

'A CURRICULUM TO INSPIRE'

What Makes a Good Artist at Mountfields Lodge?

- **Explores** different ways of developing and making artworks and products.
- **Perseveres** at their work when learning to use new techniques, tools and approaches to making artworks and products.
- **Communicates** what they think about works of art with confidence and a growing artistic vocabulary.
- Has a 'I will have a go' attitude to making art with **growing independence** and confidence when working on their own and with others.
- Will love creating artworks and products with an understanding of how art and design enriches our lives.

Aim High Reach for the Sky!



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Progression Map for Art and Design

Aspect of Subject	KS1	Y3/4	Y5/6
To develop ideas			
	<p>Respond to ideas and starting points throughout the curriculum.</p> <ul style="list-style-type: none"> • Explore ideas and collect visual information in an art idea book • Explore different methods and materials as ideas develop 	<p>Develop ideas from starting points throughout the curriculum.</p> <ul style="list-style-type: none"> • Collect information, sketches and resources in a art and design ideas book • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <ul style="list-style-type: none"> • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses and persevere with ideas • Comment on artworks with a fluent grasp of visual language.
To master techniques			
Drawing	<p>Draw lines of different sizes and thickness.</p> <ul style="list-style-type: none"> • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils and by varying the pressure of the pencil on the paper – Hard and soft <p>Use a range of drawing materials including: Pencils, crayon, chalks, pens, charcoal.</p>	<p>Use different hardness of pencils to show line, tone and texture.</p> <ul style="list-style-type: none"> • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. <p>Use a range of drawing materials including .Pencils, crayon, chalks, pens, charcoal, pastels.</p> <p>Extend methods to include holding the tools in different ways</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. <p>Use a range of drawing materials including: Pencils, crayon, chalks, pens, charcoal, pastels.</p>

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Painting	<p>Use thick and thin brushes.</p> <ul style="list-style-type: none"> • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. <p>Use ready mixed paint and water colours.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Hold a brush in different ways for painting broad areas and details</p> <ul style="list-style-type: none"> • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<p>Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities - use mosaic and montage.
Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and junk modelling clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. Join clay in a secure way to add features and details. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions. eg using clay or modelling materials. <p>Combine different shapes to form more abstract work.</p> <ul style="list-style-type: none"> • Use tools to carve and add shapes, texture and pattern in clay. • Combine visual and tactile qualities. • Use frameworks (such as wire or armatures) to provide stability and form.
Printing	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block and polystyrene sheets). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Use block prints to build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.

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Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
Digital Media	Use a wide range of tools to create different textures, lines, tones, colours and shapes.	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
Taking inspiration from the 'Greats'			
	Know and describe the work of some major artists and designers. Use some of the ideas of those studied in their own work.	Know, describe and offer own opinions about the work of major artists and designers. Use ideas and replicate some of the elements of those studied in their own work.	Make notes and describe the work and techniques of some major artists and designers. Have a basic idea of how and why the work of those studied was important, influential. Create their work that shows the influence of those studied.

