

Subject Progression Map – Art and Design

	Skills and Knowledge					Cross Curricular Links (Skills or knowledge from curriculum)
	Prior learning Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><i>Sketchbooks carried from year 3 to year 6 to show children's Boldmere legacy.</i></p>	<p>Use a range of materials creatively to design and make products.</p> <p><i>I can use observation and memory to create pictures that represent real or imagined things showing details related to that individual subject.</i></p>	<p>Use sketchbook to generate ideas and observations. Think about artwork and collect images, objects and other information linked to ideas.</p> <p>(For instance, a sketchbook shows several different versions of an idea and people can see how research has led).</p>	<p>Use sketchbook for planning and refining ideas. Make good choices of resources and references to help develop ideas.</p> <p>(For instance, a sketchbook shows several different versions of an idea and people can see how research has led).</p>	<p>Use sketchbook for developing and discussing ideas, incorporating different purposes including: recording observations; developing ideas; testing materials; thinking critically; artwork and recording other information.</p> <p>(For instance, my sketchbook shows in advance how my work will be produced and how the qualities of materials will be used; it shows how I have chosen relevant visual and other information from my research in my art work)</p>	<p>Use sketch book to work independently, systematically and think critically to develop and test a range of ideas and plans which show curiosity, imagination and originality.</p> <p>(For instance, my sketchbook shows in advance how my work will be produced and how the qualities of materials will be used; it shows how I have chosen relevant visual and other information from my research in my art work.)</p>	<p>Design Technology: Exploded diagrams and designs.</p> <p>Science: Scientific observation.</p> <p>Geography: Geographical observation.</p> <p>Science: Investigate, research and test ideas.</p> <p>Computing: Research</p> <p>Reading: Research</p>
	<p>Express thoughts and observations in sketchbooks.</p>	<p>Record a range of ideas for materials and composition thoughtfully so that work improves understanding and ideas and it helps to plan a piece of artwork.</p>	<p>Record a range of ideas using enhanced knowledge of skill and technique using different media, material and composition thoughtfully so that work improves understanding and ideas and it helps to plan a piece of art work.</p>	<p>Record a range of experiments with various media and explore techniques/processes before applying them.</p>		
	<p>Make records of observations, planning and experiments with various materials.</p>	<p>Develop skill and technique using various media.</p>	<p>Take part in research and exploration whilst incorporating and developing own personal ideas.</p>	<p>Take part in research and exploration whilst incorporating and developing own personal ideas.</p>		

Subject Progression Map – Art and Design

<p>Improve mastery of art and design techniques:</p> <p>Drawing</p> <p>Planning and activities linked to topic.</p>	<p>Develop a wide range of art and design techniques in using colour, line, shape and form.</p> <p>Use drawing to develop and share their ideas, experiences and imagination.</p>	<p>Show an awareness of objects in a third dimension.</p>	<p>Develop further drawings featuring the third dimension.</p>	<p>Use line to create perspective.</p>	<p>Use line to create perspective and negative space.</p>	<p>Science: For shading and third dimensional drawing, link to light and shadows.</p> <p>History: Involve portraits of famous people being studied.</p> <p>Geography: Involve landscapes of areas/countries being studied. E.g. Egyptian scene, rainforest art.</p>
	<p>I can represent a face adding finer details for facial features.</p>	<p>Develop blending to create more areas of tone.</p>	<p>Use a variety of tones to achieve different effects.</p>	<p>Develop an increasing sophistication in the use of tone when drawing from observation.</p>	<p>Deliberately manipulate tone to portray emotions - using halo or chiaroscuro techniques.</p>	
	<p>I can draw a person with body, limbs, fingers, neck etc, adding small details and editing and improving my work.</p>	<p>Create textures and patterns with a wide range of drawing implements.</p>	<p>Develop an identified element of their work e.g. line, pattern, texture</p>	<p>Draw at an age appropriate level using different techniques e.g. shading.</p>	<p>Draw for a sustained period of time at an age appropriate level using <i>different techniques e.g. shading, line, pattern & texture</i></p>	
		<p>Develop patterns / marks with contrasting grades of pencil exploring the difference between a 2B and HB pencil.</p>	<p>Develop intricate patterns and marks with different grades of pencil. <i>Explore the effects of the range of grades of pencils.</i></p>	<p>Develop <i>intricate patterns and marks</i> with a variety of media and other implements to create lines. Make deliberate choices about the grade of the pencil being used for effect.</p>	<p>Use patterns, lines and marks to create mood and feeling. Make deliberate choices about the grade of the pencil being used for effect.</p>	
<p>Improve mastery of art and design techniques:</p> <p>Painting</p> <p>Planning and activities linked to topic.</p>	<p>Develop a wide range of art and design techniques in using colour, line, shape and form.</p> <p>Use painting to develop and share their ideas, experiences and imagination.</p>	<p>Demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, blending, washes, thicken paint and creating textural effects.</p>	<p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Begin to develop technical mastery of using a range of different strokes.</p>	<p>Work in a sustained and independent way to experiment and develop their own style of painting. This may be through the development of colour, tone, and shade or with different effects and textures, including blocking in colour, washes, thicken paint and creating textural effects.</p> <p><i>Further enrich knowledge of complimentary colours.</i></p>	<p>Create hues of colours.</p> <p>Create tonal painting.</p>	<p>History: Involve portraits of famous people being studied.</p> <p>Geography: Involve landscapes areas/countries being studied. E.g. Egyptian scene, rainforest art.</p>
	<p>techniques with paint and a pencil to create different effects.</p> <p>I can use paint to create a scene – Starry Night Van Gogh.</p>	<p>Develop skill to control the tonal quality of paint.</p>	<p>Use knowledge of primary colours to</p>	<p>Use knowledge of primary colours to</p>	<p>Develop colour mixing and tonal shading with colour.</p>	

