

# Art progression at Oakworth Primary School

## Statement of Intent, Implementation & Impact

### **Intent**

We recognise the value and importance that Art has for developing our children as ‘Young Superheroes’, specifically developing their powers of resilience, teamwork, discovery and challenge throughout a range of projects and themes.

The Art curriculum at Oakworth aspires to engage pupils and nurture their involvement in the expressive arts. It provides children with the most relevant skills that help them to harness their natural ability to be expressive and experimental. Children should be involved in both making their own art and enjoying the art of others. Engaging in art processes enhances all aspects of development including promoting emotional safety through their happiness and wellbeing.

We will provide multi-sensory environments and experiences which will facilitate effective and responsive learning. Through this approach children will be supported to fully engage with different concepts, ideas and skills. We will recognise and nurture the potential of children to be able to develop their own interpretations of the world, ‘to help them deepen and enrich their child’s-eye view’ so that they can achieve a broader and deeper understanding of the world around them. (Vygotsky)

### **Implementation**

The Art curriculum has been designed to fulfil the requirements of the National Curriculum. The technical knowledge and skills have been broken down into 6 units of work Painting, Drawing, Textiles, Modelling, Collage and Printing. In each unit there are specific skills and knowledge that has to be taught at each stage. This is also underpinned by an artist study in each unit, who exemplifies the skill we are teaching the children. This ensures that the children’s skills develop as they move through school in preparation for the next stage. Collaborative and child-led curriculum planning lies at the heart of what we do at Oakworth. We provide contexts that are relevant to our children and take in to account the particular interests of individual learners to enhance their experience of the subject and deepen their understanding and ability to apply key concepts and ideas.

### **Impact**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. 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 and the rest of the world.

## Art Progression Document

Early Years Foundation Stage				
EYFS	<p>Art making is a significant part of early childhood development. Applying interpretation theories to children's work can help to assess their progress. Early stage mark making provides opportunities to to determine levels of cognitive development, the ability to symbolise complex life experiences, and basic physical development indicators such as pencil grip and control. When children draw they are able explore some emotional concepts and are often able to express their likes and dislikes. Some children prioritise their most favourite parts of their pictures by adding extra detail or making certain objects or people bigger than others. For children who often have not yet developed sophisticated language skills, making art work helps them to communicate their ideas freely where they might otherwise struggle. Comparison between separate art works can also demonstrate developmental trends. Repeating this simple task several times throughout the course of an academic year brings to light various developmental achievements such as when a child first perceives un-differentiated wholes and is gradually able to discriminate details. Art making in Early Years pedagogy enhances the depth and quality of communication whilst providing an insightful basis for assessment and opens up the potential for valuable self-expression and experimentation.</p>			
	Nursery			
Nursery	Painting	Drawing	Sculpture	Craft – textiles, printing, collage
	<p>*Talk about the marks they have made when painting.</p> <p>*Explores colour and how colours can be changed.</p> <p>*Ascribes meanings to marks that they see in different places.</p> <p><b>PD</b></p> <ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul> <p><b>EAD</b></p> <ul style="list-style-type: none"> <li>Explore colour and colour-mixing</li> </ul>	<p>*Shows control when holding and using mark-making tools.</p> <p>*Draws lines and circles using gross motor movements.</p> <p>*Holds pencil near point between first two fingers and thumb and uses it with increasing control.</p> <p>*Begins to use lines to create shapes and enclosed spaces and begin to give meaning to these shapes.</p> <p><b>PD</b></p> <ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul> <p><b>EAD</b></p> <ul style="list-style-type: none"> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> </ul>	<p>*Uses one-handed tools and equipment e.g. scissors, glue stick.</p> <p>*Uses positional language and is beginning to talk about the shapes of objects and materials.</p> <p>*Uses shapes appropriately for tasks.</p> <p>*Uses various construction materials. *Begin to construct, stacking vertically and horizontally, joining and balancing to make enclosures and create spaces.</p> <p><b>PD</b></p> <ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul> <p><b>EAD</b></p> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> </ul>	<p>*Begin to describe the texture of things.</p> <p>*Can make observations and can talk about different objects and materials.</p> <p>*Realises tools can be used for a purpose.</p> <p>*Can snip using scissors.</p> <p>*Uses simple techniques to apply glue.</p> <p>*Begin to talk about the colours of things.</p> <p><b>PD</b></p> <ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul> <p><b>EAD</b></p> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> </ul>

