

St. John's Primary Academy – Progression of experiences – Art, Craft and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Objectives	Key Stage 1 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.		Key stage 2 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In key stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different art, craft and design.			
	Pupils should be taught: <ul style="list-style-type: none"> 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, crafts makers and designers, describing the differences and similarities between the practices and disciplines, and making links to their own work. 		Pupils should be taught: <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay). About great artists, architects and designers in history. 			
Generating Ideas	To experiment with an open mind, trying out and using different materials that are presented to them.	To experiment with different materials freely. To try out different activities and make sensible choices as to what to do next. To use drawings to record different experiences. (Experimentation recorded in sketchbooks)	To gather and review information, references and resources related to their ideas and intentions. To use a sketchbook for different purposes including, recording observations, planning and shaping ideas. To explore and experiment with ideas and materials within sketchbooks. (recording and experimenting in sketchbooks).	To use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan outcomes. (Sketchbooks show several different versions of an idea and how research has led to improvements into their proposed outcomes).	Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations, developing ideas, testing materials, planning and recording information.	Independently develop a range of ideas which show curiosity, imagination and originality. Investigate, research and test out ideas and plans using sketchbooks. (Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)
Drawing	To know that through experimentation, different marks can be made. To know how to make lines of different lengths thicknesses, colours, shades, using variety of materials and techniques. To know what sketching is. To know how to create observational drawing (introduce –drawing what you can see – ‘careful looking’.)	To know that tone refers to the lightness and darkness of something and use simple tone in own work. To know how to draw from observations. To know what hatching, cross hatching and stippling are and begin to include it in their work. To know that drawing pencils are graded and B’s make darker shades and H lighter shades. To know through experimentation different marks can be made.	To know how to use a viewfinder to capture tiny details. To learn how to draw a portrait with correct facial proportions. To know how to use different pencils to create more complex tones – B to H - and to know that different ways of holding a pencil can affect tone created. To know that the direction of a light source will create shadow and apply to observational drawing.	To know how to apply and blend charcoal to create areas of tone To know how to use a viewfinder to capture tiny details. To know that the direction of a light source will create shadow and shade and apply to observational drawing and simple 3D shapes (sphere, cube, cuboid).	To know that ‘perspective’ in drawing gives the idea of special depth. To know how the size and position of objects can suggest near/far. To know that the vanishing point in a drawing is where all parallel lines intersect and is always on the horizon line. To experiment with creating drawings that have a vanishing point.	To know how to find and use a variety of sources to influence and develop a personal study which develops drawing skills. To know how to select appropriate media and techniques to achieve a specific outcome. To be able to draw for a sustained period of time, over a number of sessions. To know that compositions can be ‘made up’/created. To be able to develop drawings with perspective and focal points. To know how to use tone to capture light+ shade, contrast + shadow and create depth. To know how to adapt drawings according to evaluations and discuss further developments.
Drawing Vocabulary	Line Mark/s Continuous Drawing surface Pressure Long, short, Thick/Thin Careful looking Pencil Pastel Coloured Pencil Observe	Mark making Tone Light Dark Hatching Cross hatching Stippling Observation	Viewfinder Drawing Pencils Tone Pressure Pencil grip Light source Direction Shadow Observation Observational drawing	Charcoal Blend Viewfinder Detail Composition Three-dimensional Sphere, cube, cuboid	Perspective Distance Near/far Foreground Background Vanishing point Parallel	Composition Real/Imaginary perspective Vanishing point Light Shade Tone Foreground background
