

Lower Peover C of E Primary School

Progression in Art and Design under the 2014 National Curriculum

Key Stage 1

Pupils should be taught creativity in art, craft and design by:

- using a range of materials to design and make products
- using drawing, painting and sculpture to share their ideas, experiences and imagination
- developing techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D
- being taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas
- to improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)
- about the greatest artists, architects and designers in history.



Key Questions:	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Can they communicate something about them in a drawing?</p> <p>Can they create moods in their drawing?</p> <p>Can they draw using pencil and crayons?</p> <p>Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</p>	<p>Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</p> <p>Can they use charcoal, pencil and pastels?</p> <p>Can they create different tones using light or dark?</p> <p>Can they show patterns or textures in their drawings?</p> <p>Can they use a viewfinder to focus on a particular part of an artefact before drawing it?</p>	<p>Can they show facial expressions in their drawings?</p> <p>Can they use their sketches to create a final piece of work?</p> <p>Can they write an explanation of their sketch using notes?</p> <p>Can they use different grades of pencil shade, to show different tones and texture?</p>	<p>Can they show facial expressions and body language in their drawings?</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they show reflection?</p> <p>Can they explain why they have chosen specific materials to draw with?</p>	<p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Do they successfully use shade to produce mood and feeling?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they show reflection?</p> <p>Can they explain why they have chosen specific materials to draw with?</p>	<p>Do their images communicate emotions and a sense of self with accuracy and imagination?</p> <p>Can they explain why they have combined different tools to create their drawings?</p> <p>Can they explain why they have chosen specific drawing techniques?</p>

<p>Painting</p>	<p>Can they communicate something about them in a painting?</p> <p>Can they create moods in their painting?</p> <p>Can they choose to pick thick and thin brushes as appropriate?</p> <p>Can they paint a picture of something they can see?</p> <p>Can they name the primary and secondary colours?</p>	<p>Can they mix paint to create all of the secondary colours?</p> <p>Can they mix and match colours, predict outcomes?</p> <p>Can they mix their own brown?</p> <p>Can they create tints by adding white?</p> <p>Can they create tones by adding black?</p>	<p>Can they predict with accuracy the colours they mix?</p> <p>Do they know where each of the primary and secondary colours sit on the colour wheel?</p> <p>Can they create a background using a wash?</p> <p>Can they use a range of brushes to create different effects?</p>	<p>Can they create all the colours they need?</p> <p>Can they create mood in their paintings?</p> <p>Do they successfully use shading to create mood and feeling?</p>	<p>Can they create all the colours they need?</p> <p>Can they create mood in their paintings?</p> <p>Can they express emotions accurately through their painting and sketches?</p>	<p>Can they explain what their own style is?</p> <p>Can they use a wide range of techniques in their work?</p> <p>Can they explain why they have chosen specific painting techniques?</p>
<p>Printing</p>	<p>Can they print with sponges, vegetables and fruit?</p> <p>Can they print onto paper and textiles?</p> <p>Can they design their own printing block?</p> <p>Can they create a repeating pattern?</p>	<p>Can they create a print using pressing, rolling, rubbing and stamping?</p> <p>Can they create a print like a designer?</p>	<p>Can they make a printing block?</p> <p>Can they make a two colour print?</p>	<p>Can they print using at least four colours?</p> <p>Can they create an accurate print design?</p> <p>Can they print on to different materials?</p>	<p>Can they print using a number of colours?</p> <p>Can they create an accurate print design that meets certain criteria?</p> <p>Can they print on to different materials?</p>	<p>Can they overprint using different colours?</p> <p>Do they look very carefully at methods they use and make decisions about the effectiveness of their printing methods?</p>

