

ART AND DESIGN KNOWLEDGE AND SKILLS PROGRESSION

INTENT

At Brabourne CEP School, we value Art and Design as an integral part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. They should explore different media, artists, designers and the language around art and DT. We experiment with the use of colour, texture, form, line, shape, patterns and different materials. We aim to enable our pupils to use art to communicate what they see, feel and think.

In line with the National Curriculum, the principal aims of Art/DT at Brabourne are for all pupils to:

- 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.
- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

IMPLEMENTATION

The children are taught Art as an integral part of their termly topic work. Areas covered include sculpture mosaics, printing, collage, watercolour and pastel. More details of art forms being covered can be found in Medium term planning. The work of famous local, national and international artists is explored to enhance the children's learning. The children's learning is further enhanced with whole school Art theme days when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists. Our hall displays sometimes link our art work with our topic and sometimes link us all together as a school. Our class artwork covers all aspects of the Art curriculum.

IMPACT

Teachers assess children's knowledge, understanding and skills in Art by making observations of the children working during lessons. This formative assessment has a direct impact on the child's progress within a lesson and/or series of lessons. Within a lesson children are given verbal feedback by the class teacher which enables the child to consider potential changes in approaches to develop their ideas, knowledge and skills. Feedback is also given to the children by their peers through group critique sessions. However, the children are encouraged to be critical of their own work, highlighting their own next steps. Throughout the year, the Art/DT progression grid is used by class teachers, to moderate each child's attainment of knowledge and skills in specific areas of the art curriculum. This allows the Art subject leader to measure the impact of the progression map documents, as well as teaching and learning within different year groups. Progress on Art/DT is reported to parents three times a year.

Progression of skills and knowledge in Art/DT



| | KS 1 | | KS 2 | | | |
|-----|--|--|---|---|---|--|
| Art | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>I can show how people feel in paintings and drawings</p> <p>I can create moods in art work</p> <p>I can use pencils to create lines of different thickness in drawings</p> <p>I can name the primary and secondary colours</p> <p>I can create a repeating pattern in print</p> <p>I can cut, roll and coil materials</p> <p>I can describe what I can see and give an opinion about the work of an artist</p> <p>I can ask questions about a piece of art</p> <p>I can choose, cut and apply objects or paints</p> <p>I can create fabrics through weaving</p> <p>I can use IT to create a picture</p> | <p>I can choose and use three different grades of pencil when drawing</p> <p>I can use charcoal, pencil and pastel to create art</p> <p>I can use a viewfinder to focus on a specific part of an artefact before drawing it</p> <p>I can mix paint to create all the secondary colours</p> <p>I can create tints with paint by adding white</p> <p>I can create tones with paint by adding black</p> <p>I can create a printed piece of art by pressing, rolling rubbing and stamping using a range of materials</p> <p>I can make a clay object</p> <p>I can join two clay pieces together</p> <p>I can suggest how artists have used colour, pattern and shape</p> <p>I can use different effects within an IT paint package</p> | <p>I can show facial expressions in my art</p> <p>I can use sketches to produce a final piece of art</p> <p>I can use different grades of pencil to shade and to show different tones and textures</p> <p>I can create a background using a wash</p> <p>I can create texture and patterns with a range of implements</p> <p>I can use a range of brushes to create different effects in painting</p> <p>I can create sketch books and record observations, experiences, imagination and ideas.</p> <p>I can identify the techniques used by different artists</p> <p>I can use digital images and combine them with other media in my art</p> <p>I can use IT to create art which includes my own work and that of others</p> | <p>I can show facial expressions and body language in sketches and paintings</p> <p>I can use marks and lines to show texture in my art</p> <p>I can use line, tone, shape and colour to represent figures and forms in movement for a sustained period of time</p> <p>I can show reflections in my art</p> <p>I can print onto different materials using at least four colours</p> <p>I can create printing blocks as well as repeated patterns</p> <p>I can plan, design models</p> <p>I can develop skills in joining, extending and modelling 3-D materials creating textures.</p> <p>I can sculpt clay and other mouldable materials</p> <p>I can experiment with the styles used by other artists</p> <p>I can explain some of the features of art from historical periods</p> <p>I can integrate my digital images into my art</p> <p>I recognise when art is from different cultures</p> <p>I recognise when art is from different historical periods</p> | <p>I can mix and match colours to create a contrast or an atmosphere.</p> <p>I can identify and draw objects, and use marks and lines to produce texture</p> <p>I can successfully use shading to create mood and feeling</p> <p>I can organise line, tone, shape and colour to represent figures and forms in movement</p> <p>I can use single point perspective in work</p> <p>I can develop an awareness of composition, scale and proportion</p> <p>I can use shading to create mood and feeling</p> <p>I can express emotion in my art</p> <p>I can create an accurate print design following criteria</p> <p>I can research the work of an artist and use their work to replicate a style</p> | <p>I can develop a painting from a drawing</p> <p>I can create imaginative work from a variety of sources such as music</p> <p>I can create printing blocks using sketch book ideas and develop different techniques.</p> <p>I can use a range of media to create collages</p> <p>I can use a collage as a means to extend work from initial ideas</p> <p>I can plan a sculpture through drawing and other preparatory work.</p> <p>I can explain why I have used different tools to create my art</p> <p>I can explain why I have chosen specific techniques to create my art</p> <p>I can explain the style of my work and how it has been influenced by a famous artist</p> <p>I can use a range of e-resources to create art</p> |