Painting	To know how to correctly set up equipment for painting. To know how to confidently handle paint and brushes: thick and thin and select brush for desired purpose. To know how to paint simple compositions – 3 objects. To know how to paint using a range of tools (brushes, fingers, found objects etc) To experiment with using different consistencies of paints and different types of paints (e.g. ready mix, watercolours and powder paints). (extra thick/really runny). To know and recognise primary colours. To know how to mix primary colours to create secondary colours.	To know how to correctly set up equipment for painting. To know how to select appropriate brushes for task in hand and be able to explain why they have chosen them. To know how to make tints (lighten) a colour by adding white. To begin to use a range of paints (e.g. ready mix, watercolour). To identify and make warm and cold colours. To be able to talk about why they have selected colours for their artwork.	To know how to independently correctly set up equipment for painting. To be able to set up and pack away own equipment for painting. To know how to make shades (darken) a colour by adding black. To know how to paint a colour wash. To know about and experiment with, stippling and sponging techniques. To know how to use dirty water or pale chalk to prepare outlines for painting. To know that colours can reflect mood. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)	To independently correctly set up equipment for painting. To explore a range of different brush strokes when painting and know why/when they might be used. To apply knowledge of tints and shades when painting. To know how to develop own composition by arranging objects (3 objects) to create a desired effect. To experiment with hues by changing the amount of primary colour added to increase saturation. To begin to discuss how they are influenced by the work of other artists.	To know how to paint on different surfaces (e.g. card, newspaper, diff. colours, canvas) and experiment with different effects and textures. To know how to mix tertiary colours. To know how to mix colours, shades, tones and tints with confidence, building on previous knowledge. To be able to select colour for purpose explaining choices. To know how to link background, middle and foreground to colour (pale colours recede, strong colours advance). To know how to mix and use more complex colours in own work, selecting colours to depict own thoughts, feelings and intentions.	To know how to plan + prepare a composition based on personal chosen theme and with simple perspective. To know which are harmonious colours and contrasting colours and their placement on the colour wheel. To be able to work in a sustained and independent way, developing own style. To know how to apply paint to show textures. To purposefully control the types of marks, brushstrokes used to create desired effect. To know how to work with a ‘limited palette’ (one colour tints/ shades/ sepia) To know how to link painting + collage to create multi-media pieces. To know how to express feelings, emotions + events through colour selection..
Painting Vocabulary	‘Water, sponge, paint, pallet’ Paint Paintbrush Thickness Composition	‘Water, sponge, paint, pallet’ Tints Lighten Darken Properties (of different paint)	‘Water, sponge, paint, pallet’ Shades Lighten Tone Tonal value	‘Water, sponge, paint, pallet’ Brush strokes Darken Hue saturation	‘Water, sponge, paint, pallet’ Painting surface Tertiary colours Background Middleground	‘Water, sponge, paint, pallet’ Harmonious Contrasting Colour wheel Placement

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	<p>Consistency Thick Runny Primary Colours – Red, Yellow, Blue Secondary Colours – Orange, Purple, Green Colour mixing</p>	<p>Primary Colours Secondary Colours Mix Colour wheel Warm colours Cold colours</p>	<p>Colour wash Stippling Sponging Technique Outlines Preparation/prepare</p>	<p>Flat wash cross hatch Hatching Drybrush painting Scumbling Sgraffito Splattering Composition Mood</p>	<p>Foreground Pale Strong Recede Dominant Bold</p>	<p>Texture Application Limited palette</p>
<p>Sculpture – (Either Clay or other materials) and Architecture</p>	<p>Sculpture using Other Materials – architecture (BBH and ccl link to London Buildings – great fire of London). To begin to know 3D shapes as 'form'. To begin to know that where there is no object, this is 'space'. To construct using a range of media. To know how to use glue, pastes, tape etc to join materials in the construction purposes. To know how to use scissors correctly to cut different materials safely. To discuss the different types of buildings in the locality of BBH. To begin to know and use terms colour, shape, texture and form when developing 3D work.</p>	<p>Sculpture using Clay To know how to use slip to join clay. To know how to use clay tools to create surface textures on clay. To know how to make holes in clay (doughnut shapes). To know how to imprint (make marks) in clay with a range of tools. To know how to roll out clay (e.g. to make tiles/bases). To know that we can build clay up to create 'form' and leave areas to create 'space'. To explore the architecture of Lincoln Cathedral.