<p>3D / Textiles</p>	<p>Can they add texture by using tools?</p> <p>Can they make different kinds of shapes?</p> <p>Can they cut, roll and coil a material such as clay, dough or plasticine?</p> <p>Can they sort threads and fabrics?</p> <p>Can they group threads and fabrics by their colour and texture?</p> <p>Can they weave with fabric and thread?</p>	<p>Can they make a clay pot?</p> <p>Can they join two finger pots together?</p> <p>Can they add line and shape to their work?</p> <p>Can they join fabric using glue?</p> <p>Can they sew fabrics together?</p> <p>Can they create part of a class patchwork?</p>	<p>Can they add on to their work to create texture and shape?</p> <p>Can they work with life size materials?</p> <p>Can they create pop ups?</p> <p>Can they join fabrics together to make quilt using padding?</p> <p>Can they sewing to add detail to a piece of work?</p> <p>Can they add texture to a piece of work?</p>	<p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they begin to sculpt clay and other mouldable materials?</p> <p>Can they use early textile and sewing skills as part of a project?</p>	<p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they begin to sculpt clay and other mouldable materials?</p> <p>Can they use early textile and sewing skills as part of a project, e.g. hanging, book, etc.?</p> <p>This could include running stitch, cross stitch, applique, and/or embroidery?</p>	<p>Can they create models on a range of scales?</p> <p>Can they create work which is open to interpretation by their audience?</p> <p>Can they include both visual and tactile elements in their work?</p>
<p>Collage</p>	<p>Can they cut and tear paper and card for their collages?</p> <p>Can they gather and sort the materials they will needs?</p>	<p>Can they create individual and group collages?</p> <p>Can they use different kinds of materials on their collage and say why they have chosen them?</p> <p>Can they use repeated patterns in their collage?</p>	<p>Can they cut very accurately?</p> <p>Can they overlap materials?</p> <p>Can they experiment using different colours?</p> <p>Can they use mosaic?</p> <p>Can they use montage?</p>	<p>Can they use ceramic mosaic to produce and piece of art?</p> <p>Can they combine visual and tactile qualities?</p>	<p>Can they use ceramic mosaic to produce and piece of art?</p> <p>Can they combine visual and tactile qualities?</p>	<p>Can they justify the materials they have chosen?</p> <p>Can they combine pattern, tone and shape?</p>

<p>Use of IT</p>	<p>Can they use a simple painting program to create a picture?</p> <p>Can they use tools like fill and brushes in a painting program?</p> <p>Can they go back and change their picture?</p>	<p>Can they create a picture independently?</p> <p>Can they use IT mark making tools, e.g. brush and pen tools?</p> <p>Can they edit their own work?</p> <p>Can they take different photographs of themselves showing different moods?</p> <p>Can they change their photographic images on a computer?</p>	<p>Can they use the digital images they make and combine them with other media to produce art work?</p> <p>Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</p> <p>Can they use the web to research an artists or a style of art?</p>	<p>Can they present a collection of their work on a slide show?</p> <p>Can they create a piece of art work which includes the integration of digital images they've taken?</p> <p>Can they combine graphics and texts based on their research?</p>	<p>Can they create a piece of art work which includes the integration of digital images they've taken?</p> <p>Can they combine graphics and texts based on their research?</p> <p>Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</p> <p>Can they create digital images with animation, video and sound to communicate their ideas?</p>	<p>Do they use software packages to create pieces of digital art to design?</p> <p>Can they create a piece of art to be used as part of a wider presentation?</p>
<p>Knowledge</p>	<p>Can they describe what they see and like in the work of another artist?</p> <p>Can they ask sensible question about a piece of art?</p>	<p>Can they link colours to natural and man-made objects?</p> <p>Can they say how other artists have used colour, pattern and shape?</p> <p>Can they create a piece of art in response to another artist's work?</p>	<p>Can they compare the work of different artists?</p> <p>Can they explore work from other cultures?</p> <p>Can they explore work from other periods of time?</p> <p>Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</p>	<p>Can they experiment with different styles artists have used?</p> <p>Can they explain art from other periods of history?</p>	<p>Can they experiment with different styles artists have used?</p> <p>Do they learn about the work of others by looking at work in their books, the internet, visits to galleries and other sources of information?</p>	<p>Can they make a record about the styles and qualities of their work?</p> <p>Can they say what their work is influenced by?</p> <p>Can they include technical aspects in their work, e.g. architectural design?</p>

<p>Sketchbook</p>		<p>Can they begin to demonstrate their ideas through photographs or in their sketch book?</p> <p>Can they set out their ideas using 'annotation' in their sketch book?</p> <p>Do they keep notes in their sketchbooks as to how they have changed their work?</p>	<p>Can they use their sketch book to express what they feel about a subject and to describe likes and dislikes?</p> <p>Can they make note in their sketch books about techniques used by artists?</p> <p>Can they suggest improvements to their works by make notes in their sketch book?</p>	<p>Can they use their sketchbooks to express their feelings about various subjects and outline their likes and dislikes?</p> <p>Can they produce a montage about themselves?</p> <p>Do they use their sketchbooks to adapt and improve their original ideas?</p> <p>Do they keep notes about the purpose of their work in their sketch book?</p>	<p>Do they keep notes in their sketch book of how they might develop their work further?</p> <p>Do they use their sketch book to discuss and compare ideas with others?</p>	<p>Do their sketchbooks contain detailed notes, and quotes about items?</p> <p>Do they compare their methods to those of others and keep notes in their sketchbooks?</p> <p>Do they combine graphic and text based research of commercial design, for example magazines, etc., to influence the layout of their sketchbooks?</p> <p>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks?</p>
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