## Art Progression Document


Reception				
Reception	Painting	Drawing	Sculpture	Craft – textiles, printing, collage
	<p>*Explores what happens when they mix colours to create new ones.</p> <p>*Gives meaning to marks they make as they paint.</p> <p>*Children show good control and co-ordination in large and small movements to produce different brush-strokes.</p> <p>*Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>*Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.</p> <p><b>PD</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul> <p><b>EAD</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> </ul>	<p>*Gives meaning to marks they make as they draw.</p> <p>*Shows a preference for a dominant hand</p> <p>*Holds pencils effectively and uses a variety of movements to make meaningful marks and simple representations of people and objects.</p> <p>*Produce lines of different thickness and tone using a pencil.</p> <p>*Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p><b>PD</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul> <p><b>EAD</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> </ul>	<p>*Combine different media to create new effects</p> <p>*Use a variety of resources to create with a purpose in mind.</p> <p>*Selects own resources and adapts work where necessary.</p> <p>*Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>*Shows increasing control over malleable modelling materials such as dough and clay.</p> <p><b>PD</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul> <p><b>EAD</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> </ul>	<p>*Manipulates materials to achieve a planned effect.</p> <p>*Children follow instructions involving several ideas or actions.</p> <p>*Children experiment with a variety of materials thinking about colour, design, texture, form and function.</p> <p>*Handles tools and materials safely and with increasing control.</p> <p>*Show experience in simple stitch work.</p> <p>*Show experience in simple weaving: paper, twigs.</p> <p>*Use appropriate language to describe colours, media, equipment and textures.</p> <p>*Uses simple tools to effect changes to materials.</p> <p>*Can use scissors to cut on a line/ curve with increasing accuracy.</p> <p>*They explore characteristics of different materials, shapes and adhesives.</p> <p>*Looks closely at similarities and differences and can recognise and create patterns.</p> <p>*Can make simple pictures by printing from objects.</p> <p><b>PD</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul> <p><b>EAD</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>

## Art Progression Document

### ELG

**PD(FMS)** - Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing

**EAD (CWM)** - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.


Year 1				
Year 1	Painting	Drawing	Sculpture	Craft – textiles, printing, collage
	Bob Barker Steven Brown			
	<ul style="list-style-type: none"> <li>*Use a variety of tools and techniques for a purpose, including the use of different brush sizes and types.</li> <li>*Mix and match colours to artefacts and objects.</li> <li>*Work on different scales.</li> <li>*Mix secondary colours with white or black to create different shades.</li> <li>*Create different textures e.g. use of sawdust, thicker acrylic paints or thin water-based paints.</li> </ul>	<ul style="list-style-type: none"> <li>*Use variety of tools, including: pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media.</li> <li>*Investigate textures by describing, naming, rubbing, copying.</li> <li>*Begin to explore the use of line and dots to create texture.</li> <li>*Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> </ul>	<ul style="list-style-type: none"> <li>*Use and arrange materials to create shapes and patterns.</li> <li>*Use tools to shape and create texture.</li> <li>*Experiment with, construct and join recycled, natural and manmade materials more confidently.</li> </ul> 	<ul style="list-style-type: none"> <li>*Have some experience of weaving and understand the process and some techniques.</li> <li>*Begin to identify different types and textures of fabric and materials for collage.</li> <li>*Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge, resist printing, making rubbings.</li> <li>*Build a more complex repeating pattern using shape and colour and recognise, describe and replicate patterns in the environment.</li> </ul>
	Y1 Sketch Book - Start to record simple media explorations in a sketch book.			

## Art Progression Document


Year 2				
Year 2	Painting	Drawing	Sculpture	Craft – textiles, printing, collage
	Paul Klee			Orla Keily
	<p>*Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>*Continue experimenting to lighten and darken including using black and white, applying less/more paint, using texture and colour choice.</p> <p>*Begin to mix colour shades and tones.</p> <p>*Continue to control the types of marks made with the range of media and tools.</p> <p>*Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>*Begin to control the types marks made with the range of media.</p> <p>*Draw on different surfaces with a range of media.</p> <p>*Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>*Name, match and draw lines/marks from observations.</p> <p>*Continue to Investigate textures and produce an expanding range of patterns.</p>	<p>*Manipulate a range of different materials to shape, form and construct a 2D to 3D shape.</p> <p>*Model sculpture from observation and imagination.</p> <p>*Experiment in using a variety of materials to make your 3D sculpture stand and balance.</p>	<p>*Show skill an accuracy in applying glue to combine materials using different tools.</p> <p>*Use shape and colour to represent objects or replicate images effectively.</p> <p>*Use a variety of techniques, inc. carbon printing, relief.</p> <p>*Print using a variety of materials, objects and techniques.</p>
Year 2 Sketchbooks				
	Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.	Use a sketchbook to plan and develop simple ideas.	Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.	Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.




