

Stoke Canon Art and Design Progression Grid

Drawing skills underpin all of our artistic learning, and pupils explore and develop their drawing skills as part of their research and understanding of the artists and knowledge for each unit of work. Each academic year, students study the works of famous artists in the areas of Drawing, Painting and Printing and 3D Design – Sculpture or Textiles and Collage. Pupils study artists that provide useful cross curricula links through their work, style, skills and lives, then applying those techniques to explore work more widely. The Art co-ordinator supports staff in developing these units of work and, over time, pupils’ knowledge and skills in art.

Throughout the Art and Design learning, pupils will:

A1 Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms. **A2**

Evaluate and analyse creative works using the language of art, craft and design.

	At Key Stage One: E1 record and explore ideas from first hand observations. E2 ask and answer questions about starting points for their work. E3 develop and share their ideas, try things out and make changes. E4 describe the differences and similarities between different practices and disciplines, and making links to their own work. E5 think critically about their art and design work.	At Lower Key Stage Two: E1 record their observations and use them to review and revisit ideas. E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work.	At Upper Key Stage Two: E1 tTo record their observations and use to review and revisit ideas. E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work.
	Art Tier 3 Vocabulary @ KS1:	Art Tier 3 Vocabulary @ LKS2:	Art Tier 3 Vocabulary @ UKS2:
	similarity foreground background	creative adaptation sources variation complement contrast	cartridge / tissue media Distance Symbolic Subtle Complex Atmosphere Representation engaging Inconsistent Delicate Flowing Vibrant

The Key Stage One curriculum builds on the foundation work completed throughout Early Years. The following progression highlights ‘expected’ level for areas of the Art curriculum:

Drawing	Art and DT	Construction / Block Play	Painting	Malleable
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They represent their ideas and thoughts and feelings through DT, art (ELG) Experiment with a variety of media; pencils; rubbers; crayons; pastels; felt tips; charcoal; ball points; chalk. Control the types of marks made with the range of media Begins to develop a level of detail in their drawings using accuracy and purpose e.g. a facial features, fingers and small details – glasses, eyelashes freckles 	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Use materials available to them to create/construct with a purpose e.g. making a handbag, robot	Constructs with a purpose in mind using a variety of purposes (EMM 40-60mnths) Using block to represent things with a defined name and purpose	Choose particular colours for purpose (40-60mnths) Mixes colours for purpose and apply this to their creation e.g. a pink pig Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through  Y1	Understand that different media can be combined to create new effects (40-60months) Uses various materials to represent objects/models e.g. Pipe cleaners for spider's legs.
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The following progression grids outline the skills, vocabulary and knowledge to be taught across each phase, along with a sequence of artists pupils will study. Pupils are expected to learn: This can be evidenced through talk, writing and the actual art work created by pupils

- Their name
- The time period in which they lived
- The reasons their art is being studied
- Their styles, their techniques and the subjects of their work
- Important elements of their biographies which influenced their works

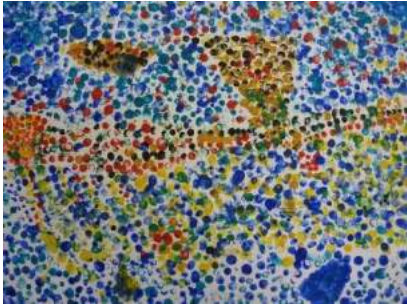
Drawing						
	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Knowledge		Pablo Picasso	Stanley Spencer		Alfred Wallis  Alfred Wallis use of shading and line, together with tone create atmospheric drawings	Van Gogh  Van Gogh's drawings provide all the Key drawing skills for children to experience. (see below)
	KEY DRAWING SKILLS TO BE EXPERIENCED OR EXPLORED ACROSS ALL YEARS	Lines and Marks Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media.	Shape Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes	Tone Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	Texture Investigate textures by describing, naming, rubbing, copying.	Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition
Skills	D1 experiment with and control mark making with pencils, rubbers, crayons, pastels, D2 draw lines and shapes using diff media D3 invent lines and shapes D4 to draw from imagination		D1 draw for a sustained periods of time. and develop ideas from a range of lines with a wide range of , pencil, crayon, pens etc. des of pencil to achieve varied drawing with a range of D2 use a sketchbook to collect of sources D3 experiment with marks and I implements e.g. charcoal, chalk D4 experiment with different gra tone D5 create texture and pattern in implements.		D1 work on sustained, indepen ent, detailed drawings. skills. and develop ideas. D2 develop close purposes i.e. shading, of observational purposes i.e.	

