

## ART and DESIGN PROGRESSION DOCUMENT

### Art



#### **Intent:**

At Ayresome, we place great importance on an Art and Design curriculum which develops the whole child, inspiring learners regardless of their starting points, to achieve their potential and shine in their own unique way. Through art and design, the barrier of language can be absolved and through our in-school programme of study, supported by educational visits and celebrations of achievement we aspire to develop the whole child. We are currently on our second Artsmark journey, which will offer our children further opportunities in the Arts and show of our children's success. As we progress through our Artsmark journey, we intend to celebrate the diversity of our school and local area. Our intent is that the Arts are accessible to all at Ayresome but also relatable to all here at Ayresome, no matter your background Art is always present.

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.

#### **Implementation:**

Planning in all subjects is designed to meet and develop on the requirements of the national curriculum, ensuring breadth and depth of learning for all children. The NC aims to ensure pupils produce creative work, exploring their ideas. They become Proficient in drawing, painting and other art, and craft techniques. Children evaluate and analyse creative works. Children know about great artists.

KS1 - Pupils should be taught how to use materials creatively. To use drawing, painting and sculpting to develop and share their ideas. To develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space. Children will learn about work of a range of different artists.

KS2 - Pupils will create sketch books to record their observations and use them to review and revisit ideas. How to improve their mastery of art techniques, including drawing, painting and sculpture with a range of materials. They will know about great artists, architects and designers.

Artists - Art can be expressed in different ways. Children will develop deeper knowledge of art through different artists. Looking at artists throughout each year will expand children artistic horizons.

#### **Impact:**

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. Pupils leave Ayresome with a secure understanding of the academic content of our national curriculum; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; with a clear understanding of how to make positive contributions to the local community and able to endeavour to be the best that they can be. We aim for all of our children to leave us as respectful, skilful, ambitious young people with a thirst for life and all it has to offer.

**Cultural capital in Art and Design at Ayresome Primary School:**



Children at Ayresome will have the opportunity to visit local Art galleries and work with local artists which will hopefully build their love and confidence in Art. At Ayresome we aim to include Art across the curriculum and provide an opportunity for all children to succeed no matter their starting points. This is further supported through our Artsmark journey and securing bonds with local Arts services to provide our children with extra opportunities. As well as supporting children or cultural capital offer is also there to challenge pupils and give them the chance to shine.

Evidence shows that children with cultural capital do better in school and go on to do better in society, their career and the world of work. Schools can have a huge impact on equipping students with cultural capital.



Drawing, Painting, Sculpture:		Key Artists:	
EYFS:	Drawing using a variety of materials- chalk, pencils, pens crayons. Painting using powder paint, ready-made paint, block paints, water. Paint using various tools- thin/ thick brushes, rollers, sweeping brushes, squeeze bottles, straws, syringes, sticks, printing, finger painting. Paint using various skills- spraying, flicking, mixing colours. Study the artist and their art work. Create self-portraits. Sculpt using play dough and various tools.		Y2 year old:
			YN: Warhol Matisse Monet
			YR: Van Gough Picasso Kandinsky
Small steps:	2 year old:  Notice and am interested in the effects of making movements which leave marks.  I can experiment with blocks, colours and marks  Begins to Investigate malleable materials	Nursery:  Experiments with colours and marks.  Imitate drawing simple shapes such as circles and lines  Beginning to use representations to communicate meaning.	Reception:  Gives meaning to the marks they make as they draw, write and paint.  Continues to explore colour and how colours can be changed.  Develops an understanding of how to use lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.  Develops their own ideas through experimentation with diverse materials eg. watercolour, powder paint to express and communicate their discoveries and understanding.  Responds imaginatively to artworks and objects.



