



Highfield
C.E Primary School

Progression of Skills in Art and Design

Statement of intent

We want our children to be able to be confident and capable in drawing and sketching. We believe that this is a key skill, enabling children to feel confident in a range of techniques. We believe that children should be confident in exploring and developing their ideas; being able to comment on their creations and discuss their artwork critically. We believe sketching is the building block for all art skills, resting on observation and noticing of details, supporting their wider BLP and curriculum knowledge e.g. patterns, science, DT planning, and writing (fine motor skills). We believe that through exploring the inspiring ideas of artists over time, children can develop their cultural capital. They will also understand the role of art as a historical source over time and what it can tell us about life, and develop important skills of critical reflection, knowing what they think in response to art.

Assessment focus for art – *Sketching*



Exploring and developing ideas



Curriculum Implementation

The teaching and implementation of the Art and Design Curriculum at Highfield CE Primary School is based on the National Curriculum and follows the progression of skills, ensuring a well structured approach to this creative subject. Pupils use their high quality sketch books across the school and take pride in their outcomes. Over the year, teachers will provide opportunity for pupils to showcase their artwork in class galleries.

The children are taught Art as part of their termly topic work. The lessons follow the long term plan for art and the teachers ensure progression of skills year on year. A range of media and themes are used across the school to ensure pupils have experienced a range of techniques. The work of famous local, national and international artists are explored to enhance the children's learning and these are carefully planned and mapped out so pupils experience a range of artists year on year. These artists will link to their own artwork that they are creating in class. The children's learning is further enhanced with a whole school arts week where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists. Throughout the year we offer art competitions and promote art outside the classroom; pupils are invited to engage in national competitions and visit galleries.

Unlike some subjects, we recognise that able and gifted artists may need longer to complete their artwork so we allow time for these pupils to ensure their creations are not rushed.

Curriculum Impact

A range of ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Teachers use 'sketching' and 'exploring and developing ideas' as their assessment focus, as well as considering the rest of the programme of study. SEN pupils are carefully considered and adaptations are made to ensure that they are included and well supported. Data is collected at the end of the school year and recorded on SIMS so teachers can see year on year which pupils are exceeding, met or working below national expectation.



Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly. Age related expectation levels are reported to parents at the end of the reception year.


Cultural Capital Opportunities

We believe, our pupils should accumulate a bank of cultural art experiences from different cultural opportunities through their time at Highfield. To enable pupils to experience real life art, we ensure that trips and visits are planned for throughout pupil's time at school. These include trips to sculpture park, visits to and/or from John Hansard gallery, visits to the beach to create natural outdoor sculptures and local artist visits. We also plan art competitions and whole school art projects to enable pupils to extend their creativity beyond the classroom.

	Year R	Year 1/2	Year 3/4	Year 5/6
Exploring and Developing Ideas	<ul style="list-style-type: none">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<ul style="list-style-type: none">Record and explore ideas from first hand observation, experience and imagination.	<ul style="list-style-type: none">Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	
	<ul style="list-style-type: none">Share their creations, explaining the process they have used	<ul style="list-style-type: none">Ask and answer questions about the starting points for their work, and develop their ideas.	<ul style="list-style-type: none">Question and make thoughtful observations about starting points and select ideas to use in their work.	
		<ul style="list-style-type: none">Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	<ul style="list-style-type: none">Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	
Key language	Material Texture Names of resources Experiment Mix	Artist Art Illustration Design/designer Different / the same / similar	Craftspeople Observation – first and second hand Change in art and design Cultures	Impact in their time Role and purpose of art Communicate Preference Evaluate
Drawing	<ul style="list-style-type: none">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<ul style="list-style-type: none">Use a variety of tools and media, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.	<ul style="list-style-type: none">Experiment with different grades of pencil and other implements, making informed choices about which to use.	
		<ul style="list-style-type: none">Use a sketchbook to gather and collect artwork.		<ul style="list-style-type: none">Use a sketchbook to reflect on techniques already learnt and experiment further.
		<ul style="list-style-type: none">Begin to explore the use of line, shape and colourExperiment with the visual elements; line, shape, pattern and colour.	<ul style="list-style-type: none">Use different grades of pencil to achieve variations in line, texture, tone, colour, shape and pattern, exploring the relationships between each technique.	<ul style="list-style-type: none">Use pencil techniques to indicate shadow and perspective when drawing.Experiment with learnt pencil techniques to create different effects, knowing how to choose the right pencil and technique.
		<ul style="list-style-type: none">Draw for a sustained period of time from the figure and real objects, including single and grouped objects.	<ul style="list-style-type: none">Draw for a sustained period of time at their own level.	<ul style="list-style-type: none">Work in a sustained and independent way from observation, experience and imagination.
			<ul style="list-style-type: none">Plan, alter and refine drawings and describe changes using art vocabulary.	