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	<p>I can mix colours together to create a range of different colours to use in my artwork.</p>	<p>mix green, purple and orange from and tint colours by adding white.</p> <p>Experiment and discuss pigments in natural products to make different coloured paints.</p> <p>Manipulate paint to achieve more accurate colours.</p>	<p>mix green, purple and orange.</p> <p>Mix colour tones by tinting and shading with increasing confidence.</p> <p>Manipulate colour and pattern to create prints.</p>	<p>Select and mix colours to depict own thoughts, feelings and intentions.</p>	<p>Use colour to convey subtle emotions e.g. hope, fear, suspicion, feelings and events.</p>	
<p>Improve mastery of art and design techniques:</p> <p>Sculpture</p> <p>Planning and activities linked to topic.</p>	<p>Develop a wide range of art and design techniques in using, form and space.</p> <p>Use sculpture to develop and share their ideas, experiences and imagination.</p> <p>I can create 3D representations of objects by rolling, squeezing and squashing clay – creating a plant pot out of clay – pottery workshop.</p> <p>I can make and join coils in clay.</p> <p>I know how to make a sculpture using papermache on a balloon.</p>	<p>Make geometric forms and join them together to make more complex forms. Alberto Giacometti Wire and tinfoil</p> <p>Combine materials to make patterns and textiles and describe objects.</p>	<p>Experiment with surface patterns and textures on a sculpture. Clay</p> <p>Analyse and interpret natural and man-made forms of construction.</p>	<p>Incorporate form, pattern and texture into my sculpture.</p> <p>Use technical vocabulary related to form to explain my work.</p> <p><i>Combine materials to make patterns and textiles and describe objects</i></p>	<p>Independently select and effectively use relevant processes (<i>form, pattern and texture</i>) in order to create a successful sculpture.</p> <p>Investigate, research and test ideas and plans using sketchbooks and other approaches to develop my sculpture.</p>	<p>Design Technology: Exploded diagrams and designs. Working with materials – textiles.</p> <p>Geography: Human and physical features.</p> <p>Science: Investigate, research and test ideas.</p>

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<p>Know about great artists, architects and designers in history.</p>	<p>Know 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>I can use and imitate ideas and techniques e.g. pointillism, use of colour from other artists.</p> <p>I can name some pictures by artists, for example, Vincent Van Gogh and Picasso (portraits), Georgia O’Keefe and give my own personal opinions on their artwork – e.g. what I like about the picture, what I dislike.</p>	<p>Know and describe the work of artists, craftspeople, architects and designers. At least one of each across the year.</p> <p>Express original thoughts and ideas about the art of others.</p>	<p>Know and research some of the key ideas, techniques and working practices of different artists, craftspeople, architects and designers that I have studied. At least one of each across the year.</p> <p><i>Express original thoughts and ideas about the art of others.</i></p>	<p>Research and evaluate the ideas and ways of working (approaches) of different artists, craftspeople, designers and architects. At least one of each across the year.</p> <p>Compare and discuss these with others, including taking account of the culture they worked in and their intentions/purposes.</p> <p>Use work of artists' to explore own ideas.</p> <p>Express ideas and feelings about familiar products.</p>	<p>Analyse, interpret and evaluate the work, ideas and ways of working of some important artists, craftspeople, designers and architects.</p> <p>Include the influence of the different historical, cultural and social contexts, including wealth.</p> <p>Explore ways that artists represent their ideas through painting.</p> <p>Develop personal, imaginative responses to a theme.</p>	<p>Computing: Research</p> <p>Reading: Research</p> <p>History: Great historical artists, architects and designers.</p>
<p>Evaluate and analyse creative works using the language of art and design.</p>		<p>Reflect on preferences about their work in order to improve it.</p> <p>Discuss art using an increasingly sophisticated use of language (formal elements).</p>	<p>Use their own and other's opinions of their work to identify how to improve.</p> <p><i>Build a more complex vocabulary when discussing art (formal elements)</i></p>	<p>Analyse and reflect on their progress taking into account of intentions and opinions.</p> <p><i>Develop a greater understanding of vocabulary when discussing their own and the work of others.</i></p>	<p>Give reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work.</p> <p><i>Use the language of art with greater sophistication.</i></p>	
<p>Suggested Artists</p>		<p>Carl Giles - Mother's Day Diego Velazquez - Old Woman Cooking</p>	<p>Luz Perez Ojeda's lenticular prints Paul Cezanne</p>	<p>Claude Monet Andy Warhol John Singer Sargent - Gassed Magdalene Odundo</p>	<p>Banksy William Morris Edward Hopper - Nighthawks Kathe Kollwitzas - emotions</p>	

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