

The Stonebridge School

Art and Design Progression Map

| | EYFS Nursery/Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Method, techniques, media and materials- making skills (including formal elements) | | | | | | | |
| Drawing | <p>Pupils know how to:</p> <ul style="list-style-type: none"> Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing <p>So that they can:</p> <p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p> | <p>Pupils know how to:</p> <ul style="list-style-type: none"> That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. <p>How to:</p> <ul style="list-style-type: none"> Hold and use drawing tools in different ways to create different lines and marks. Create marks by responding to different stimulus such as music. Overlap shapes to create new ones. Use mark making to replicate texture. Look carefully to make an observational drawing. Complete a continuous line drawing. <p>So that they can:</p> <p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Develop observational skills to look closely and reflect surface texture.</p> | <p>Pupils know how to:</p> <ul style="list-style-type: none"> How different marks can be used to represent words and sounds. That a combination of materials can achieve the desired effect. That charcoal is made from burning wood. <p>How to:</p> <ul style="list-style-type: none"> Use different materials and marks to replicate texture. Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. Use marks and lines to show expression on faces. Make a concertina book. Use drawing to tell a story. Use charcoal to avoid snapping and to achieve different types of lines. Use drawing pens. <p>So that they can:</p> <p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> | <p>Pupils know how to:</p> <ul style="list-style-type: none"> Use shapes identified within in objects as a method to draw. Create tone by shading. Achieve even tones when shading. Make texture rubbings. Create art from textured paper. Hold and use a pencil to shade. Tear and shape paper. Use paper shapes to create a drawing. Use drawing tools to take a rubbing. Make careful observations to accurately draw an object. Create abstract compositions to draw more expressively. <p>So that they can:</p> <p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> | <p>Pupils know how to:</p> <ul style="list-style-type: none"> Use pencils of different grades to shade and add tone. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other. Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'. Make choices about arranging cut elements to create a composition. Create a wax resist background. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a print. Create a monoprint. <p>So that they can:</p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> | <p>Pupils know</p> <ul style="list-style-type: none"> What print effects different materials make. <p>How to:</p> <ul style="list-style-type: none"> Analyse an image that considers impact, audience and purpose. Draw the same image in different ways with different materials and techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition. Decide what materials and tools to use based on experience and knowledge. <p>So that they can:</p> <p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> | <p>Pupils know how to:</p> <ul style="list-style-type: none"> Gesstural and expressive ways to make marks. Effects different materials make. The effects created when drawing into different surfaces <p>How to:</p> <ul style="list-style-type: none"> Use symbolism as a way to create imagery. Combine imagery into unique compositions. Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects. <p>So that they can:</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece.</p> |

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Art and Design Progression Map

