

# Ellwood Community Primary School

Believe, Achieve, Belong



## Art and Design: Key Stage Progression

	By the end of Reception	By the end of KS1	By the end of KS2
<b>Generating Ideas</b>	<ul style="list-style-type: none"> <li>✓ Talk about their ideas and explore different ways to record them.</li> <li>✓ Explore different ways to use paint and a range of media according to their interests and ideas.</li> <li>✓ Explore and play with clay and playdough to make child-led creations.</li> <li>✓ Explore and play with a range of craft media to make child-led creations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explore their own ideas using a range of media and techniques.</li> <li>✓ Generate ideas from a wider range of stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explore and record research and evaluation techniques to develop their ideas.</li> <li>✓ Plan purposefully for an outcome.</li> <li>✓ Develop ideas more independently from their own research.</li> <li>✓ Draw upon their experience of creative work to develop their own starting points for creative outcomes.</li> </ul>
<b>Sketchbooks</b>	<ul style="list-style-type: none"> <li>✓ Experiment with mark making in an exploratory way.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use sketchbooks to experiment and explore ideas.</li> <li>✓ Use drawings within their sketchbooks to record ideas.</li> <li>✓ Use sketchbooks to help make decisions about what to try out next.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use sketchbooks for a wide range of purposes to improve understanding, develop ideas and plan by; recording, observations, drawing, researching, annotating, planning, testing materials and taking next steps within the making process.</li> <li>✓ Use sketchbooks systematically and independently to reach a more independent outcome.</li> </ul>
<b>Making Skills (including Formal Elements)</b>	<p>Drawing</p> <ul style="list-style-type: none"> <li>✓ Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</li> <li>✓ Work on a range of materials of different textures (eg. playground, bark).</li> <li>✓ Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</li> </ul>	<p>Drawing</p> <ul style="list-style-type: none"> <li>✓ Develop increased control using a range of drawing materials such as; pencils, chalk, charcoal, pastels, felt tips and pens.</li> <li>✓ Develop observational skills to look closely and reflect surface texture through mark-making.</li> <li>✓ Experiment with drawing on different surfaces to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</li> <li>✓ Explore mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary.</li> </ul>	<p>Drawing</p> <ul style="list-style-type: none"> <li>✓ Draw expressively and in their own style, in response to their choice of stimulus.</li> <li>✓ Experiment with gestural and quick sketching.</li> <li>✓ Draw from a broader range of stimulus such as architecture, culture and photography. Do this by using a range of materials and techniques, selecting and using these appropriately with more independence, and combining media for effect.</li> <li>✓ Drawing through direct observation, using tonal shading and applying their understanding of shape to communicate form and proportion.</li> <li>✓ Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> <li>✓ Develop drawn ideas as part of an exploratory journey. Draw in a more sustained way, revisiting a drawing over time to apply their understanding of tone, texture, line, colour and form.</li> <li>✓ Improve their mastery of techniques and materials.</li> <li>✓ Explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</li> </ul>