	Drawing:	Painting:	Sculpture:	Key Artist:
Year 1:	<p>Draw a line of different sizes and thickness.</p> <p>To colour their own work neatly following the lines.</p>	<p>Use thick and thin brushes.</p> <p>Make primary colours to mix secondary colours.</p>	<p>Use a combination of shapes including natural materials.</p> <p>Include lines and texture.</p> <p>Use rolled up paper/straws/card.</p> <p>Use a combination of materials that are cut, torn or glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>	<p>Lines – y1 Jean Dubuffet</p> <p>Van Gough</p> <p>Ed Mel</p>
Year 2:	<p>Show pattern and texture by adding dots and lines</p> <p>Show different tones by using coloured pencils</p> <p>Use a range of materials to make rubbings</p>	<p>Tints and tones by adding white and black to colours</p> <p>Create colour wheels</p>	<p>Use a combination of shapes</p> <p>Include lines and texture</p> <p>Use clay as materials</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p> <p>Use a combination of materials that are cut, torn or glued</p> <p>Sort and arrange materials</p> <p>Mix materials to create texture</p>	<p>Dots and lines - Yayoi Kusama</p> <p>Lowry/ Mackenzie Thorpe</p> <p>Sidney Parkinson</p>

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Year 3:	<p>Use different harnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes)</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>Mix colours effectively</p>	<p>Create and combine shapes to create recognisable forms e.g. shapes made from nets or solid materials.</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Select and arrange materials for a striking effect</p>	<p>Texture through shading Jemma Phipps</p> <p>Michelle Reader</p>
Year 4:	<p>Sketch lightly (no need to use a rubber to correct mistakes)</p> <p>Use shading to show light and shadow</p> <p>Use hatching and cross hatching to show tone and texture</p> <p>Use pastels for effect</p>	<p>Use watercolour paint to produce washes for background then add detail</p> <p>Experiment with creating mood with colour</p>	<p>Use clay and other mouldable materials</p> <p>Add materials to provide interesting detail</p> <p>Select and arrange materials for a striking effect</p>	<p>Hatching -y4 Dora Carrington</p> <p>Architects: Gaudi – Barcelona Cathedral - Spain Sir Christopher Wren – St. Paul’s Cathedral - London Frank Gehry – Guggenheim – Bilbao Norman Foster –The Gherkin –London Zaha Hadid – First woman to win top architect award</p>
Year 5:	<p>Use a variety of techniques to add interesting effects</p> <p>Use a choice of techniques to depict perspective, shadows and reflection</p>	<p>Sketch lightly before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural world or built world.</p> <p>Use the qualities of watercolour to create visually interesting piece</p>	<p>Use tools to carve and add shapes, texture &amp; pattern.</p> <p>Mix textures.</p> <p>Combine visual and tactile qualities</p>	<p>Perspective, shadows and reflection- <a href="https://www.creativeblog.com/advice/how-to-build-light-and-shadow-in-charcoal">https://www.creativeblog.com/advice/how-to-build-light-and-shadow-in-charcoal</a></p> <p>Henri Rousseau</p> <p>David Hockney</p>

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<p>Year 6:</p>	<p>Choose a style of drawing suitable for the work e.g. realistic or impressionistic.</p> <p>Use lines to represent movement.</p>	<p>Combine colours, tones, tints to enhance the mood of a piece.</p> <p>Use brush techniques and qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>	<p>Combine visual and tactile qualities.</p> <p>Mix textures.</p> <p>Use mosaic.</p>	<p>Realistic Y6 – Frida Kahlo</p> <p>Andy Warhol</p>
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### Art and DESIGN JOURNEY POST PRIMARY

Key stage 3 Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught:

- ♣ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- ♣ to use a range of techniques and media, including painting
- ♣ to increase their proficiency in the handling of different materials
- ♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- ♣ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

GCSE specifications in art and design must encourage students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design

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### CAREERS IN ART and DESIGN:

- Professional artist.
- Illustrator
- Photographer
- Animator
- Graphic designer
- Curator
- Printmaker
- Art teacher/university lecturer
- Tool maker
- Art therapist