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| Painting and Mixed media | <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Explore paint, using hands as a tool. ● Describe colours and textures as they paint. ● Explore what happens when paint colours mix. ● Make natural painting tools. ● Investigate natural materials eg paint, water for painting. ● Explore paint textures, for example mixing in other materials or adding water. ● Respond to a range of stimuli when painting. ● Use paint to express ideas and feelings. ● Explore colours, patterns and compositions when combining materials in collage. <p>So that they can:</p> <p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome</p> | <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Combine primary coloured materials to make secondary colours. ● Mix secondary colours in paint. ● Choose suitable sized paint brushes. ● Clean a paintbrush to change colours. ● Print with objects, applying a suitable layer of paint to the printing surface. ● Overlap paint to mix new colours. ● Use blowing to create a paint effect. ● Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. <p>So that they can:</p> <p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.</p> | <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Mix a variety of shades of a secondary colour. ● Make choices about amounts of paint to use when mixing a particular colour. ● Match colours seen around them. ● Create texture using different painting tools. ● Make textured paper to use in a collage. ● Choose and shape collage materials eg cutting, tearing. ● Compose a collage, arranging and overlapping pieces for contrast and effect. ● Add painted detail to a collage to enhance/improve it. <p>So that they can:</p> <p>Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> | <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Use simple shapes to scale up a drawing to make it bigger. ● Make a cave wall surface. ● Paint on a rough surface. ● Make a negative and positive image. ● Create a textured background using charcoal and chalk. ● Use natural objects to make tools to paint with. ● Make natural paints using natural materials. ● Create different textures using different parts of a brush. ● Use colour mixing to make natural colours. <p>So that they can:</p> <p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion</p> | <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials. <p>So that they can:</p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style</p> | <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Develop a drawing into a painting. ● Create a drawing using text as lines and tone. ● Experiment with materials and create different backgrounds to draw onto. ● Use a photograph as a starting point for a mixed-media artwork. ● Take an interesting portrait photograph, exploring different angles. ● Adapt an image to create a new one. ● Combine materials to create an effect. ● Choose colours to represent an idea or atmosphere. ● Develop a final composition from sketchbook ideas <p>So that they can:</p> <p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> | <p>Pupils know how to:</p> <p>Use sketchbooks to research and present information.</p> <ul style="list-style-type: none"> ● Develop ideas into a plan for a final piece. ● Make a personal response to the artwork of another artist. ● Use different methods to analyse artwork such as drama, discussion and questioning angles. <p>So that they can:</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> |
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| Sculpture and 3D | <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Explore the properties of clay. ● Use modelling tools to cut and shape soft materials eg. playdough, clay. ● Select and arrange natural materials to make 3D artworks. ● Talk about colour, shape and texture and explain their choices. ● Plan ideas for what they would like to make. ● Problem-solve and try out solutions when using modelling materials. ● Develop 3D models by adding colour. <p>So that they can:</p> <p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</p> | <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Roll and fold paper. ● Cut shapes from paper and card. ● Cut and glue paper to make 3D structures. ● Decide the best way to glue something. ● Create a variety of shapes in paper, eg spiral, zig-zag. ● Make larger structures using newspaper rolls. <p>So that they can:</p> <p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.</p> | <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Smooth and flatten clay. ● Roll clay into a cylinder or ball. ● Make different surface marks in clay. ● Make a clay pinch pot. ● Mix clay slip using clay and water. ● Join two clay pieces using slip. ● Make a relief clay sculpture. ● Use hands in different ways as a tool to manipulate clay. ● Use clay tools to score clay <p>So that they can:</p> <p>Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> | <p>Pupils know:</p> <ul style="list-style-type: none"> ● That layering materials in opposite directions make the handmade paper stronger. <p>How to:</p> <ul style="list-style-type: none"> ● Use a sketchbook to research a subject using different techniques and materials to present ideas. ● Construct a new paper material using paper, water and glue ● Use symbols to reflect both literal and figurative ideas. ● Produce and select an effective final design. ● Make a scroll. ● Make a zine. ● Use a zine to present information. <p>So that they can:</p> <p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>So that they can:</p> <p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.</p> | <p>Pupils know:</p> <ul style="list-style-type: none"> ● That a mood board is a visual collection which aims to convey a general feeling or idea. ● That batik is a traditional fabric decoration technique that uses hot wax. <p>How to:</p> <ul style="list-style-type: none"> ● Select imagery and use as inspiration for a design project. ● To know how to make a mood board. ● Recognise a theme and develop colour palettes using selected imagery and drawings. ● Draw small sections of one image to docs on colours and texture. ● Develop observational drawings into shapes and pattern for design. ● Transfer a design using a tracing method. ● Make a repeating pattern tile using cut and torn paper shapes. ● Use glue as an alternative batik technique to create patterns on fabric. ● Use materials, like glue, in different ways depending on the desired effect. ● Paint on fabric. ● Wash fabric to remove glue to finish a decorative fabric piece. <p>So that they can:</p> <p>Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> | <p>Pupils know:</p> <ul style="list-style-type: none"> ● The steps to make a monoprint. ● When a roller is sufficiently inked. <p>How to:</p> <ul style="list-style-type: none"> ● Make an observational drawing of a house. ● Use shapes and measuring as methods to draw accurate proportions. ● Select a small section of a drawing to use as a print design. ● Develop drawings further to use as a design for print. ● Design a building that fits a specific brief. ● Draw an idea in the style of an architect that is annotated to explain key features. ● Draw from different views, such as a front or side elevation. ● Use sketchbooks to research and present information about an artist. ● Interpret an idea in into a design for a structure. <p>So that they can:</p> <p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> | <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● How different materials can be used to produce photorealistic artwork. ● That macro photography is showing a subject as larger than it is in real life. <p>How to:</p> <ul style="list-style-type: none"> ● Create a photomontage. ● Create artwork for a design brief. ● Use a camera or tablet for photography. ● Identify the parts of a camera. ● Take a macro photo, choosing an interesting composition. ● Manipulate a photograph using photo editing tools. ● Use drama and props to recreate imagery. ● Take a portrait photograph. ● Use a grid method to copy a photograph into a drawing. <p>So that they can:</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas</p> |
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Making skills (including formal elements)