</p>	<p>Sculpture Other Materials – PAPER MACHE/GLUE MIX To know how to collect ideas for sculpture by researching and recording in sketch books. (magazines/ internet...) To know how to sketch ideas for a sculpture, considering both front and back views. To know how to make simple 'formers' using paper scrunching/crumpling, rolled up paper, layering to create 3D sculptures. To know about different adhesives and methods used in construction – e.g prittstick, pva, masking tape. To know how to create a model form in 3D using a papier mache. To show an awareness of how texture, form and shape can be transferred from 2D to 3D. To know about the works of famous sculptors and architects. (ccl Roman architecture and Egyptian architects and sculptors).</p>	<p>Sculpture Clay To know how to roll out clay to make coils e.g. for pot. To know how to join and secure pieces of clay using slip. To know how to create a sculpture form using clay. To know how to add paint and varnish to change the finish of clay work. To know how to make thumb/pinch pots using clay. To know how to create decorative techniques (brushing, combing, pricking etc) on clay. To know how to adapt work where necessary and explain why. To know about the work of other clay sculptors and how these have influenced their own ideas/designs.</p>	<p>Sculpture Other Materials – To know how to collect ideas for sculpture by researching and recording in sketch books. (magazines/ internet...) making annotations about own likes, dislikes and possible influences for own sculptures. To know how to sketch out ideas for own sculptures, adapting and developing sketch ideas, explaining reasoning for their developments. To know that 3D art forms will be observed from different viewpoints. To know how to develop different surface textures on sculptures e.g. Modroc (Flat, scrumpled, pleated), collage, sand, wood shavings etc. To know how to transform 2D ideas into 3D forms. To know how to construct with different materials to make my own sculpture. To know about the work of different sculptors and relate these to their own ideas and designs.</p> <p>** Modroc H and S</p>	<p>Sculpture - personal choice of media *Hand S MOD ROC - Risks To recognise sculptural forms in the environment and use these as inspiration for their own sculptures. To know how to use a variety of materials (e.g. willow sticks /wire etc) to create formers for a freestanding sculpture. To know how to apply a skin (clay/Modroc/tights/other) to formers to create own sculpture. To know how to select appropriate resources to create desired surface textures. To independently select own sculpture materials and be able to give reasons for their choices. To independently recognise problems and adapt work where necessary- taking inspiration from other sculptors.</p> <p>** Modroc H and S</p>
<p>Sculpture Vocabulary</p>	<p>Collect Theme Form Space Formers Sculpture Join Colour Shape Texture Three Dimensiona;</p>	<p>Air drying Clay Form Space Score Slip Blend Texture Imprint Clay tools</p>	<p>Research Front view Back view Former(s) Scrunching Crumpling mould Space Papier mache Consistency Texture</p>	<p>Clay tools Roll Coil Slip Varnish Glaze Surface finish Thumb pot Pinch pot Coil pot Decorative Aesthetics</p>	<p>Research Ideas Collect development Inspiration Surface textures Finishes Modroc Gauze Plaster Health and safety Skin (Modroc skin) creative</p>	<p>Wire Willow sticks Apply Formers Surface textures Desired effects Aesthetics Adapt/adaptations</p>
<p>Collage or Printing</p>	<p>Collage To begin to use scissors and tearing to create a range of shapes. To know how to stick paper to create simple collage pictures.</p>	<p>Printing To explore printing using a range of simple objects to print with. To know what a monoprint is. To create own monoprint.</p>	<p>Collage To use collage as a means of collecting ideas and information to build a visual brainstorm. To collect and select papers to form a collaged image.</p>	<p>Collage To know how to use scissors in a controlled way to cut with accuracy. To experiment with a range of collage techniques such as tearing, overlapping and layering to create images.</p>	<p>Printing To understand the difference between repeat printing and mono printing. To know about the work of famous printers, exploring and discussing their work. To use sketchbooks to explore and develop own prints making changes where needed. To identify how famous printers and prints have influenced their own ideas and designs. To know how to use tracing paper to transfer images to use for printing. To know how to create a polystyrene tile printed pattern. To explore how half drop patterns can be created.</p>	<p>Collage To use collage as a means of extending work from initial ideas. To know how to add collage to a painted, printed or drawn background. To experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images.</p>
<p>Collage/Printing Vocabulary</p>	<p>Collage Scissors Cut Tear Torn Fold Crumple Stick Glue</p>	<p>Pattern Repeat Transfer Image Print</p>	<p>Printed forms Printing Industry Wallpaper Wrapping paper Textiles Pattern Repeated patterns Inks Dyes Impressed Printing Styrofoam Image Indent Impression Roller</p>	<p>Fold Crumple Tear Cut Pleat Arrange Control Accurate/Accuracy Fixing Adhesives Glue</p>	<p>Alternate Half drop Tracing paper</p>	<p>Extend Develop Creative Collage techniques Overlapping Layering</p>
