

Art and Design – Curriculum Progression

KS1:

Unit Name			Year 1		Year 2	
Strand	NC Objective		Drawing	Painting	Printmaking	Sculpture
Generating Ideas	Recognise that ideas can be generated through doing as well as thinking	Record individual response to the world				
		Develop questions to ask when looking at artworks and /or stimulus: Describe what you can see. Describe what you like? Why? How does it make you feel? What would you like to ask the artist?				
	Recognise that ideas can be expressed through art	Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire				
		engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing)				
	Experiment with an open mind	Feel a sense of ownership about their ideas				
		Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome				
Making	Try out a range of materials & processes and Recognise they have different qualities					
	Explore materials in a playful and open-ended manner					
	Use materials purposefully to achieve particular characteristics or qualities					
	Be excited by the potential to create.					
	Understand that art is different to many subjects at school: through art, they can invent and discover					
Evaluating	Show interest in and describe what they think about the work of others					
	Take pleasure in the work they have created and see that it gives other people pleasure					
	Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process.	Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression.				
	Begin to take photographs and use digital media					
Knowledge and Understanding	know how to recognise and describe some simple characteristics of different kinds of art, craft and design					
	Know the names of tools, techniques and formal elements					

	Work at different scales, alone and in groups				
	Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary				

LKS2:

Unit Name			Year 3		Year 4	
Strand	NC Objective		Ceramics	Creative Craft	Collage	Textiles
Generating Ideas	Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions	Discuss artist's intention and reflect upon your response.				
		Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.				
		Look at a variety of types of source material and understand the differences.				
		Use digital media to identify and research artists, craftspeople, architects and designers.				
	Use a sketchbook for different purposes, including recording observations, planning and shaping ideas	Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration				
	Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration	Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...				
	Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects	Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.				
		Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).				
		Develop questions to ask when looking at artworks and /or stimulus: Describe the artwork. What do you like/dislike? Why? Which other senses can you bring to this artwork? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? If you could take this art work home, where would you put it and why?				
		Take part in small scale crits throughout so that brainstorming becomes part of the creative process.				
Making		Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques				

	Investigate the nature and qualities of different materials and processes	Select and use appropriately a variety of materials and techniques in order to create their own work.				
		Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child’s own interests/affinities.				
		Layering of media, mixing of drawing media, e.g. Wax resist with coloured inks				
	Be excited by the potential to create and feel empowered to begin to undertake their own exploration	Develop design through making skills and collaborative working skills through fashion design. Explore paper and card manipulation skills to build 3d forms.				
	Apply technical skills to improve quality of work, combined with beginning to listen and trust “instinct” to help make choices	Develop visual literacy skills and discover how context and intention can change the meaning of objects, e.g. Making a pocket-gallery				
Extend into an exploration of fabric, deconstructing old clothes and reconstructing elements into new items. e.g. Psyches inspired dress						
Evaluating	Take pleasure in the work they have created and see that it gives other people pleasure					
	Take the time to reflect upon what they like and dislike about their work in order to improve it	Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.				
	Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process.	Think about why the work was made, as well as how				
	Look to the work of others (pupils and artists) to identify how to feed their own work	Make suggestions about other people’s work, using things you have seen or experienced yourself.				
	Take photographs and videos and use digital media as a way to re-see work					
Knowledge and Understanding	Know the names of tools, techniques and formal elements					
	Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities					
	Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with					

UKS2:

Unit Name			Year 5		Year 6	
Strand	NC Objective		Installation Art	Photography	Digital Media	Graphic Design
Generating Ideas	Engage in open-ended research and exploration to initiate and develop personal ideas	Use camera phones (still and video) to help "see" and "collect" (digital sketchbook)				
		Take part in small scale crits throughout so that brainstorming becomes part of the creative process.				
	Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information	Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.				
		Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.				
	Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration	Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.				
		Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links				
	Independently develop a range of ideas which show curiosity, imagination and originality	Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.				
		Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).				
	Investigate, research and test ideas and plans using sketchbooks and other approaches	Look at a variety of types of source material and understand the differences.				
		Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.				
		Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.				
		Take part in small scale crits throughout so that brainstorming becomes part of the creative process.				
Making	Confidently investigate and explore new materials, beginning to lead	Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration.				

	their own search for new experiences	with children working at their own pace and following their own journey e.g. Developing sketchbook work				
		Explore architecture of another time and / or culture, and make individual work in response to what is seen. Enable evolution of ideas through a combination of design through making and drawn inspiration. E.g. Architecture and mark making				
	Independently take action to refine technical and craft skills to improve mastery of materials and techniques	Revisit still life. Develop drawing skills using observational drawing e.g. Graphic inky still life or Still life in cubist style				
		Develop drawing and making skills and combine with narrative/character development and make puppets.				
	Confidently follow intuition and instinct during the making process, making intelligent and confident creative choices	Work collaboratively to perform, and use digital media to record e.g. Shadow puppets and whiteboards and Shadow puppet play				
		Explore transformation of materials following own journey to produce an object which conveys personality of maker/designer, e.g. Making Seats				
	Independently select and effectively use relevant processes in order to create successful and finished work	Explore sequential drawing and narrative e.g. manga and graphic novels, possibly linking into develop into set design (see Design & Making), e.g. Manga				
		Explore geometric design/pattern / structure, e.g. Wave bowls				
	Use acquired technical expertise, combined with beginning to listen and trust "instinct" to help make choices, to make work which effectively reflects ideas and intentions	Explore the relationship of line, form and colour.				
		Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response. e.g. Inspired by Miro and Building a communal drawing				
		Develop visual literacy skills: explore how we look at and respond to things people have made, and then include this awareness when making sculpture e.g. Inspired by anglo saxon houses				
		Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play, e.g. Making sculpture and drawing				
		Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts, e.g Communal summer picnic drawing or Treasured fossils				
	Feel safe enough to take creative risks	Using tools to cut intricate shapes and use fastenings to create moving parts.				
Evaluating		Ask questions about process, technique, idea or outcome.				
	Regularly analyse and reflect upon progress taking into account of intention	Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.				

		Present work in retrospect, i.e. to class, assembly or parents.				
	Look to the work of others (pupils and artists) to identify how to feed their own work	Make suggestions about other people's work, using things you have seen or experienced yourself.				
		Share how other artists/artwork inspired you and how your work fits into larger context.				
		Feel able to express and share an opinion about the artwork.				
	Take photographs and videos and use digital media as a way to re-see work	Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media				
	Provide a reasoned evaluation of both their own work and professionals work which take into account starting points, intentions and contexts	Feel able to express and share an opinion about the artwork.				
		Discuss why the work was made, as well as how.				
		Share your response to the artwork.				
		Ask questions about process, technique, idea or outcome.				
Knowledge and Understanding	Know the names of tools, techniques and formal elements					
	Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities					
	Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes					
	Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with					