



C. E. PRIMARY ACADEMY
(HANDSWORTH)

Art and Design

Progression Document

A spiral curriculum

Kapow Primary's Art and design scheme has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the same skills again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity.
- ✓ **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

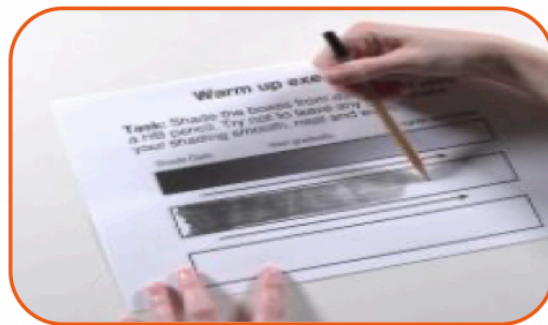


Discrete teaching of Art and design skills

Formal elements of art units

With the exception of Year 6, each year group has a unit called 'Formal elements of Art' which focuses on the **discrete** skills of the formal elements of art which are:

- Line
- Shape
- Tone
- Texture
- Pattern
- Colour



Art and design skills units

Each year group has a unit called 'Art and design skills' which focuses specifically on developing pupils art, craft and design skills in a **discrete** way.

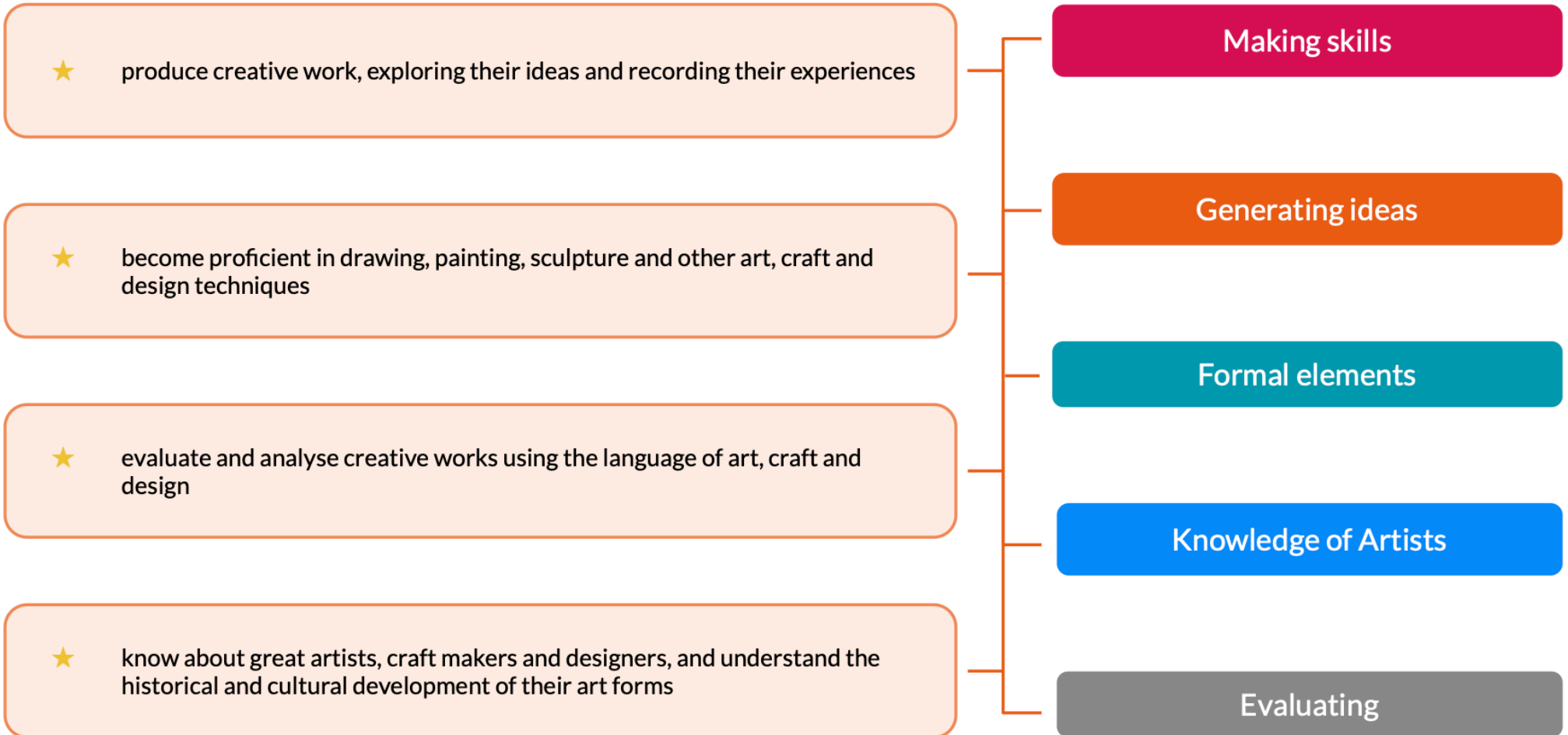
Application of skills

The knowledge and skills from these two recurring units are then **applied** throughout the rest of the scheme within the other units (eg. Sculpture and collage, Prehistoric art etc.)

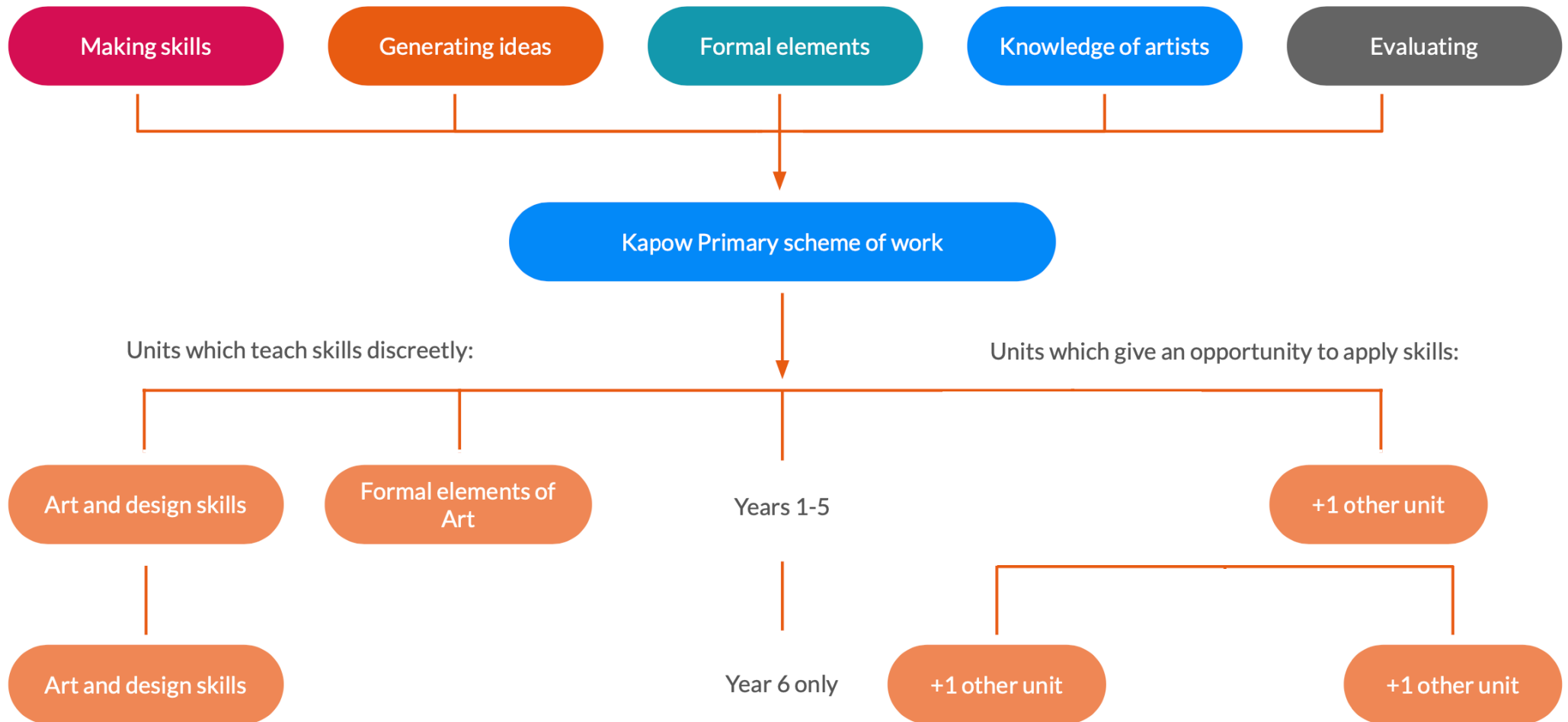
How does Kapow Primary help our school to meet statutory guidance for Art and design?

Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum for Art and design aims to ensure that all pupils:

From these aims, we have identified five strands which run throughout our scheme of work:



How is the Kapow Primary Art and design scheme of work organised?



Long Term Plan

Year 1	<p><u>Art and Design Skills</u></p> <p>Learning two printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.</p>	<p><u>Formal Elements of Art</u></p> <p>Exploring three of the formal elements of art: shape, line and colour, children mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create art inspired by water.</p>	<p><u>Collage Using Different Media</u></p> <p>Learning about composition and working with different art materials to create texture.</p>
Year 2	<p><u>Art and Design Skills</u></p> <p>Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, manipulating clay and experimenting with brush strokes.</p>	<p><u>Formal Elements of Art</u></p> <p>Exploring the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.</p>	<p><u>Human Form</u></p> <p>Exploring how bodies and faces are portrayed in art: looking at the work of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure.</p>
Year 3	<p><u>Art and Design Skills</u></p> <p>Making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator.</p>	<p><u>Formal Elements of Art</u></p> <p>Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation and create form and shape using wire.</p>	<p><u>Prehistoric Art</u></p> <p>Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.</p>

<p>Year 4</p>	<p><u>Art and Design Skills</u></p> <p>Creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours and learning about the role of a 'curator.'</p>	<p><u>Formal Elements of Art</u></p> <p>Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate an ancient geometric pattern.</p>	<p><u>Sculpture</u></p> <p>Exploring and using unusual objects to create 3D works of art. Creating drums and maracas from recycled materials and looking at different techniques, such as wax resist and collages to create different effects.</p>
<p>Year 5</p>	<p><u>Art and Design Skills</u></p> <p>Designing an invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning how to 'think' like an artist.</p>	<p><u>Formal Elements: Architecture</u></p> <p>Learning how to draw from observation, creating a print and drawing from different perspectives. Learning about the role of an architect and considering why houses look the way they do and whether there is scope to change and improve them.</p>	<p><u>Design for a Purpose</u></p> <p>Designing to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name. Learning to draw inspiration from different sources and experimenting with a range of techniques.</p>
<p>Year 6</p>	<p><u>Art and Design Skills</u></p> <p>Design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper.</p>	<p><u>Make My Voice Heard</u></p> <p>Analysing world by artists Picasso and Kollwitz, and through the mediums of graffiti, drawing, painting and sculpture, creating artworks that speak to the viewer.</p>	<p><u>Still Life</u></p> <p>Creating a variety of pieces influenced by different artists and using a range of mediums. Using charcoal, erasers and paint to depict a chosen composition of special objects before constructing a memory box to showcase their work.</p>

Key stage 1 - National Curriculum art & design subject content Pupils should be taught to:	Kapow Primary's art & design areas	Kapow Primary's units	
		Y1	Y2
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	<p>Making skills</p> <p>Generating ideas</p> <p>Formal elements</p>	Formal elements Art and design skills Collages	Formal elements Art and design skills Human form
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<p>Making skills</p> <p>Formal elements</p>	Formal elements Art and design skills Collages	Formal elements Art and design skills Human form
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	<p>Knowledge of artists</p> <p>Evaluating</p>	Formal elements Art and design skills Collages	Formal elements Art and design skills Human form

Key stage 2 - National Curriculum art & design subject content	Kapow Primary's art & design areas	Kapow Primary's units			
		Y3	Y4	Y5	Y6
Pupils should be taught to:					
To create sketch books to record their observations and use them to review and revisit ideas	<p>Making skills</p> <p>Generating ideas</p>	Formal elements Art and design skills Prehistoric art	Formal elements Art and design skills Sculpture	Formal elements Art and design skills Design for a purpose	Art and design skills Make my voice heard Still life
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]	<p>Making skills</p> <p>Formal elements</p>	Formal elements Art and design skills Prehistoric art	Formal elements Art and design skills Sculpture	Formal elements Art and design skills Design for a purpose	Art and design skills Make my voice heard Still life
About great artists, architects and designers in history	<p>Knowledge of artists</p> <p>Evaluating</p>	Formal elements Art and design skills Prehistoric art	Formal elements Art and design skills Sculpture	Formal elements Art and design skills Design for a purpose	Art and design skills Make my voice heard Still life