<p>Evaluate and analyse</p>	<p>To know how to recognise and describe key features of their own and the work of others. To know how to identify something they really like about their work and explain why.</p>	<p>To know how to recognise and describe key features of their own and the work of others.</p>	<p>To know how to express clear preferences when looking at artwork and begin to give some reasons for these using some basic language of art (formal elements – colour,shape,line,form,space,texture)</p>	<p>To know how to express clear preferences,likes,dislikes when looking at own and others artwork and give reasons for these using basic language of art (formal elements – colour,shape,line,form,space,texture)</p>	<p>To regularly analyse and reflect on progress taking account of intentions and purposes To know how to use with a greater range of vocabulary to describe their own and work of</p>	<p>To regularly analyse and reflect on progress taking account of intentions and purposes and what they hoped to achieve.</p>

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differences, similarities,		To know how to identify something that they like about their work and suggest one way they may improve it further. To be able to express clear preferences and give some reasons for these when looking at creative work.	To know how to reflect upon what they like and dislike about their own work in order to improve it. To be able to make links between own work and other artists, craftmakers and designers.	To know how to use their own and other's opinions of their work to identify how to improve. To be able to make links between their own work and other artists, craftmakers and designers.	others, including; Tone, colour pattern, texture, line, shape, form and space. To be able to make links between their own work and other artists, craftmakers and designers.	To know how to use with a greater range of vocabulary to describe their own and work of others, including; Tone, colour pattern, texture, line, shape, form and space. To be able to make links between their own work and other artists, craftmakers and designers. To be able to develop a reasoned evaluation of both their own and professional's work which takes account of starting points, intentions and context behind the work.
Evaluating and Analysing Vocabulary	Share Discuss Think Like Why Because	Reflect Discuss Share Feedback Present Listen Preference suggest	Present Share Respond Listen Explain Outcome Preference Suggestion Link	Reflect Share Reflect Respond Articulate Feedback Crit Similarities Differences	Present Share Reflect Respond Articulate Feedback Crit Similarities Differences	Present Share Reflect Respond Articulate Feedback Crit Similarities Differences
Significant and Relevant Artists Crafts people Designers Architects (Global and local)	To know about the work of a range of artists, crafts makers and designers, describing the differences and similarities between the practices and disciplines, and making links to their own work. (At least 3 different artists, craft people, designers or architects) (see separate artists overview)	To know about the work of a range of artists, crafts makers and designers, describing the differences and similarities between the practices and disciplines, and making links to their own work. (At least 3 different artists, craft people, designers or architects) (see separate artists overview)	To know about the work of a range of artists, crafts makers and designers, describing the differences and similarities between the practices and disciplines, and making links to their own work. (At least 3 different artists, craft people, designers or architects) (see separate artists overview)	To know about the work of a range of artists, crafts makers and designers, describing the differences and similarities between the practices and disciplines, and making links to their own work. (At least 3 different artists, craft people, designers or architects) (see separate artists overview)	To know about the work of a range of artists, crafts makers and designers, describing the differences and similarities between the practices and disciplines, and making links to their own work. (At least 3 different artists, craft people, designers or architects) (see separate artists overview)	To know about the work of a range of artists, crafts makers and designers, describing the differences and similarities between the practices and disciplines, and making links to their own work. (At least 3 different artists, craft people, designers or architects) (see separate artists overview)
AccessArt Possible Pathways to <i>support</i> the St. John's Scheme	AA – Year 1 -Spirals AA – Year 1 - Simple printing AA – Year 1 - Making Birds		AA – landscape painting -tone in the landscape	AA – Year 3 – Gestural Drawing with Charcoal	AA -Pathway: Drawing and Making Inspired by Maurice Sendak (Mod roc pathway) Year 5 – Land and city scapes (paint) (Drawing) – perspective/vanishing points	AA – Henry Moore and his shelter drawings Sculpture ideas from AA Pathway Shells