

Art Progression Map



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

Level Expected at the End of EYFS

Expressive Arts and Design (Exploring and using Media and Materials).

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

(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 art.

Physical Movement (Moving and Handling)

They handle equipment and tools effectively, including pencils for writing.

Maths (Shape, Space and Measure)

They recognise, create and describe patterns

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.

Key Stage 2 National Curriculum Expectations

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.

Pupils should be taught:

- to create sketch books 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.

Intent

At Rokeby, we believe that Art and Design inspires children to express themselves creatively, become innovative thinkers and provides opportunity to celebrate 'individual uniqueness', which is at the heart of our aspirational and balanced curriculum.

We want our children to have the confidence and artistic skills necessary to express themselves as individuals through art, craft and design which embody some of the highest forms of human creativity. We want them to know...

- A Rokeby artist is someone who can record their observations, reviewing what they have done and using this to improve their mastery skills, such as drawing.
- A Rokeby artist is someone who can use different forms of media to create visual and tactile work, using different processes and skills to create their chosen effect.
- A Rokeby artist is someone who can discuss techniques and form in their own work and that of others and use this to revisit and adapt their own works of art.
- A Rokeby artist is someone who has studied a variety of great artists throughout history and can apply their techniques to their own creative work.

In our children, we want to embed Art and Design so that it holds real purpose and becomes second nature; a life skill they can always rely on throughout life's journey to express themselves privately or to showcase their skills to others. Our Art and Design curriculum is underpinned by both The National Curriculum 2014 and The Rainbow Continuum to allow for step by step progression to be built on throughout the primary phase at Rokeby.

Implementation

Art and Design is taught in blocks throughout the year. It is paramount that art work be purposeful- where possible, the Art and Design topic is based around the current class text; this ensures that children are provided with a clear context and meaning to their learning and ensures they are immersed fully and have the passion to build upon the skills set out in the National Curriculum. Our provision for Art and Design is clearly mapped out for each year group so that progression, exposure to different artists, development of skills and knowledge remains at the forefront of a broad and aspirational curriculum. Cross-curricular learning is vital for children to explore topics in greater depth; for example, by sketching historical figures in detail, researching geographical locations to support work on landscape painting or using art as a medium to express emotion, show understanding of settings in narratives and enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures. All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of this.

Impact

Exploring and Developing.

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>WALT: explore simple patterns -year 1, 2, 3</p> <p>WALT: explore simple pattern and shape- year 1, 2, 3</p>	<p>WALT: investigate pattern and shape – year 1, 3</p>				
<p>WALT: design and make own images- year 2, 3, 4, 5, 6</p> <p>WALT: design and then make artefacts.</p>	<p>WALT: reproduce from imagination</p>	<p>WALT: make their own choices</p> <p>WALT: create artwork following an idea towards a specific purpose – year 4</p>		<p>WALT: make and support their own decisions and choices- year 1,3, 4, 5</p>	<p>WALT: use a full range of design and exploration - year 1, 2, 3, 4, 5</p> <p>WALT: use a full range of design, experimentation and exploration- year 1, 2, 3, 4, 5</p>
<p>WALT: respond to ideas</p> <p>WALT: respond to different ideas</p>					
<p>WALT: explore different drawing and painting tools- year 2</p>	<p>WALT: explore ideas, collect in sketch books and reproduce from observations – year 3</p> <p>WALT: explore ideas and collect information in a sketch book using a range of pens and pencils- year 3</p>	<p>WALT: to use a sketch book to practise skills and techniques- year 2, 3, 5</p> <p>WALT: annotate a sketch book writing notes about the artist or sketch – year 2, 4, 5</p> <p>WALT: collect visual and other information- year 2, 4, 5</p>	<p>WALT: plan work carefully before beginning</p>	<p>WALT: to keep, make and use detailed notes in a sketch book – year 2, 3, 4</p> <p>WALT: keep and use detailed notes in sketch books – year 2, 3, 4</p>	
	<p>WALT: identify different ways to express ideas – year 2</p>	<p>WALT: experiment in many different ways</p>	<p>WALT: experiment with the style of a different artist</p>		<p>WALT: use a full range of experimentation and exploration of others work- year 2, 3, 4, 5, 6</p>

	WALT: communicate ideas and meaning		WALT: experiment with the styles of different artists WALT: experiment with different styles WALT: experiment with the styles of a variety of different artists		WALT: explore the work of others to develop their own- year 2 3, 4, 5, 6
			WALT: plan work and use other times as a stimulus WALT: use other cultures and times as stimulus	WALT: use inspiration from other cultures	
		WALT: use a digital camera to collect ideas- year 3, 4			
		WALT: experiment with mood using colour- year 4, 5			
		WALT: work more abstractly- year 6			

Using Materials.