Art

Please note Words highlighted in green we expect the child to be able to explain and spell with greater accuracy than other examples of technical vocabulary.

Year 1, 2 and R

Pencils, pastels, felt tip, shape, mix, primary colour, secondary colour, hard or soft material, pattern, repeating pattern, rubbings.

Artists, Pencils, Rubbers, Crayons, Pastels, Felt tip, Charcoal, Chalk, Marks, Lines

Shape, Texture, pointing, brush, mix, match, mixing, primary colour, secondary colour, sort fabric, knotting, pulling, cut, apply, decoration, print, dip, dyes, weave, photocopy, magazine, crepe paper, fold, crumble, tear, overlap, hard or soft material, sponge, pattern, repeating pattern, rubbings.

Year 3 and 4

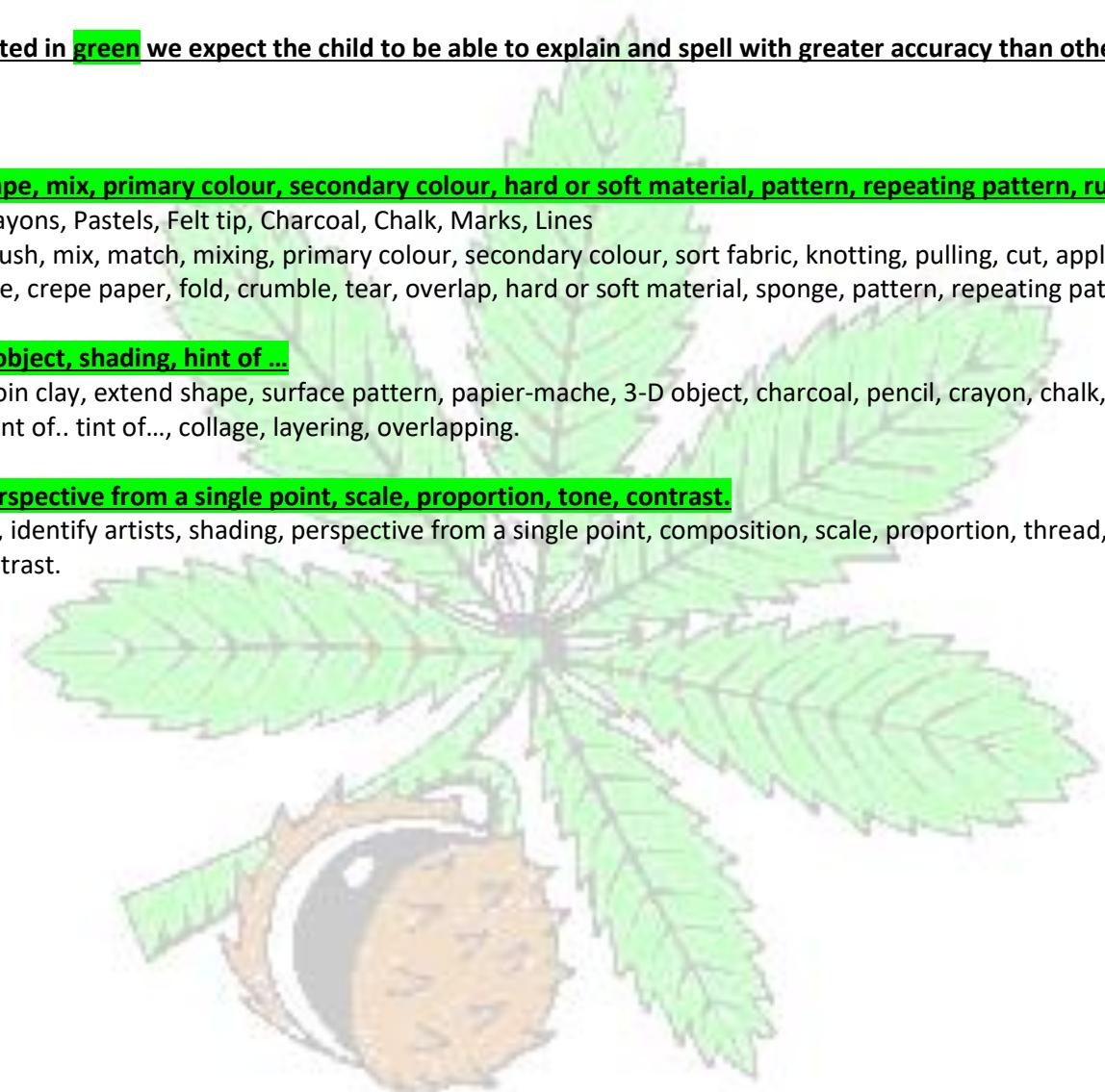
Plan, design, join clay, 3-D object, shading, hint of ...

