

# Progression Document



# WEST RISE

Art and Design



# Progression Document - Art and Design



## West Rise Curriculum

**At West Rise, we grow Artists who...**

*Know how to use and implement the skills they have learnt to create art work.*

*Are able to work confidently with artistic freedom to fulfil their visions.*

*Understand that skills can be developed through practice and curiosity.*

West Rise Aims and Purpose		
Intent	Aims	Character Traits
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, sewing 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.	We focus on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons help to 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, and creativity of our nation.	<ul style="list-style-type: none"><li>• To show kindness when appreciating each other's work.</li><li>• Developing the perseverance and resilience needed to keep experimenting with artistic skills.</li><li>• Allowing opportunities for enjoyment, fun and free-spiritedness</li><li>• Work with each other to build on techniques and ideas.</li></ul>

## National Curriculum

<b>National Curriculum Aims and Purpose</b>		
<b>Purpose of Study</b>	<b>Aims</b>	<b>Attainment Targets</b>
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>➤ Produce creative work, exploring their ideas and recording their experiences</li> <li>➤ Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>➤ Evaluate and analyse creative works using the language of art, craft and design</li> <li>➤ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>	<p>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.</p>
<b>Subject Content</b>		
<p><b>Key Stage One</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences</li> <li>• and imagination</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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</li> </ul>	<p><b>Key Stage Two</b></p> <p>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 kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• About great artists, architects and designers in history.</li> </ul>	

## Progression - Knowledge and Skills

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
<b>Exploring and Developing Ideas</b>	<ul style="list-style-type: none"> <li>Use sketchbooks to record ideas;</li> <li>Explore ideas from first-hand observations;</li> <li>Adapt and refine ideas;</li> <li>Offer feedback using technical vocabulary;</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to record ideas;</li> <li>Question and make observations about starting points, and respond positively to suggestions;</li> <li>Adapt and refine ideas;</li> <li>Offer feedback using technical vocabulary;</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to record ideas;</li> <li>Review and revisit ideas in their sketchbooks;</li> <li>Think critically about their art and design work;</li> <li>Offer feedback using technical vocabulary;</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to record ideas;</li> <li>Review and revisit ideas in their sketchbooks;</li> <li>Think critically about their art and design work;</li> <li>Offer feedback using technical vocabulary;</li> </ul>

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Experiment with the potential of various pencils</li> <li>Close observation</li> <li>Initial sketches as a preparation for painting</li> <li>Experiment with showing line, tone and texture with different hardness of pencils;</li> <li>Use different materials to draw, e.g. pastels, chalk,</li> <li>Show an awareness of space when drawing;</li> </ul>	<ul style="list-style-type: none"> <li>Identify and draw the effect of light</li> <li>Scale and proportion</li> <li>Work on a variety of scales</li> <li>Use shading to show light and shadow effects;</li> <li>Use different materials to draw, e.g. pastels, chalk,</li> <li>Show an awareness of space when drawing;</li> </ul>	<ul style="list-style-type: none"> <li>Effect of light on objects and people from different directions</li> <li>Interpret the texture of a surface</li> <li>Concept of perspective</li> <li>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>Depict perspective in drawings;</li> <li>Use a variety of tools and select the most appropriate;</li> </ul>	<ul style="list-style-type: none"> <li>Effect of light on objects and people from different directions</li> <li>Interpret the texture of a surface</li> <li>Produce increasingly accurate drawings of people</li> <li>Concept of perspective</li> <li>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>Depict movement and perspective in drawings;</li> <li>Use a variety of tools and select the most appropriate;</li> </ul>

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
<b>Colour</b>	<ul style="list-style-type: none"> <li>Colour mixing</li> <li>Make colour wheels</li> <li>Introduce different types of brushes</li> </ul>	<ul style="list-style-type: none"> <li>Colour mixing and matching; tint, tone, shade</li> <li>Observe colours</li> <li>Colour to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>Hue, tint, tone, shades and mood</li> <li>Explore the use of texture in colour</li> <li>Colour for purposes</li> </ul>	<ul style="list-style-type: none"> <li>Hue, tint, tone, shades and mood</li> <li>Explore the use of texture in colour</li> <li>Colour for purposes</li> <li>Colour to express feelings</li> </ul>