| Colour | Pupils know: The names of a wide range of colours. Colours can be mixed to make new colours. | Pupils know: That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours. | Pupils know: Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination | Pupils know: Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. | Pupils know: Adding black to a colour creates a shade. Adding white to a colour creates a tint. | Pupils know: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. | Pupils know: A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. |
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| Form | Pupils know: Modelling materials can be shaped using hands or tools. | Pupils know: Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture. | Pupils know: That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on | Pupils know: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract. | Pupils know: Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials | Pupils know: An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece. | Pupils know: The surface textures created by different materials can help suggest form in two-dimensional art work. |
| Shape | Pupils know: The names of simple shapes in art. | Pupils know: A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it. | Pupils know: Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes. | Pupils know: Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art. | Pupils know: How to use basic shapes to form more complex shapes and patterns. | Pupils know: Shapes can be used to place the key elements in a composition | Pupils know: How an understanding of shape and space can support creating effective composition. |
| Line | Pupils know: Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'. | Pupils know: Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings. | Pupils know: Lines can be used to fill shapes, to make outlines and to add detail or pattern. | Pupils know: Using different tools or using the same tool in different ways can create different types of lines. | Pupils know: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. | Pupils know: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. | Pupils know: How line is used beyond drawing and can be applied to other art forms. |
| Pattern | Pupils know: When they have made a pattern with objects/colours/drawn marks and be able to describe it | Pupils know: That a pattern is a design in which shapes, colours or lines are repeated. | Pupils know: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork. | Pupils know: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns. | Pupils know: Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. | Pupils know: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. | Pupils know: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. |

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| Texture | Pupils know: Simple terms to describe what something feels like (eg. bumpy). | Pupils know: That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks. | Pupils know: Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint. | Pupils know: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. | Pupils know: How to use texture more purposely to achieve a specific effect or to replicate a natural surface | Pupils know: How to create texture on different materials. | Pupils know: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. |
| Tone | Pupils know: There are different shades of the same colour and identify colours as 'light' or 'dark'. | Pupils know: That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced. | Pupils know: Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour'). | Pupils know: That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. | Pupils know: That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork. | Pupils know: Tone can help show the foreground and background in an artwork. | Pupils know: That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images |
| Knowledge of Artists | | | | | | | |
| Meanings | Pupils know: This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. | Pupils know: Some artists are influenced by things happening around them. | Pupils know: Some artists create art to make people aware of good and bad things happening in the world around them. | Pupils know: Art from the past can give us clues about what it was like to live at that time. | Pupils know: Art can communicate powerful statements about right and wrong. | Pupils know: Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. How an artwork is interpreted will depend on the life experiences of the person looking at it. | Pupils know: Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. |

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| Interpretations | <p>Pupils know: This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</p> | <p>Pupils know: Sometimes artists concentrate on how they are making something rather than what they make. Artists living in different places at different times can be inspired by similar ideas or stories.</p> | <p>Pupils know: Art can be figurative or abstract.</p> | <p>Pupils know: The meanings we take from art made in the past are influenced by our own ideas.</p> | <p>Pupils know: Designers can make beautiful things to try and improve people's everyday lives. How and where art is displayed has an effect on how people interpret it.</p> | <p>Pupils know: Artists use self-portraits to represent important things about themselves. Artists create works that make us question our beliefs. Visual designs can represent big ideas like harmony with nature or peace.</p> | <p>Pupils know: Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it.</p> |
| Materials and Processes | <p>Pupils know: Artists use modelling materials like clay to recreate things from real life. Artists choose colours to draw or paint with. Artists draw many different things and use different tools to draw with. Sometimes artists are inspired by the seasons. Some art doesn't last long- it is temporary. Sometimes artists cut and stick photos to make new images.</p> | <p>Pupils know: Artists can use everyday materials that have been thrown away to make art. Artists choose materials that suit what they want to make.</p> | <p>Pupils know: Illustrators use drawn lines to show how characters feel. Artists try out different combinations of collage materials to create the effect they want. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a brief or 'commission'</p> | <p>Pupils know: Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. Artist make decisions about how their work will be displayed.</p> | <p>Pupils know: Artists can choose particular materials to communicate a message. Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time and money available to them. Artists use drawing to plan ideas for work in different media.</p> | <p>Pupils know: Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery with paint or print. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses</p> | <p>Pupils know: Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed. Artists can make work by collecting and combining ready-made objects to create 'assemblage'. Artforms are always evolving as materials and techniques change over time.</p> |