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
WALT: use primary and secondary colours – year 3		WALT: mix and use tertiary colours- year 1			
WALT: use and investigate a variety of visual and tactile materials WALT: investigate a range of tactile materials WALT: use texture, form and space through visual and tactile materials	WALT: select the best materials for the job- year 4 WALT: create a collage with a range of materials and textures WALT: select the best materials for the desired job –year 4	WALT: use a range of materials and techniques in 3D work	WALT: combine different materials in different ways WALT: use a combination of visual and tactile ideas WALT: make specific choices about the materials – year 4	WALT: understand the importance of preparing materials before working WALT: produce work that can sometimes be both visual and tactile WALT: produce work that is both visual and tactile	WALT: make specific decisions about using different visual and tactile effects WALT: make decisions on using tactile and visual effects
	WALT: use a range of processes to show ideas – year 2 WALT: use a variety of processes to show ideas- year 2		WALT: make specific choices between different processes		
		WALT: use watercolour to produce a wash			
		WALT: design, draw, paint or make images for different purposes- years 1, 2, 3, 4, 5, 6			
		WALT: use a digital camera to produce art work- year 3, 4 WALT: Use an ICT paint program with edit- year 3, 4			

Evaluating.

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>WALT: talk about drawings/paintings and say how they make us feel</p> <p>WALT: talk about drawings and paintings, saying what I feel</p>	<p>WALT: to describe how we feel about others work and our own</p>				
<p>WALT: talk about drawings and paintings</p>	<p>WALT: talk about their work and explain it</p>	<p>WALT: make comments on the work of others, including both ideas and techniques</p> <p>WALT: make comments on the work of others- ideas and techniques</p>	<p>WALT: appraise the ideas used in others work</p>	<p>WALT: use analysis when commenting on ideas</p> <p>WALT: evaluate others work explaining and justifying their reasons</p>	<p>WALT: analyse and comment on their own and others ideas, methods and approaches</p>
	<p>WALT: think about and use ways to adapt and improve work</p> <p>WALT: explore ideas and change what they have done to give the best result</p>	<p>WALT: create artwork following an idea towards a specific purpose, adapting as I go- year 3, 4</p>		<p>WALT: consider the end point when adapting and improving their work</p>	<p>WALT: refine our work using adaptations to move towards an end point</p> <p>WALT: make adaptations following reflections and comments from others</p>
		<p>WALT: apply previous knowledge to improve work- year 3, 5, 6</p>	<p>WALT: use the appraisal of others for improvement</p> <p>WALT: compare others' work with their own</p>		<p>WALT: make ongoing revisions- year 3, 5, 6</p>

Control and Expertise.

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>WALT: mix colours randomly -year 1, 2,3</p> <p>WALT: mix colours and use some control when painting or drawing- year 1, 2, 3</p>	<p>WALT: mix secondary colours to make a wide range of new colours- year 1, 2, 3</p>				<p>WALT: choose and use a limited range of colour to produce a chosen effect</p> <p>WALT: choose a range of colour to produce a chosen effect</p>
		<p>WALT: use brushes in different ways</p>			
	<p>WALT: shade to create different effects</p>	<p>WALT: make different tones in colour using black and white</p>	<p>WALT: show shadow or reflection by shading</p> <p>WALT: show tone and texture using hatchings and cross-hatchings</p> <p>WALT: show tone and texture</p> <p>WALT: show shadow by using shading</p>	<p>WALT: combine a range of colours, tints, tones and shades – year, 1, 2,3, 4</p>	
	<p>WALT: use a range of pens, pencils, pastels and charcoal – year 1</p>				
<p>WALT: use some control when drawing and painting</p> <p>WALT: use control when drawing</p> <p>WALT: use control when painting</p>		<p>WALT: practise and improve skills- year 3, 5, 6</p>		<p>WALT: develop and improve their own style- year 3, 5, 6</p>	<p>WALT: to work with care and precision to an end point</p>
					<p>WALT: to use perspective in real life</p>

	WALT: explore ideas and collect information in a sketch book using a range of pens and pencils- year 2, 3, 4, 5				
				WALT: use drawings and paintings to show movement- year 3	
				WALT: get across feelings and emotions through their work- year 4 WALT: show emotion and feeling in your work- year 3, 4	
	WALT: make a variety of lines using different sizes and thickness	WALT: use pencils of different grades to create effects WALT: create texture by adding dots and lines			
			WALT: select appropriate materials- year 2, 3, 4, 5		
		WALT: indicate movement using lines- year 5			
		WALT: use repeating patterns in design- year 1			WALT: begin to use perspective in abstract art- year 3
			WALT: use a program to create mood within digital photography- year 3, 5		