			<ul style="list-style-type: none">Use research to inspire drawings from memory and imagination.	
Key language	Drawing Ideas Pencil	Shape Rubber Crayon Felt Tip Pen Line – thick and thin Colour Pattern Outline Space on a page Experiment	Cross-hatching Stippling Shade Depth H = hard B = soft Image Shading Texture Tone Explore Technique	Perspective Shadow Manipulate Visual element Form Composition Highlight Reflection
Relevant artists		Van Gogh Freida Khalo	Paul Cezanne	Paul Nash Kehinde Wiley Pieter Claesz
Painting	<ul style="list-style-type: none">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<ul style="list-style-type: none">Mix secondary colours and shades using different types of paint to create shade (light and dark).	<ul style="list-style-type: none">Mix a variety of colours and know which primary colours make secondary colours; use more specific colour language e.g. tint, tone, shade, hue.Make and match colours with increasing accuracy.	<ul style="list-style-type: none">Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.
		<ul style="list-style-type: none">Use a variety of different brush sizes and types on a range of scales e.g. large brush on large paper etc.	<ul style="list-style-type: none">Choose paints and implements appropriately.	<ul style="list-style-type: none">Choose appropriate paint, paper and implements to adapt and extend their work
		<ul style="list-style-type: none">Create different textures e.g. use of sawdust.	<ul style="list-style-type: none">Experiment with different effects and textures including blocking in colour, washes, thickened paint etc.Plan and create different effects and textures with paint according to what they need for the task.	
		<ul style="list-style-type: none">Learn how to use effective brush strokes, brushing in the same direction and giving full coverage (dip, dip, dab, dab, brush, brush)		
		<ul style="list-style-type: none">Care for brushes		
				<ul style="list-style-type: none">Create imaginative work from a variety of sources.Show an awareness of how paintings are created (composition).
Key language	Colour Paint Mix Palette	Mix Paintbrush Powder paint Poster paint Block paint Thick Thin Bristles	Primary colour Secondary colour Tint Tone Shade Hue Effect Texture Block colour Colour wash Media	Warm and cold colours Complementary and contrasting colours Composition
Relevant artists		Kandinsky	Paul Klee Pablo Picasso	Claude Monet Keith Haring
Printing and Pattern	<ul style="list-style-type: none">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<ul style="list-style-type: none">Make marks in print with <i>natural objects</i>	<ul style="list-style-type: none">Research, create and refine a print using cardboard.Select broadly the kinds of material to print with in order to get the effect they want)	<ul style="list-style-type: none">Explore the technique of relief printing
		<ul style="list-style-type: none">Design patterns of increasing complexity and repetition.	<ul style="list-style-type: none">Explore pattern and shape, creating designs for printing.	<ul style="list-style-type: none">Organise their work in terms of pattern, repetition, symmetry or random printing styles.

		<ul style="list-style-type: none">Build a repeating pattern and recognise pattern in the environment.	<ul style="list-style-type: none">Build up layers and colours/textures of repeating pattern	<ul style="list-style-type: none">Choose inks and overlay colours.
			<ul style="list-style-type: none">Talk about the processes used to produce a simple print.	<ul style="list-style-type: none">Describe varied techniques.
Key language	Print Pattern	Repeating Pattern	Symmetry Resist Process Design Refine Improve Technique Tessellate	Relief Texture Mono Overlay
Relevant artists		Andy Warhol Aboriginal art	Escher William Morris	Hokusai BlexBolex
Textile and Collage		<ul style="list-style-type: none">Thread a needle, cut, glue and trim material.Begin to use a running stitch to join simple fabrics and pre-cut shapes	<ul style="list-style-type: none">Measure, tape or pin, cut and join fabric (temporarily and permanently) with some accuracy using a range of different stitches, (tack with running stitch,.Develop running stitch and cross stitch (binca) and apply to product.	<ul style="list-style-type: none">Construct products using permanent joining techniques e.g. pin, sew and stitch.Create a pattern with seams and use appropriate stitches to create a robust product. E.g. cross, running, chain, and blanket stitches.
	<ul style="list-style-type: none">Explore a variety of materials	<ul style="list-style-type: none">Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, to create a textured collage linked to topics studied	<ul style="list-style-type: none">Use a variety of techniques and media, inc. printing, dying, weaving, embroidery, paper and plastic trappings	<ul style="list-style-type: none">Use Batik to create a visual background to then build on top of this with the stitching techniques.
	<ul style="list-style-type: none">Make use of props and materials when role playing characters in narratives and stories.	<ul style="list-style-type: none">Create images/ideas from imagination, experience or observation.	<ul style="list-style-type: none">Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	
		Link to DT focus on being able to cut, shape and join fabric to make a simple garment (Elf coats)	Create a city scape to represent New York (Autumn 1 Cycle 2)	Each child makes a handkerchief size panel that then is stitched together to create a wall hanging <i>'Draw' with hot wax onto cotton fabric, which can then be painted or dyed and assembled to create a wall hanging.</i>  
Key language	Materials Clay Collage	Sew Thread Needle Cotton Knot Stitch Binka Weave Tie Running stitch Over Under Eye of the needle Fabric	Collage Printing Dyeing Weaving Embroidery Paper Visual Tactile	Back Stitch Chain Stitch Grade of thread Batik Resist

Relevant artists		Sheila Hicks Eileen Agar	Kurt Schwitters	Man Ray
3D Form	<ul style="list-style-type: none">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<ul style="list-style-type: none">Explore shape and form.	<ul style="list-style-type: none">Show an understanding of shape, space and form.	<ul style="list-style-type: none">Describe the different qualities involved in modelling, sculpture and construction.
		<ul style="list-style-type: none">Experiment with, construct and join recycled, natural and man-made materials more confidently.Make a simple papier mâché object	<ul style="list-style-type: none">Construct a simple clay base for extending and modelling other shapesManipulate clay in a variety of ways, e.g. rolling, kneading and shapingUse clay tools to create different effects	<ul style="list-style-type: none">Use recycled, natural and man-made materials (modrock) to create sculpture.Create sculpture and constructions with increasing independence.
			<ul style="list-style-type: none">Make informed choices about the 3D technique chosen.	<ul style="list-style-type: none">Plan a sculpture through drawing and other preparatory work.
			Make simple coil pot or model/tile/Canopic jar for Egypt project 	Link to visit to Sculpture Park and sculptor's work (eg Henry Moore, Anthony Gormley)
Key language		Papier mâché Construct Shape Form Model	Roll Kneading Shaping Join Natural Man-made Texture Coil	Sculpture Construction
Relevant artists		Andy Goldsworthy Jeff Koons	Henry Moore Antoni Gaudi	Giacometti Antony Gormley