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| So that they can: | Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects. | Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. | Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display art work, understanding how artists consider their viewer and the impact on them | Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. |
| Knowledge of Artists: Themes | | | | | | | |
| Nature | Painting and mixed media: Paint my world Seasonal crafts: Autumn wreaths, Suncatchers | | Painting and mixed media: Life in colour | Drawing: Growing artists Painting and mixed media: Prehistoric painting | Craft and design: Fabric of nature | Craft and design: Architecture | |
| Celebration | Seasonal crafts: Salt dough decorations, Egg threading | | | | | | Sculpture and 3D: Making memories |
| Sustainability | | Craft and design: Woven wonders | | | Sculpture and 3D: Mega materials | | |
| Identity | Drawing: Marvellous marks | Sculpture and 3D: Paper play | Painting and mixed media: Life in colour | | Sculpture and 3D: Mega materials | Drawing: I need space Painting and mixed media: Portraits | Drawing: Make my voice heard Painting and mixed media: Artist study Sculpture and 3D: Making memories |

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| Stories | | | Drawing: Tell a story | Painting and mixed media: Prehistoric painting Craft and design: Ancient Egyptian scrolls | Sculpture and 3D: Mega materials | Sculpture and 3D: Interactive installation | Sculpture and 3D: Making memories |
| Right and Wrong | | | | | Sculpture and 3D: Mega materials | | Drawing: Make my voice heard |
| Symbol | | | Craft and design: Map it out | Craft and design: Ancient Egyptian scrolls | | Drawing: I need space | Drawing: Make my voice heard |

Evaluating and Analysing

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| What is art? | <p>Pupils Know:</p> <p>Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p> | <p>Pupils Know:</p> <p>Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. Craft is making something creative and useful.</p> | <p>Pupils Know:</p> | <p>Pupils Know:</p> <p>Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose.</p> | <p>Pupils Know:</p> <p>Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside. Art is interpreted differently depending on how it is displayed. Artworks can fit more than one genre.</p> | <p>Pupils Know:</p> <p>Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. Art, craft and design can be functional and affect human environments and experiences.</p> | <p>Pupils Know:</p> <p>Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Art can be a digital art form, like photography.</p> |
| Why do people make art? | | | <p>Pupils Know:</p> <p>People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.</p> | <p>Pupils Know:</p> <p>People use art to tell stories and communicate. People can make art to express their views or beliefs. People make art for fun, and to make the world a nicer place to be. People use art to help explain or teach things. People make art to explore big ideas, like death or nature</p> | <p>Pupils Know:</p> <p>Art can be created to make money; being an artist is a job for some people. Art, craft and design affects the lives of people who see or use something that has been created. Artists make work to explore right and wrong and to communicate their own beliefs.</p> | <p>Pupils Know:</p> <p>People make art to express emotion. People make art to encourage others to question their ideas or beliefs. People make art to portray ideas about identity. People make art to fit in with popular ideas or fashions.</p> | <p>Pupils Know:</p> <p>Sometimes people make art to express their views and opinions, which can be political or topical. Sometime people make art to create reactions. People use art as a means to reflect on their unique characteristics.</p> |

The Stonebridge School

Art and Design Progression Map

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| How do people talk about art? | <p>So that they can: Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.</p> | <p>So that they can: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p> | <p>So that they can: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p> | <p>Pupils know: People can have their own opinions about art, and sometimes disagree. One artwork can have several meanings.</p> <p>So that they can: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.</p> | <p>Pupils know: Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work. Artists evaluate what they make and talking about art is one way to do this.</p> <p>So that they can: Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.</p> | <p>Pupils know: People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. Some artists become well-known or famous and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.</p> <p>So that they can: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p> | <p>Pupils know: Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.</p> <p>So that they can: Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> |
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