	<p>Painting and mixed media</p> <ul style="list-style-type: none"> <li>✓ Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</li> <li>✓ Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</li> <li>✓ Use mixed-media scraps to create child-led artwork with no specific outcome.</li> </ul>	<p>Painting and mixed media</p> <ul style="list-style-type: none"> <li>✓ Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces.</li> <li>✓ Explore colour mixing to create secondary colours using different amounts of a colour, and how material behaves e.g. adding water to thin paint.</li> <li>✓ Play with combinations of materials to create collages based on colour, texture, shape and pattern.</li> <li>✓ Select materials based on their properties, eg, shiny or soft.</li> <li>✓ Overlap and layer materials within a collage to create effect.</li> </ul>	<p>Painting and mixed media</p> <ul style="list-style-type: none"> <li>✓ Select and use a variety of painting techniques including; applying their drawing skills, using their knowledge of colour mixing, making choices about suitable tools for a task/to suit a purpose eg choosing a fine paintbrush for making detailed marks, or creating a range of marks and textures in paint.</li> <li>✓ Mix colours with greater accuracy and begin to consider how colours can be used expressively.</li> <li>✓ Analyse, describe and take inspiration from artists' work to apply ideas in their own artwork e.g. painting surfaces, mixing paint with other materials, effect of colour or composition, as well as making choices based on their own experiences.</li> <li>✓ Use paint to depict forms and paint from a drawing/other stimulus e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects.</li> <li>✓ Modify chosen collage materials in a range of ways, considering materials, scale and techniques eg by cutting, tearing, re-sizing or overlapping, when creating collages and other mixed media pieces.</li> <li>✓ Select and adapt collage materials to create contrast and consider overall composition, extending original ideas.</li> <li>✓ In sketchbooks, use collage as a means of collecting ideas.</li> <li>✓ Combine a wider range of media e.g. photography and digital art effects.</li> <li>✓ Work in a sustained way over several sessions to complete a piece.</li> <li>✓ Create collage in response to a stimulus.</li> <li>✓ Work collaboratively on a larger scale.</li> </ul>
	<p>Sculpture and 3D</p> <ul style="list-style-type: none"> <li>✓ Push, pull and twist a range of modelling materials to affect the shape.</li> <li>✓ Create child-led 3D forms from natural materials.</li> <li>✓ Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</li> </ul>	<p>Sculpture and 3D</p> <ul style="list-style-type: none"> <li>✓ Use their hands and tools confidently, to manipulate (cut, shape, fold, join) a range of modelling materials, including paper, card and malleable materials.</li> <li>✓ Explore how to join and fix materials in place.</li> <li>✓ Create 3D forms to make things from their imagination or recreate things they have seen.</li> <li>✓ Understand sculpture to construct and model simple forms.</li> <li>✓ Develop basic skills for shaping and joining clay, including exploring surface texture.</li> </ul>	<p>Sculpture and 3D</p> <ul style="list-style-type: none"> <li>✓ Respond to a stimulus when planning and thinking through the making process to create 3D forms, selecting materials appropriately from a range to fit with ideas.</li> <li>✓ Explore shaping materials for a purpose; positioning, shaping and joining materials (tie, bind, stick, fold), as well as carving and modelling wire.</li> <li>✓ Experiment with combining found objects and recyclable material to create sculpture.</li> <li>✓ Investigate how scale, display location and interactive elements impact 3D art.</li> <li>✓ Use personal plans and ideas to plan, design and construct more complex 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</li> <li>✓ Persevere when constructions are challenging and work to problem solve confidently through editing and refining to create desired effects and end results, showing an understanding of appropriate finish and present work to a good standard.</li> </ul>
	<p>Craft and Design:</p> <ul style="list-style-type: none"> <li>✓ Design something and stick to the plan when making.</li> <li>✓ Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.</li> </ul>	<p>Craft and Design</p> <ul style="list-style-type: none"> <li>✓ Respond to a design brief, to select colours, shapes and materials to suit a range of ideas and purposes.</li> <li>✓ Design and make something that is imagined or invented.</li> <li>✓ Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</li> <li>✓ Apply skills such as measuring materials, cutting, arranging and joining a range of materials to include card, felt and cellophane, and adding decoration.</li> </ul>	<p>Craft and Design</p> <ul style="list-style-type: none"> <li>✓ Learn making techniques (such as paper making), comparing these and making decisions about which method to use to achieve a particular outcome, as part of their own project.</li> <li>✓ Investigate the history of a craft technique and share that knowledge in a personal way.</li> <li>✓ Design and make creative work for different purposes, evaluating the success of the techniques used and how this works in creative industries; e.g. in architecture, magazines, logos, digital media and interior design.</li> <li>✓ Develop and extend personal ideas and imaginative responses to a design brief through sketchbook use and independent research, justifying choices made during the design process by explaining how the work of a creative practitioner has influenced their final outcome.</li> </ul>
	<p>Knowledge of Artists</p> <ul style="list-style-type: none"> <li>✓ Enjoy looking at and talking about art.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</li> <li>✓ Talk about art they have seen using some appropriate subject vocabulary.</li> <li>✓ Be able to make links between pieces of art.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use subject vocabulary confidently to describe and compare creative works.</li> <li>✓ Use their own experiences of techniques and making processes to explain how artworks may have been made.</li> <li>✓ Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural</li> </ul>

			and historical context may have influenced their creative work.
Evaluating and Analysing	<ul style="list-style-type: none"> <li>✓ Talk about their artwork, stating the process they have used and what they feel they did well.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe, compare and explain features, ideas and opinions about their own and others' art work, giving reasons.</li> <li>✓ Begin to talk about how they could improve their own work.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Confidently give reasoned evaluations to explain their ideas and opinions about their own and other's artwork, giving reasons, using more complex vocabulary and processes, describing the particular outcome achieved, context and intentions.</li> <li>✓ Independently use sketchbooks, knowledge of tools, materials and processes as part of the problem-solving process to improve their work through regular evaluating during the planning and making process, trying alternative solutions.</li> </ul>