

Heelands School

Art and Design Progression Map

Intent

At Heelands School our curriculum is planned so that pupils cover the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

Implementation

Each unit comes with an overview, an end of unit assessment pack and additional resources to give the teacher and adults leading art confidence in progression of skills and knowledge and that outcomes have been met. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we have suggested develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We have suggested a specific series of lessons for each year group, which will offer structure and narrative. They are by no means to be used exclusively, but can be used to support planning.

Impact

Art and design learning is enjoyed by pupils across school. Teachers have higher expectations and high quality evidence can be presented in a variety of ways. Children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and curiosity about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competency in improving their resilience and perseverance by evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Art and Design National Curriculum.

For more detail about linked subject progression within the EYFS Framework, please refer to [these documents](#).

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- 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.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

	KS1	The Year 1 Artist	The Year 2 Artist
Exploring and Developing Ideas	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a respond positively to ideas and starting points; b explore ideas and collect information; c describe differences and similarities and make links to their own work; d try different materials and methods to improve; e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p>Is beginning to be able to say what they like or dislike about their work.</p> <p>Is happy to experiment with new ideas.</p> <p>Has a growing art vocabulary to draw upon.</p>	<p>Can evaluate their work and suggest ideas to improve it.</p> <p>Can discuss how their work is similar to or different from another piece.</p> <p>Can research which material or techniques might be best for their piece.</p>
Drawing	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips; d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 	<p>Can draw carefully from observation.</p> <p>Record shapes, positioning, marks and features with some care.</p> <p>Use a range of media/mark making implements with growing control.</p> <p>Use fine and gross motor control skills with growing control.</p>	<p>Explores tone using different grades of pencil, pastel and chalk.</p> <p>Can make line and shape drawings from observation adding light/dark tone and colour.</p>

<p>Painting</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools; c mix primary colours to make secondary colours; d add white and black to alter tints and shades; e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. 	<p>Is beginning to choose appropriate painting materials for a planned or desired effect, eg painting a background.</p> <p>Knows that different tools give different results.</p>	<p>Can investigate, experiment, mix and apply colour for a purpose.</p> <p>Knows which brush or tool would be best and say why.</p> <p>Knows how to make the colour or shade they need.</p>
<p>Sculpture</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture; d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. 	<p>Create art using malleable materials, such as clay, modroc and modelling clay.</p>	<p>Use malleable materials to create objects for a purpose, such as a vase. Create sculptures from observation.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Collage</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<p>Can select different materials from arrange of resources considering content, shape and texture.</p>	<p>Can select and modify by cutting and tearing before adding other marks and colour to represent an idea.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Printing</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy an original print; b use a variety of materials, e.g. sponges, fruit, blocks; c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<p>Can explore and create patterns and textures with a range of found materials</p>	<p>Can repeat a pattern randomly or tiled on a grid with a range of blocks.</p> <p>Can print, controlling line and tone using tools or pressure.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Work of Other Artists</p>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>KS1 Art and Design National Curriculum</p> <p>To understand 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>Children can:</p> <ul style="list-style-type: none"> a describe the work of famous, notable artists and designers; b express an opinion on the work of famous, notable artists such as: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Jackson Pollock, Wassily Kandinsky, Piet Mondrian, van Gogh, Henri Rousseau, Michelle Reader, Barbara Hepworth. c use inspiration from famous, notable artists to create their own work and compare; d use key vocabulary to demonstrate knowledge and understanding in this strand. 	<p>Make links between work produced by artists and their own work.</p> <p>Is beginning to identify the work of particular artists.</p>	<p>Express verbal opinions confidently.</p> <p>Express a response to the work of different artists.</p> <p>Has a growing knowledge of artists and can talk about those they particularly like.</p>
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