	ASSESSMENT Across the school all pupils will draw	Autumn Term Self Portrait	Spring Term My Special Place		Summer Term Self Portrait	
Expectations of skills progression	Year One: 	Year Two:	Year Three:	Year Four:	Year Five: 	Year Six: 

Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.

Painting and Printing						
	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Knowledge	 Henri Rousseau	 Yayoi Kusama	 L S Lowry	 Roman Villa decoration.	 Picasso and Greece	 Robert Bevan
	 Monet	 Tudor Portraits	 Goldsworthy	 Van Gogh	 Matisse	 Peter Doig

		Seurat (below) 	 William Morris Cave Paintings 			
Skills	P1 use a variety of tools and techniques i.e. brush sizes and types. P2 experiment with tools P5 name and mix primary colours P6 create textured paint by PR1 print with a range of hard a sponge, fruit and vegetables. PR2 take simple prints i.e. mono- PR3 create simple printing block PR5 experiment with overprintingnnnnn	techniques i.e. brush sizes and . layering, mixing. s, shades a tones. ng material, i.e. plaster soft materials e.g. corks,	P1 experiment with different effects blocking in colour, washes, thick effects, adding depth and distant P2 create different effects and tP3 use language of and mix prim use tints and shades. PR1 create printing blocks using PR2 develop print techniques i.e relief or impressed method. PR3 create repeating patterns. PR4 print with two colour overlay	textures including paint creating textural secondary colours and relief or impressed method. . mono-printing, block printing, s.	P1 develop a painting from a drawing P2 experiment with different media P3 create imaginative work from observational drawing, music, P4 mix and match colours P5 identify, mix and use primary, contrasting colours. PR1 create printing blocks using card PR2 develop techniques PR5 experiment with overprinting	Atmosphere and light effects. secondary, complimentary
Vocabulary	printing technique brush size primary/secondary colours gouge scrape	shade acrylic / poster / watercolour artefact mono-printing motif wash	colour scheme / blocking spectrum tint	tone hue relief/impressed method. block printing	warm colours cold colours	atmosphere

Expectations of skills progression	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:
						
						
						
						

3D Design – Sculpture (Once in Cycle A or B)			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two

Knowledge			 Andy Goldsworthy		Barbara Hepworth   Aztec Sculptures 	
	3D1 manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading. 3D2 explore sculpture with a range of malleable media. 3D3 work safely with materials and tools. 3D4 experiment with constructing and joining recycled, natural and manmade materials		3D1 plan, design and make models from observation or imagination. 3D2 develop skills in joining, extending and modelling clay. 3D3 use papier mache to create simple 3D effects. 3D4 experiment with constructing and joining recycled, natural and manmade materials. 3D5 create textures and patterns in malleable materials including clay.		3D1 shape, form, model and construct from observation and imagination. 3D2 plan a sculpture through drawing and other preparatory work. 3D3 develop skills in using clay including slabs, coils, slips etc.	
Vocabulary	roll knead sculpt(ure) texture construct	join slip form malleable	carving surface transparent opaque manipulate recycled		Consolidate prior vocabulary	
Expectation of skills progression	Year One: 	Year Two:	Year Three:	Year Four: 	Year Five: 	Year Six: 

						
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Textiles and Collage (Once in Cycle A or B)						
	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Knowledge	C				Kurt Shwitters Using fabric and everyday images, he created multi-layered art work that explored beauty and politics. His art was seen by Hitler as ‘degenerate’ art and he had to flee Germany.. Refugee.	
Skills	T1 choose fabrics/threads based on colour, texture and shape. T2 apply shapes with glue or stitching. T3 apply decoration using beads, buttons, feathers etc. T4 apply colour with printing, dipping, fabric crayons. T5 create fabrics by weaving materials, i.e. grass through twigs. C1 arrange and glue materials to different backgrounds. C2 fold, crumple, tear and overlap papers.		T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. T2 develop skills in stitching, cutting and joining C1 experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. C2 use collage as a means of collecting ideas and information and building up a visual vocabulary.		T1 use fabrics to create 3D designs T2 experiment with a range of media to overlap and layer creating textures, effects and colours. C1 use a range of media to create collages. C2 use different techniques, colours and textures when designing and making pieces of work. C3 use collage as a means of extending work from initial ideas.	
Vocabulary	texture construct	join natural man-made form recycled	surface transparent opaque	weave embroider tapestry	Consolidate prior vocabulary	
Expectation of skills progression	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six: