

Art Subject Progression Document RWPA



Generating Ideas

Skills of Designing & Developing Ideas. Sketchbook work. Though not a requirement of KS1, some simple concertina style book is a great way to show ideas and development.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>By the end of EYFS the children will know how to:</p> <p>1. Work purposefully responding to colours, shapes, materials etc.</p> <p>2. Create simple representations of people and other things</p>	<p>By the end of Year 1 the children will know how to:</p> <p>1. Recognise that ideas can be expressed in artwork.</p> <p>2. Experiment with an open mind (<i>for instance, they enthusiastically try out and use all materials that are presented to them</i>)</p>	<p>By the end of Year 2 the children will know how to:</p> <p>1. try out different activities and make sensible choices about what to do next</p> <p>2. use drawing to record ideas and experiences.</p>	<p>By the end of Year 3 the children will know how to:</p> <p>1. gather and review information, references and resources related to their ideas and intentions.</p> <p>2. use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p>	<p>By the end of Year 4 the children will know how to:</p> <p>1. select and use relevant resources and references to develop their ideas.</p> <p>2. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (<i>for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome</i>).</p>	<p>By the end of Year 5 the children will know how to:</p> <p>1. engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>2. confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p>	<p>By the end of Year 6 the children will know how to:</p> <p>1. independently develop a range of ideas which show curiosity, imagination and originality</p> <p>2. systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (<i>for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used</i>)</p>
<p>New Vocabulary</p> <p>Line, thick, thin, wavy, straight,</p> <p>pencil finger, stick, chalk, pastel, felt tip, glue, paper, paint, colours</p> <p>soft, hard, smooth, rough</p> <p>sticking</p>	<p>New Vocabulary</p> <p>portrait</p> <p>fabric, natural materials, plasticine, dough, modelling tools, media, inks, roller, palette.</p> <p>textural effects, observation, imagination</p> <p>properties of clay,</p> <p>explore, mark making, textural effects, materials, model, experiment, printing, observation, imagination, demonstrate, control</p>	<p>New Vocabulary</p> <p>soft, broad, narrow, fine, pattern, line, shape, detail, bold</p> <p>Brush, size and types, scale, rollers, printing pallets, fabric, crepe paper, materials</p> <p>Colour mixing, primary colours, sort, group, different purposes,</p> <p>textures, fold, crumple, tear, overlap, manipulate,</p> <p>malleable, print materials, simple marks, texture and pattern, change and modify</p>	<p>New Vocabulary</p> <p>Line: charcoal, pencil, crayon, chalk, pastels</p> <p>Form and shape, grades, forms, shapes, third dimension</p> <p>variation, tone</p> <p>pattern, texture, proportion, emotion, expression</p> <p>mixed colours - primary, secondary, mix, tints, shades, experiment</p> <p>tearing, overlapping and layering.</p>	<p>New Vocabulary</p> <p>shapes within a drawing, wet media, tonal contrast, mixed media, shading, hatching, blending,</p> <p>record, observation, review, revisit, improve, design techniques, materials</p> <p>secondary and complementary colours</p> <p>slabs, coils, slips, materials, sculptures</p> <p>Printing block, relief, impressed</p> <p>mood, atmosphere</p>	<p>New Vocabulary</p> <p>Similarity, comparison, foreground, background, Period of time express</p> <p>a tonal</p> <p>mix and match, atmosphere, light effects, flesh</p> <p>Range of media to create collages.</p> <p>record, materials, observations, review, revisit, improve, design techniques, intricate patterns</p>	<p>New Vocabulary</p> <p>Complement, contrast, art movement, target audience.</p> <p>photographs, visual images</p> <p>contrast, mixed media, shading, hatching, blending,</p> <p>Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background</p> <p>Paper types.</p> <p>wet, dry, watercolours, imagination</p> <p>Range of media to create collages.</p>

Making

The skill of making Art, Craft and Design. Development of the art skill, through to the making of the final outcome.
(Record in sketchbooks if used).

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<p>By the end of EYFS the children will know how to:</p> <p>3. work spontaneously and enjoy the act of making/creating</p> <p>4. sustain concentration and control when experimenting with tools and materials</p>	<p>By the end of Year 1 the children will know how to:</p> <p>3. try out a range of materials and processes and recognise that they have different qualities</p> <p>4. use materials purposefully to achieve particular characteristics or qualities</p>	<p>By the end of Year 2 the children will know how to:</p> <p>3. deliberately choose to use particular techniques for a given purpose</p> <p>4. develop and exercise some care and control over the range of materials they use. <i>(for instance, they do not accept the first mark but seek to refine and improve).</i></p>	<p>By the end of Year 3 the children will know how to:</p> <p>3. develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p> <p>4. select, and use appropriately, a variety of materials and techniques in order to create their own work.</p>	<p>By the end of Year 4 the children will know how to:</p> <p>3. investigate the nature and qualities of different materials and processes systematically.</p> <p>4. apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i></p>	<p>By the end of Year 5 the children will know how to:</p> <p>3. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p> <p>4. Independently select and effectively use relevant processes in order to create successful and finished work</p>	<p>By the end of Year 6 the children will know how to:</p> <p>3. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p> <p>4. Independently select and effectively use relevant processes in order to create successful and finished work</p>
<p>New Vocabulary</p> <p>Line, thick, thin, wavy, straight,</p> <p>pencil finger, stick, chalk, pastel, felt tip, glue, paper, paint, colours</p> <p>soft, hard, smooth, rough</p> <p>sticking</p>	<p>New Vocabulary</p> <p>portrait</p> <p>fabric, natural materials, plasticine, dough, modelling tools, media, inks, roller, palette.</p> <p>textural effects, observation, imagination</p> <p>properties of clay,</p> <p>explore, mark making, textural effects, materials, model, experiment, printing, observation, imagination, demonstrate, control</p>	<p>New Vocabulary</p> <p>soft, broad, narrow, fine, pattern, line, shape, detail, bold</p> <p>Brush, size and types, scale, rollers, printing pallets, fabric, crepe paper, materials</p> <p>Colour mixing, primary colours, sort, group, different purposes,</p> <p>textures, fold, crumple, tear, overlap, manipulate,</p> <p>malleable, print materials, simple marks, texture and pattern, change and modify</p>	<p>New Vocabulary</p> <p>Line: charcoal, pencil, crayon, chalk, pastels</p> <p>Form and shape, grades, forms, shapes, third dimension</p> <p>variation, tone</p> <p>pattern, texture, proportion, emotion, expression</p> <p>mixed colours - primary, secondary, mix, tints, shades, experiment</p> <p>tearing, overlapping and layering.</p>	<p>New Vocabulary</p> <p>shapes within a drawing, wet media, tonal contrast, mixed media, shading, hatching, blending,</p> <p>record, observation, review, revisit, improve, design techniques, materials</p> <p>secondary and complementary colours</p> <p>slabs, coils, slips, materials, sculptures</p> <p>Printing block, relief, impressed</p> <p>mood, atmosphere</p>	<p>New Vocabulary</p> <p>Similarity, comparison, foreground, background, Period of time express</p> <p>a tonal</p> <p>mix and match, atmosphere, light effects, flesh</p> <p>Range of media to create collages.</p> <p>record, materials, observations, review, revisit, improve, design techniques, intricate patterns</p>	<p>New Vocabulary</p> <p>Complement, contrast, art movement, target audience.</p> <p>photographs, visual images</p> <p>contrast, mixed media, shading, hatching, blending,</p> <p>Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background</p> <p>Paper types.</p> <p>wet, dry, watercolours, imagination</p> <p>Range of media to create collages.</p>

Evaluating

Skills of Judgement and Evaluation.

At this stage this tends to be done through talk. Some key sentences can be added to show child's thoughts.

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<p>By the end of EYFS the children will know how to:</p> <p>5. recognise and describe key features of their own and others' work</p>	<p>By the end of Year 1 the children will know how to:</p> <p>5. Show interest in and describe what they think about the work of others</p>	<p>By the end of Year 2 the children will know how to:</p> <p>5. When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")</p>	<p>By the end of Year 3 the children will know how to:</p> <p>5. take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)</p>	<p>By the end of Year 4 the children will know how to:</p> <p>5. regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p>	<p>By the end of Year 5 the children will know how to:</p> <p>5. provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</p>	<p>By the end of Year 6 the children will know how to:</p> <p>5. provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</p>
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Knowledge and Understanding

Acquiring and applying knowledge to inform progress. Applying what they have previously learnt into their work.
Motor skills, colour usage, drawing skills, clay modelling knowledge etc.

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<p>By the end of EYFS the children will know how to:</p> <p>6. that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. 7. how to explain what they are doing</p>	<p>By the end of Year 1 the children will know how to:</p> <p>6. how to recognise and describe some simple characteristics of different kinds of art, craft and design</p> <p>7. the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p>	<p>By the end of Year 2 the children will know:</p> <p>6. that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p> <p>7. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</p>	<p>By the end of Year 3 the children will know:</p> <p>6. about and describe the work of some artists, craftspeople, architects and designers</p> <p>7. and be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p>By the end of Year 4 the children will know:</p> <p>6. about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</p> <p>7. about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>	<p>By the end of Year 5 the children will know:</p> <p>6. how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>7. about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>	<p>By the end of Year 6 the children will know:</p> <p>6. how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>7. about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
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