# Art Progression Document

Year 3				
Year 3	Painting	Drawing	Sculpture	Craft – textiles, printing, collage
	Paul Cezanne David Hockney			
	<p>*Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>*Use light and dark within painting and begin to explore complimentary colours.</p> <p>*Mix colour, shades and tones with increasing confidence.</p> <p>*Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>*Developing intricate patterns/ marks with a variety of media.</p> <p>*Demonstrate experience in different grades of pencil and pastels.</p> <p>*Begin to show an awareness of objects having a third dimension and perspective.</p> <p>*Create textures and patterns.</p>	<p>*Join two materials successfully.</p> <p>*Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>*Shape, coil and cut materials.</p> <p>*Continue to explore carving as a form of 3D art.</p> 	<p>*Apply decoration to textiles using beads, buttons, feathers etc.</p> <p>*Apply colour to textiles with printing.</p> <p>*Select and arrange materials for a striking effect in collage.</p> <p>*Use mosaic effectively to create individual and collaborative work.</p> <p>*Explore both mono-printing and relief printing.</p> <p>* Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work.</p>
	Year 3 Sketchbooks			
	Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.	Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.	Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.	<p>Use a sketchbook to plan, collect and develop ideas. Record textile explorations and experimentations as well as try out ideas.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p>


# Art Progression Document

Year 4				
Year 4	Painting	Drawing	Sculpture	Craft – textiles, printing, collage
	Georgia O'keeffe	Van Gough	Historical artefact inspiration	
	<p>*Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>*Start to develop a painting from a drawing.</p> <p>*Begin to choose appropriate media to work with.</p> <p>*Use light and dark within painting and show understanding of complimentary colours.</p> <p>*Mix colour, shades and tones with increasing confidence.</p> <p>*Work in the style of a selected artist (not copying).</p>	<p>*Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. *Understanding why they best suit.</p> <p>*Draw for a sustained period of time at an appropriate level.</p> <p>*Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>*Explore paper and card manipulation skills to build 3d forms.</p> <p>*Sculpt around newspaper or card armatures (or over other constructed foundations).</p> <p>*Explore how we look at and respond to things people have made, and then include this awareness when making sculpture (historical artefacts).</p> 	<p>*Use layered fabrics and sewing skills.</p> <p>*Become confident in applying colour with printing, tie dye.</p> <p>*Create and use dyes.</p> <p>*Use mosaic effectively to create an individual final piece that is well thought out and unique.</p>
Year 4 Sketchbooks				
	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	<p>Plan a design in a sketchbook and execute it.</p> <p>To record explorations and experimentations as well as try out ideas.</p> <p>Record how work is adapted as and when necessary and explain why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p>

# Art Progression Document

Year 5				
Year 5	Painting	Drawing	Sculpture	Craft – textiles, printing, collage
	<b>Andy Warhol &amp; Pablo Picasso (comparison)</b> <b>Peter Thorpe</b> <b>John Constable</b>		Historical architecture inspiration	
	*Confidently control the types of marks made and experiment with different effects and textures. *Mix and match colours to create atmosphere and light effects. *Mix colour, shades and tones with confidence building on previous knowledge. *Start to develop their own style using tonal contrast and mixed media. *Begin to develop an awareness of composition, scale and proportion in their paintings.	*Work in a sustained and independent way to create a detailed drawing. *Use different techniques for different purposes i.e. shading, hatching within their own work. *Develop further simple perspective in using a single focal point and horizon. *Use drawing techniques to work from a variety of sources including observation, photographs and digital images. *Develop close observation skills. *Select materials to create a colour palette based upon colours observed in the natural or built world.	*Explore architecture of another time and/or culture. *Consider how we look at and respond to things people have made, and then include this awareness when making sculpture (architecture). *Shape and join a range of mixed media materials. 	*Use a variety of techniques, e.g. dyeing and weaving to create different textural effects. * Select materials to create a collage palette based upon colours observed in the natural or built world. *Combine paper collage with other media (print, paint, textiles etc) to create different effects. * Demonstrate experience in combining techniques to produce an end piece.
	Year 5 Sketchbooks			
	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media.	Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why.	Plan a design in a sketchbook and execute it.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works

## Art Progression Document

Year 6				
Year 6	Painting	Drawing	Sculpture	Craft – textiles, printing, collage
	Henri Rousseau	Henry Moore		Hokusai
	<p>*Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>*Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>*Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>*Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>*Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>*Develop their own style of drawing through: line, tone, pattern, texture and perspective.</p> <p>*Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>*Develop an awareness of composition, scale and proportion in their drawings.</p>	<p>*Work around armatures or over constructed metal wire foundations.</p> <p>*Confidently choose different ways of finishing work: glaze, paint, polish.</p> <p>*Recognise sculptural forms in the environment: Furniture, buildings.</p> 	<p>*Demonstrate carving in lino printing.</p> <p>*Show positive and negative shapes when cutting.</p> <p>*Demonstrate experience in a range of printmaking ideas.</p> <p>*Work back into prints using different mixed media.</p> <p>*Experiment with combining photographic images using collage and mixed media.</p>
Year 6 Sketchbooks				
	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p>	<p>Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p>	<p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.</p>	<p>Use a sketch book to plan how to join parts of piece.</p> <p>Annotate work in sketchbook. Use language appropriate to skill and technique.</p> <p>Design, plan, make and evaluate a piece, adapting their work according to their views and describe how they might develop it further.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p>

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