Plan, design, make model, join clay, extend shape, surface pattern, papier-mache, 3-D object, charcoal, pencil, crayon, chalk, pastels, pens, grade of pencil, tone, thin brush, shading, hint of.. tint of..., collage, layering, overlapping.

Year 5 and 6

Identify artists, shading, perspective from a single point, scale, proportion, tone, contrast.

Photographs, digital images, identify artists, shading, perspective from a single point, composition, scale, proportion, thread, needle, stitch, sculptures, intricate patterns, tone, contrast.



| DT | KS 1 | | KS 2 | | | |
|---|---|--|--|---|--|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>I can use my own ideas to make something</p> <p>I can make a simple plan before making</p> <p>I can describe how something works</p> <p>I can explain to someone else how I want to make my product</p> <p>I can choose appropriate resources and tools</p> <p>I can cut food safely</p> <p>I can make a product which moves</p> <p>I can make my model stronger</p> | <p>I can think of an idea and plan what to do next</p> <p>I can choose tools and materials and explain why I have chosen them</p> <p>I can explain what went well with my work</p> <p>I can explain why I have chosen specific textiles</p> | <p>I can prove that my design meets some set criteria</p> <p>I can follow a step-by-step plan, choosing the right equipment and materials</p> <p>I can design a product and make sure that it looks attractive</p> <p>I can use the correct technical vocabulary.</p> <p>I can choose a textile for both its suitability and its appearance</p> <p>I can select the most appropriate tools and techniques for a given task</p> <p>I can create realistic ideas based on resources or needs</p> <p>I can make a product which uses both electrical and mechanical components</p> <p>I can work accurately to measure, makes cuts and make holes</p> <p>I can describe how food ingredients come together from different places.</p> <p>I know which food types are healthy and unhealthy.</p> | <p>I can use ideas from other people when I am designing</p> <p>I can produce a plan and explain it</p> <p>I can evaluate and suggest improvements for my designs</p> <p>I can evaluate products for both their purpose and appearance</p> <p>I can explain how I have improved my original design</p> <p>I can present a product in an interesting way</p> <p>I can measure accurately</p> <p>I can persevere and adapt my work when my original ideas do not work</p> <p>I know how to be both hygienic and safe when using food or different techniques</p> <p>I can prepare a variety of dishes using different techniques</p> | <p>I can come up with a range of ideas after collecting information from different sources</p> <p>I can produce a detailed, step-by-step plan</p> <p>I can suggest alternative plans; outlining the positive features and draw backs</p> <p>I can explain how a product will appeal to a specific audience</p> <p>I can evaluate appearance and function against original criteria</p> <p>I can use a range of tools and equipment competently</p> <p>I can make a prototype before I make a final version</p> <p>I show what I can be both hygienic and safe in the kitchen</p> <p>I know some foods are seasonal and give examples.</p> <p>I can explain a balanced diet of food/liquid provides energy</p> | <p>I can use market research to inform my plans and ideas</p> <p>I can follow and refine my plans</p> <p>I can justify my plans in a convincing way</p> <p>I can show that I consider culture and society in my plans and designs</p> <p>I show that I can test and evaluate my products</p> <p>I can explain how products should be stored and give reasons</p> <p>I can work within a budget</p> <p>I can evaluate my product against clear criteria</p> | <p>I can explain how some ingredients are grown, caught, reared or processed.</p> <p>Food can be adapted to taste</p> |

Design and Technology

Please note Words highlighted in green we expect the child to be able to explain and spell with greater accuracy than other examples of technical vocabulary.

