ I can create my own embroidery picture and designs.
<p><u>Form</u> (3D experience, rigid and malleable materials) DT link</p> <ul style="list-style-type: none"> ➤ Shape, form, model and join with increasing confidence ➤ Consider properties of materials, choosing own material suitable to the task ➤ Comment on the work of other artists and sculptors and use their work to influence own ➤ Design and create sculpture, both small and large scale ➤ Sculpture from a range of cultures ➤ Develop confidence working with clay adding greater detail and texture. Add colour once clay has dried ➤ Investigate strong joins with clay (scratch & slip) ➤ Use Modroc in 3D work 	<p><u>Study of Artists</u> Pupils should be taught: About the work of a range of artists, craft makers and designers, describing the difference and similarities between practices and disciplines and making links to their own work.</p> <p><u>Original Viking art</u> <u>Greek art</u> Phidias, Skopas, Praxiteles, and Lysippos <u>Aboriginal artists</u></p> <p><u>Knowledge</u></p> <p>Can I experiment with different styles which artists have used? Can I talk about the work of others by looking at my work in books, the Internet, visits to galleries and other sources of information? Can I say what my work is influenced by?</p>

Art and Design Progression ladders

Progression of skills Year 6

Year 6 National Curriculum objectives: Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Ar2/1.3 about great artists, architects and designers in history.

Building on prior knowledge of: Year 5 (See year 5 scheme)

Key vocabulary: See words highlighted in bold

UKS2 Areas of study

Areas should be linked where possible and linked in with other curriculum subjects

- 2d art
- Drawing
- Work with colour
- Printing
- 3d form
- Textiles and collage

Creating ideas

- Select and develop own ideas, using suitable materials confidently
- Improve quality of sketch books 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 (See glossary)
- Begin to explore possibilities, using and combining different styles and techniques

Drawing

– (Pencil, charcoal, inks, chalk, pastels, ICT software, brushes)

- Drawings a series of objects in 3D
- Draw the effect of light on objects and people from different directions
- Interpret the **texture** of a surface
- Produce increasingly accurate drawings of people
- Experiment with the concept of **perspective, (foreground/background & middle ground)**
- Use first hand observations using different viewpoints to develop more abstract representations
- Show total qualities using **cross-hatching, pointillism, sidestrokes, use of rubber to draw/highlight**
- Use photography to draw more accurately.

Art and Design Progression ladders

Working with colour

(paint, inks, pastels, dyes etc. and tools to apply colour - brushes, sponges, straws etc.)

- Know and use the terms **hue, tint, tone, shade and mood**
- Explore the use of mixed media experimentations
- Colour for purposes
- Can use a limited palette- e.g. shades of 1 colour
- Colour to express feelings
- Use perspective and composition in paintings
- Can experiment with different paint techniques-
- I can experiment with adding materials to paint to change texture.

Printing

- prints have a starting point from a designer in History
- to develop press printing and screen printing
- My mono prints have detail and control

Textiles/collage

- Create own abstract pattern to reflect personal experiences and expression
- Create pattern for purposes
- Collage has a striking effect because of its colour choices, patterns, lines, tones and shapes.

Form

(3D experience, rigid and malleable materials)

- Shape, form, model and join with confidence
- Consider properties of materials, choosing own material suitable to the task
- Comment on the work of other artists and sculptors and use their work to influence own
- Comment on aesthetics, refine work where possible
- Use objects around us to form sculptures
- Use wire to create malleable form-build upon using papier-mâché/Modroc
- Create human forms showing movement

Study of Artists

Study of Artists

Pupils should be taught:

About the work of a range of artists, craft makers and designers, describing the difference and similarities between practices and disciplines and making links to their own work.

Kumi Yamashita

John Dyer

Henry More

Bill Brandt

Knowledge

Can I make a record about the styles and qualities in my work? Can I say what my work is influenced by?

Can I include technical aspects in my work, e.g. architectural design?