



St Luke's CE Primary

Art and Design Progression Map and End Points



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Art and Design Curriculum Progression and End Points

	KS1	LKS2	UKS2
Generating Ideas	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language	Develop and imaginatively extend ideas from starting points throughout the curriculum. <ul style="list-style-type: none"> Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.
Skills	<p>Painting</p> <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. <p>Sculpture</p> <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. <p>Drawing</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. <p>Print</p> <ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. 	<p>Painting</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. <p>Sculpture</p> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail. <p>Drawing</p> <ul style="list-style-type: none"> Use different hardnesses 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>Print</p> <ul style="list-style-type: none"> 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>Painting</p> <ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. <p>Sculpture</p> <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form. <p>Drawing</p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. <p>Print</p> <ul style="list-style-type: none"> Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.

Knowledge of Artists	Pupils were learn 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.	Replicate some of the techniques used by notable artists, artisans and designers. <ul style="list-style-type: none"> • Create original pieces that are influenced by studies of others. 	Give details (including own sketches) about the style of some notable artists, artisans and designers <ul style="list-style-type: none"> • Show how the work of those studied was influential in both society and to other artists • Create original pieces that show a range of influences and styles.

End Points in Learning in the Art and Design Curriculum

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Pupils can explore mark making, experiment with drawing lines and use 2D shapes to draw. • Pupils can develop skill and control when painting. • Pupils can paint with expression. • Pupils can use a range of materials and techniques such as clay Sketching, printing and collage • Pupils can remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. • Pupils can use form and space through making sculptures and developing language. • Pupils can use, express and experiment with line for purpose, then use appropriate language to describe lines. • Pupils can understand patterns in nature, design and make patterns in a range of materials. • Pupils can identify, describe and use shape for purpose. • Pupils can use materials to create textures • Pupils can explain what tone is and how to apply this to their own work. • Pupils can use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. • Pupils can explore and create ideas for purposes and intentions. • Pupils can recognise and describe key features of their own and other's work. • Pupils can describe what they feel about their work and the art of others. 	<ul style="list-style-type: none"> • Pupils can explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. • Pupils can further improve skill and control when painting. Paint with creativity and expression. • Pupils can use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. • Pupils can mix, apply and refine colour mixing for purpose using wet and dry media and can describe their colour selections. • Pupils can create 3D sculptural forms and begin to understand how to represent form when drawing. • Pupils can draw lines with increased skill and confidence and use line for expression when drawing portraits. • Pupils can use a range of techniques to make repeating and nonrepeating patterns, identify natural and man-made patterns and create patterns of their own. • Pupils can compose geometric designs by adapting the work of other artists to suit their own ideas. • Pupils can identify and describe different textures. Select and use appropriate materials to create textures. • Pupils can experiment with pencils to create tone. Use tone to create form when drawing. • Pupils can use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. • Pupils can use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. • Pupils can compare other's work, identifying similarities and differences. • Pupils can describe choices and preferences using the language of art. 	<ul style="list-style-type: none"> • Pupils can draw from direct observation, applying and using geometry and tonal shading when drawing and use a range of drawing media. • Pupils can increase skill and control when painting and apply greater expression and creativity to own paintings. • Pupils can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. • Pupils can use an Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. • Pupils can describe 3D form in a range of materials, including drawing. • Pupils can express and describe organic and geometric forms through different types of line. • Pupils can construct a variety of patterns through craft methods. • Pupils can identify, draw and label shapes within images and objects and create and form shapes from 3D materials. • Pupils can analyse and describe texture within artists' work. • Pupils can use simple shading rules • use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. • Pupils can create personal artwork using the artwork of others to stimulate them. • Pupils can discuss own and other's work using an increasingly sophisticated use of art language (formal elements). • Pupils can reflect on their own work in order to make improvements.
Year 4	Year 5	Year 6

<ul style="list-style-type: none"> • Pupils can draw still life from observation and for mark making. • Pupils can Paint with expression. • Pupils can analyse painting by artists. • Pupils can make art from recycled materials, create sculptures, print and create using a range of materials. • Pupils can analyse and describe colour and painting techniques in artists work and manipulate colour for print. • Pupils can analyse and describe how artists use and apply form in their work. • Pupils can apply symmetry to draw accurate shapes. • Pupils can analyse and describe how artists use line in their work. • Pupils can create original designs for patterns using geometric repeating shapes. • Pupils can create geometric compositions using mathematical shapes. • Pupils can use a range of materials to express complex textures. • Pupils can use a variety of tones to create different effects. • Pupils can use tone in more depth to create 3D effects. • Pupils can analyse and describe use of tone in artists' work. • Pupils can use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. • 	<ul style="list-style-type: none"> • Pupils can draw using perspective, mathematical processes, design, detail and line. • Pupils can control brush strokes and apply tints and shades when painting. • Pupils can paint with greater skill and expression. • Pupils can create mixed media art using found and reclaimed materials. • Pupils can select materials for a purpose. • Pupils can select and mix more complex colours to depict thoughts and feelings. • Pupils can describe and model form in 3D using a range of materials. • Pupils can construct patterns through various methods to develop their understanding. • Pupils can compose original designs by adapting and synthesising the work of others. • Pupils can use increasing sophistication when using tone to describe objects when drawing. • Pupils can analyse artists' use of tone. • Pupils can develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. 	<ul style="list-style-type: none"> • Pupils can apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. • Pupils can paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. • Pupils can create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. • Pupils can mix and apply colours to represent still life objects from observation and express feelings and emotions through colour. • Pupils can express and articulate a personal message through sculpture. • Pupils can represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. • Pupils can fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. • Pupils can manipulate tone for halo and chiaroscuro techniques. • Pupils can make personal investigations and record observations in sketchbooks, record experiments with media and try out new techniques and processes in sketchbooks.
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