Progression of skills

Making skills

	Year 1	Year 2	Year 3
Drawing	Explore mark making, experiment with drawing lines and use 2D shapes to draw.	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.
Painting	Develop skill and control when painting. Paint with expression.	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.
Craft, design, materials and techniques	Learn a range of materials and techniques such as clay, sketching, printing and collage.	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. ♦

Progression of skills

Making skills

	Year 4	Year 5	Year 6
Drawing	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
Painting	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. ♦	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
Craft, design, materials and techniques	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose. ♦	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.

Progression of skills

Generating ideas

	Year 1	Year 2	Year 3
Sketchbooks	<p>Use sketchbooks through teacher modelling.</p> <p>Use sketchbooks to record thoughts and ideas and to experiment with materials.</p>	<p>Use sketchbooks more effectively through further teacher modelling.</p> <p>Use sketchbooks to record thoughts and ideas and to experiment with materials.</p>	<p>Use sketchbooks to generate ideas and record thoughts and observations.</p> <p>Make records of visual experiments.</p>
Creating original artwork	<p>Explore and create ideas for purposes and intentions.</p>	<p>Use artist sources to develop their own original artwork.</p> <p>Gaining inspiration for artwork from the natural world.</p>	<p>Create personal artwork using the artwork of others to stimulate them.</p>
	Year 4	Year 5	Year 6
Sketchbooks	<p>Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</p>	<p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p>	<p>Make personal investigations and record observations in sketchbooks.</p> <p>Record experiments with media and try out new techniques and processes in sketchbook</p>
Creating original artwork	<p>Use literary sources to inspire art.</p> <p>Express thoughts and feelings through the tactile creation of art.</p> <p>Manipulate materials to achieve desired effects.</p> <p>Represent ideas from multiple perspectives.</p>	<p>Express thoughts and feelings about familiar products.</p> <p>Design new architectural forms, design and invent new products, link artwork to literary sources.</p> <p>Create and invent for purposes.</p>	<p>Develop personal, imaginative responses to a theme.</p> <p>Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning.</p> <p>Express ideas about art through messages, graphics, text and images.</p>

Progression of skills

Formal elements

	Year 1	Year 2	Year 3
Colour	<p>Remember the primary colours and how to mix them to create secondary colours.</p> <p>Create shades of a colour and choose and justify colours for purpose.</p>	<p>Mix, apply and refine colour mixing for purpose using wet and dry media.</p> <p>Describe their colour selections.</p>	<p>Increase awareness and understanding of mixing and applying colour, including use of natural pigments.</p> <p>Use aspects of colour such as tints and shades, for different purposes.</p>
Form	<p>Learn about form and space through making sculptures and developing language.*</p>	<p>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p>	<p>Further develop their ability to describe 3D form in a range of materials, including drawing.</p>
Line	<p>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p>	<p>Draw lines with increased skill and confidence.</p> <p>Use line for expression when drawing portraits.</p>	<p>Express and describe organic and geometric forms through different types of line.</p>
Pattern	<p>Understand patterns in nature, design and make patterns in a range of materials.</p>	<p>Learn a range of techniques to make repeating and non-repeating patterns.</p> <p>Identify natural and man-made patterns.</p> <p>Create patterns of their own.</p>	<p>Construct a variety of patterns through craft methods.</p> <p>Further develop knowledge and understanding of pattern.</p>

Progression of skills

Formal elements

	Year 1	Year 2	Year 3
Shape	Identify, describe and use shape for purpose.	Compose geometric designs by adapting the work of other artists to suit their own ideas.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.
Texture	Use materials to create textures.	Identify and describe different textures. Select and use appropriate materials to create textures.	Analyse and describe texture within artists' work.
Tone	Understand what tone is and how to apply this to their own work.	Experiment with pencils to create tone. Use tone to create form when drawing.	Develop skill and control when using tone. Learn and use simple shading rules.

