

Art & Design Progression Map

Subject Intent

Our intent at St Oswald's is to encourage learners to become artists, fostering their creative thinking, developing children's capacity to think, imagine, invent, design and enjoy the experience. Through the implementation of a thorough and progressive art & design curriculum our children will be equipped with the necessary knowledge, skills and cultural capital to be contributing, well rounded citizens with high expectations and ambition.

To achieve this, our curriculum will provide the learning for children to become artists who have:

- the ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality
- the ability to communicate fluently in visual and tactile form
- the ability to draw confidently and adventurously from observation, memory and imagination
- the ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media
- an impressive knowledge and understanding of other artists, craft makers and designers
- the ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings
- independence, initiative and originality which they can use to develop their creativity
- the ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected
- the ability to reflect on, analyse and critically evaluate their own work and that of others
- a passion for and a commitment to the subject

National Curriculum	Threshold Concepts	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Milestone 1		Milestone 2		Milestone 3	
<p>KS1</p> <ul style="list-style-type: none"> ● Use experiences and ideas as the inspiration for artwork <p>KS2</p> <ul style="list-style-type: none"> ● Use experiences, other subjects across the curriculum and ideas as inspiration for artwork 	<p>Develop ideas</p> <p>This concept involves understanding how ideas develop through an artistic process.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Share their creations, explaining the process they have used</p>	<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 		<ul style="list-style-type: none"> ● 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 		<ul style="list-style-type: none"> ● Develop and imaginatively extend ideas from starting points throughout the curriculum ● 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 	

<p>KS1</p> <ul style="list-style-type: none"> • Share ideas using drawing, painting and sculpture • Explore a variety of techniques <p>KS2</p> <ul style="list-style-type: none"> • Develop and share ideas in a sketchbook and in finished products • Improve mastery of techniques 	<p>Master techniques</p> <p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Use a range of tools competently, safely and confidently, including scissors, paintbrushes, mark making tools</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Develop overall body-strength, balance, coordination and agility</p> <p>Painting:</p> <ul style="list-style-type: none"> • Create representations of people and objects using colour purposefully 	<p>Painting:</p> <ul style="list-style-type: none"> • Use thick and thin brushes • Mix primary colours to make secondary colours • Add white to colours to make tints and black to colours to make tones • Create colour wheels 	<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>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>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>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>Collage:</p> <ul style="list-style-type: none"> • Explore: scrunching 	<p>Collage:</p> <ul style="list-style-type: none"> • Use a combination of 	<p>Collage:</p>	<p>Collage:</p>	<p>Collage:</p>	

		tearing gluing mosaics using textured materials		materials that are cut, torn and glued • Sort and arrange materials • Mix materials to create texture	• Select and arrange materials for a striking effect • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic and montage			• Mix textures (rough and smooth, plain and patterned) • Combine visual and tactile qualities • Use ceramic mosaic materials and techniques	
		<u>Sculpture:</u> •Roll, cut and shape malleable materials. •Use materials to create representations of people and objects (junk modelling).	<u>Sculpture:</u> • 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.			<u>Sculpture:</u> • 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	<u>Sculpture:</u> • 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.		
		<u>Drawing:</u>		<u>Drawing:</u>	<u>Drawing:</u> • Use different hardnesses of		<u>Drawing:</u> • Use a variety of techniques to add	<u>Drawing:</u> • Use a variety of techniques to add	

		<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. 		<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>pencils to show line, tone and texture</p> <ul style="list-style-type: none"> • 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>interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <ul style="list-style-type: none"> • 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>interesting effects (e.g. reflections, shadows, direction of sunlight)</p> <ul style="list-style-type: none"> • 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><u>Print:</u></p> <ul style="list-style-type: none"> • Print shapes • Explore the prints objects make • Create patterns using print 	<p><u>Print:</u></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><u>Print:</u></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><u>Print:</u></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
		<p><u>Textiles:</u></p>	<p><u>Textiles:</u></p>			<p><u>Textiles:</u></p>	<p><u>Textiles:</u></p>	

		<ul style="list-style-type: none"> • Use an over and under weaving technique 	<ul style="list-style-type: none"> • Use weaving to create a pattern • Join materials using glue and/or a stitch • Use plaiting • Use dip dye techniques 			<ul style="list-style-type: none"> • Shape and stitch materials • Use basic cross stitch and back stitch • Colour fabric. • Create weavings • Quilt, pad and gather fabric 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. 	
				<p>Digital media:</p> <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes 		<p>Digital media:</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created 		<p>Digital media:</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations)
<p>KS1</p> <ul style="list-style-type: none"> • Learn about the work of a range of artists, artisans and designers <p>KS2</p> <ul style="list-style-type: none"> • Learn about the great artists, architects and designers in history 	<p>Take inspiration from the greats</p> <p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	<ul style="list-style-type: none"> • Use and explore a variety of techniques, experimenting with colour, design, texture, form and function 	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers • Use some of the ideas of artists studied to create pieces 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers • 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 			