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
Painting	<ul style="list-style-type: none"> <li>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> </ul>	<ul style="list-style-type: none"> <li>Use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>Create different textures and effects with paint;</li> </ul>	<ul style="list-style-type: none"> <li>Create a colour palette, demonstrating mixing techniques;</li> <li>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> </ul>	<ul style="list-style-type: none"> <li>Create a colour palette, demonstrating mixing techniques;</li> <li>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> </ul>

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
Sculpture	<ul style="list-style-type: none"> <li>Make shapes to create recognisable forms;</li> <li>Use clay and other malleable materials</li> </ul>	<ul style="list-style-type: none"> <li>Make shapes to create recognisable forms;</li> <li>Use clay and other malleable materials</li> </ul>	<ul style="list-style-type: none"> <li>Plan and design a sculpture;</li> <li>Use tools and materials to carve, add shape, add texture and pattern;</li> </ul>	<ul style="list-style-type: none"> <li>Plan and design a sculpture;</li> <li>Use tools and materials to carve, add shape, add texture and pattern;</li> <li>Use materials other than clay to create a 3D sculpture;</li> </ul>

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
Texture	<ul style="list-style-type: none"> <li>Use smaller eyed needles and finer threads</li> <li>Work collaboratively on a larger scale</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use a wider variety of stitches</li> <li>Observation and design of textural art</li> <li>Experimenting with creating mood, feeling, movement-</li> </ul>	<ul style="list-style-type: none"> <li>Use stories, music, poems as stimuli</li> <li>Select and use materials</li> <li>embellish work</li> <li>*artists using textiles</li> </ul>	<ul style="list-style-type: none"> <li>Develops experience in embellishing</li> <li>Applies knowledge of different techniques to express feelings</li> </ul>

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
Form	<ul style="list-style-type: none"> <li>Shape, form, model and construct ( malleable and rigid materials)</li> <li>Plan and develop</li> <li>Understanding of different adhesives and methods of construction</li> </ul>	<ul style="list-style-type: none"> <li>Plan and develop</li> <li>Experience surface patterns / textures</li> <li>Discuss and evaluate own work</li> </ul>	<ul style="list-style-type: none"> <li>Plan and develop ideas</li> <li>Shape, form, model and join</li> <li>Observation or imagination</li> <li>Properties of media</li> <li>Discuss and evaluate own work</li> </ul>	<ul style="list-style-type: none"> <li>Plan and develop ideas</li> <li>Shape, form, model and join</li> <li>Observation or imagination</li> <li>Properties of media</li> <li>Discuss and evaluate own work and that of other sculptors</li> </ul>

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
Printing	<ul style="list-style-type: none"> <li>Relief and impressed printing</li> <li>Recording textures/patterns</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbook for recording textures/patterns</li> <li>Modify and adapt print</li> <li>Lino Printing</li> <li>Repeated Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Design prints</li> <li>Make connections</li> <li>String Printing</li> <li>Discuss and evaluate own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>Explore printing techniques used by various artists</li> <li>Lino Print</li> </ul>

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
Pattern	<ul style="list-style-type: none"> <li>Pattern in the environment</li> <li>Design</li> <li>Make patterns on a range of surfaces</li> <li>Symmetry</li> </ul>	<ul style="list-style-type: none"> <li>Explore environmental and manmade patterns</li> </ul>	<ul style="list-style-type: none"> <li>Create own abstract pattern to reflect personal experiences and expression</li> <li>Create pattern for purposes</li> </ul>	<ul style="list-style-type: none"> <li>Create own abstract pattern to reflect expression</li> <li>Create pattern for purposes</li> <li>Tessellation</li> </ul>

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
Collage	<ul style="list-style-type: none"> <li>Select colours and materials to create effect, giving reasons for their choices;</li> <li>Refine work as they go to ensure precision;</li> <li>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> </ul>	<ul style="list-style-type: none"> <li>Refine work as they go to ensure precision;</li> <li>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> </ul>	<ul style="list-style-type: none"> <li>Create and arrange accurate patterns;</li> <li>Use a range of mixed media;</li> <li>Plan and design a collage;</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## Progression - Vocabulary

Subject Content	Vocabulary	
Exploring and Developing Ideas	Year 3 & Year 4	Year 5 & Year 6
	Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
Drawing	Year 3 & Year 4	Year 5 & Year 6
	Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Painting	Year 3 & Year 4	Year 5 & Year 6
	Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Sculpture	Year 3 & Year 4	Year 5 & Year 6
	Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light	Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Collage	Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	

## Progression - Curriculum Links