Progression of skills

Formal elements

	Year 4	Year 5	Year 6
Colour	<p>Analyse and describe colour and painting techniques in artists work.</p> <p>Manipulate colour for print.</p>	<p>Select and mix more complex colours to depict thoughts and feelings.</p>	<p>Mix and apply colours to represent still life objects from observation.</p> <p>Express feelings and emotions through colour.</p> <p>Study colours used by Impressionist painters.</p>
Form	<p>Develop their ability to describe and model form in 3D using a range of materials.</p> <p>Analyse and describe how artists use and apply form in their work.</p>	<p>Further extend their ability to describe and model form in 3D using a range of materials.</p>	<p>Express and articulate a personal message through sculpture.</p> <p>Analyse and study artists' use of form.</p>
Line	<p>Learn and apply symmetry to draw accurate shapes.</p> <p>Analyse and describe how artists use line in their work.</p>	<p>Extend and develop a greater understanding of applying expression when using line.</p>	<p>Deepen knowledge and understanding of using line when drawing portraits.</p> <p>Develop greater skill and control.</p> <p>Study and apply the techniques of other artists.</p>
Pattern	<p>Create original designs for patterns using geometric repeating shapes.</p> <p>Analyse and describe how other artists use pattern.</p>	<p>Construct patterns through various methods to develop their understanding.</p>	<p>Represent feelings and emotions through patterns.</p> <p>Create sophisticated artwork using their knowledge of pattern.</p>

Progression of skills

Formal elements

	Year 4	Year 5	Year 6
Shape	<p>Create geometric compositions using mathematical shapes.</p> <p>Analyse and describe the use of shape in artist's work.</p>	<p>Composing original designs by adapting and synthesising the work of others.</p> <p>Analyse and evaluate artists' use of shape.</p>	<p>Fluently sketch key shapes of objects when drawing.</p> <p>Create abstract compositions using knowledge of other artists' work.</p>
Texture	<p>Analyse and describe texture within artists' work.</p>	<p>Using texture within drawings to show careful observation and understanding of illustrating different surfaces.</p>	<p>Explore art through a range of different textural mediums.</p>
Tone	<p>Use a variety of tones to create different effects.</p> <p>Understand tone in more depth to create 3D effects.</p> <p>Analyse and describe use of tone in artists' work.</p>	<p>Develop an increasing sophistication when using tone to describe objects when drawing.</p> <p>Analyse artists' use of tone.</p>	<p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.</p> <p>Manipulate tone for halo and chiaroscuro techniques.</p>

Progression of skills

Knowledge of artists

	Year 1	Year 2	Year 3
Artists, craftspeople, designers	David Hockney Vija Celmins Bridget Riley Jasper Johns Beatriz Milhazes Louis Wain Ilya Bolotowsky Wassily Kadinsky Renata Bernal Peder Severin Kroyer Joaquin Sorolla Auguste Renoir Vincent Van Gogh	Max Ernst Ed Ruscha Clarice Cliff Nancy McCroskey Julian Opie Edwina Bridgeman Damien Hirst	Diego Velazquez Walt Disney Carl Giles Sam McBratney
	Year 4	Year 5	Year 6
Artists, craftspeople, designers	Giorgio Morandi Paul Cezanne Barbara Hepworth Luz Perez Ojeda El Anatsui Guiseppe Arcimboldo Sam Francis Sokari Douglas Camp	Hundertwasser Leonardo da Vinci Paul Klee Morag Myerscough	Edward Hopper William Morris Paul Cezanne Edgar Degas Eugene Henri Paul Gauguin Stephens Jones Bundle McClaren Georges-Pierre Seurat Claude Monet Vincent Van Gogh Auguste Renoir Kathe Kollwitz Mark Wallinger Pablo Picasso Jaromir Funke Ben Nicholson Paul Cezanne

Progression of skills

Evaluating

	Year 1	Year 2	Year 3
Identifying similarities and differences to others' work	Recognise and describe key features of their own and other's work.	Compare other's work, identifying similarities and differences.	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).
Reflecting	Describe what they feel about their work and the art of others.	Describe choices and preferences using the language of art.	Reflecting on their own work in order to make improvements.
	Year 4	Year 5	Year 6
Identifying similarities and differences to others' work	Build a more complex vocabulary when discussing your own and others' art.	Develop a greater understanding of vocabulary when discussing their own and others' work.	Use the language of art with greater sophistication when discussing own and others art.
Reflecting	Reflecting on their own work in order to make improvements.	Regularly analysing and reflecting on their intentions and choices.	Give reasoned evaluations of their own and others work which takes account of context and intention.