Reception

Card, design, crayons, paints, pencils, pens, stencil, fold, pattern, landscape portrait, recipe, laminate, lollipop sticks, magnet, masking tape, metal, paper clip, plastic, wood, decoration, bake, knead, set, join, measuring jug, mixing bowl, ruler, scales, scissors, weaving,

Year 1 and 2

Card, bar chart, design, wool, decoration, bake, knead, rub in, knives, laminating, mixing bowl, ruler, scales, scissors.

Year 3 and 4

Cross section, annotated diagram, design, plan, research.

Annotated diagram, appearance, artefact, brittle, cross-section, design, design brief, dismantle, drawing tools, crayons, marker pens, paints, pastels pencils, pens, compass, protractor, stencil, enlarged view, evaluation, function, plan, planning, portrait, primary source, recipe, research, adhesive, art straws, battery, battery snaps aka crocodile clips, bulb, bulb holder, buzzer, wire, decoration, bake, baste, beat, oil, dice, glaze, mixing bowl, motion, linear, machine, mechanism.

Year 5 and 6

Annotated diagram, design process, design proposal, final design, research.

Aesthetics, annotated diagram, appearance, artefact, card, bar chart, flow chart, pie chart, cross section, design, design process, design proposal, crayons, marker pens, paints, pastels pencils, pens, compass, protractor, stencil, equipment, evaluation, final design, flexible, fold, graphics, pattern, performance, perspective drawing, pictogram, plan, planning, portrait, questionnaire, recipe, research, rigid, adhesive, aluminium, art straws, axle, balsa batter, cam, chassis, hardwood, lollipop magnet, masking tape, metal, plastic, wheel, wood, saw, bake, beat, boil, dice, food preparation, junior hacksaw, laminating, measuring jug, measuring spoon, mixing bowl, saw, scale, scissors, scoring, sewing terms, back-stitch, blanket stitch, cross stitch, running stitch, tacking stitch, tie and dye, weaving.

Early Years Foundation Stage

Expressive Arts and Design

Creating with Materials

ELG

- 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.
- Make use of props and materials when role playing characters in narratives and stories

The Natural World

ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

In the reception class children have access to a designated art and design area as part of their learning environment which they access during both their adult led time and during continuous provision. Within the adult led time children will be taught the skills they need, and introduced to the tools they need to shape, fix and join materials; choose, select and mix colour; draw, paint and sculpt. When the children are accessing the area within continuous provision they will be able to apply the skills and knowledge gained to explore and use the equipment independently. During this time adults will model how to use the resources and support the children as needed.

Children will learn to effectively use tools such as scissors (with increasing levels of complexity based upon their fine motor skills needs), hole punches, staplers, and tape dispensers. Outside they have access to a wood working area where they will learn to use tools such as palm drills and stubby hammers. Through adult modelling and interaction they will learn how to use these tools safely and the importance of doing so.

They will explore different ways to fix and join materials together and through evaluation of their work will be able to make choices over which method or material to use to best suit a purpose. They will have access to glue sticks, PVA glue, sellotape and masking tape, split pins, paper clips, treasury tags,

wool/string/ribbon, staples. Again adult modelling and interaction will allow the children to understand how to use these resources to best support their work.

The children will have access to a variety of different media such as felt pens, coloured pencils, wax crayons, poster paint and powdered paint. The children will learn the names of the colours and will learn to select colours and resources (thick/thin brushes, crayons for rubbing etc) to best suit their work. They will learn the primary colours and how to mix these to make secondary colours using poster paint and powdered paint.

The children are also taught to use their senses to explore the world around them and will learn basic observation skills to observe an object and then draw it, particularly within the natural world.

The children also have access playdough where they can explore sculpting, rolling, cutting and shaping the dough using rolling pins, cutters and sculpting tools. They will also use clay throughout the year to create some different art work such as diva lamps, animals/dinosaurs, faces etc. The children also mix ingredients to make their own dough.

To support children's work in Art and DT within their provision they will also have access to styles and different colours and sizes of paper and card and tissue paper, junk modelling (recycled packaging materials), stencils, rubbing plates, rubbers, pencil sharpeners, fabric, glitter, sequins, feathers etc.

The children's work is displayed and valued within the learning environment. Evaluation forms part of the learning process and they are encouraged to share and talk about their models and art work and what they have done during review times at the end of the session.

