

Art Progression Map

Curriculum overview

Art forms part of Downsell Primary's Creative Curriculum. The learning in Art is linked to a key text for that half term.

The teaching of Art and Design Technology is alternated dependent on what area links best with the text. The boxes shaded in grey are the terms in which D&T is taught.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		<u>Theme: Traction Man</u> Pencil sketching to create a tree. Create a Kath Kidston bookmark. ART				<u>Theme: Travel</u> To explore Kandinsky's art work To create my own artwork in the style of Kandinsky. Art
Year 2	<u>Theme: Africa</u> Explore how art can be used to express freedom Use a casting kit as a medium for art Art	<u>Theme: Rosa Parks and Nelson Mandela</u> Explore the art style of Pablo Picasso Examine paintings and discuss features Use warm or cold colours to reflect mood and emotion. Art	<u>Theme: London</u> Explore the art of Stephen Wiltshire Use a range of mark making techniques Create a London skyline using a pencil sketch Art		<u>Theme: Islands</u> Explore water colour techniques Use water colour to create a piece Art	

Year 3			<u>Theme: Italy</u> Volcano digital art Art	<u>Theme: Mayans</u> Design and create a soap bar To create carvings on soap bar Art	<u>Theme: Ancient Egypt</u> Construct a canopic jar from mixed materials Art	
Year 4		<u>Theme: Greece</u> Create Greek story vases Art	<u>Theme: Vikings</u> Use the medium of chalk to create a portrait Explore the features of portraits Art			
Year 5	<u>Theme: Queen Victoria's reign</u> Create a clay base relief of an illuminated letter Design and create a William Morris style printing block Art			<u>Theme: America</u> Explore the work of Berry Fritz Create a still life painting in the style of Berry Fritz Art		<u>Theme: Shipwrecked</u> Experiment with abstract art skills taking inspiration from ocean scenes. Use various colours to create a seascape art. Present your artwork in an exhibition. Art

Year 6	<u>Theme: Blitz</u> Black history week link to Art Blitz Art Create silhouettes Create Blitz background Art			<u>Theme: Political Art</u> Using art as a medium to highlight political issues Interpret and analyse Banksy's work Write my name in the style of graffiti Draw in the style of Banksy to highlight a key message Art		<u>Theme: Japan</u> Use a Japanese technique to create a symbol Make Japanese woodblock prints Create a traditional hand fan. Art
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Art and Design Technology at Downsell Primary School

Intent	<p>At Downsell Primary School, the teaching and implementation of the Art curriculum is based on the National curriculum and linked to topics to ensure a well-structured approach to this creative subject.</p> <p>Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. 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.</p> <p>Our intent in Art is that all our children receive their entitlement and frequent access to art as laid out in the national curriculum, to inspire and enthuse children's imagination and appreciate 'creative arts' and to enhance children's learning by having opportunities for collaborative working and exploring the different styles and techniques of a range of artists.</p> <p>We break Art down into four key skill requirements: Historical and cultural development, designing and planning, awareness of different arts, crafts and design, and evaluating / analysing.</p> <p>Our teaching builds upon pupils' prior knowledge and develops a range of skills using observation, research, questioning, identifying and investigating.</p>
Implementation	<p>We offer a creative curriculum, in which Art is embedded within a bigger picture, linked to a core text. This supports our pupils with being able to showcase their skills in a range of ways across the curriculum as well as encouraging the viewpoint that subjects are not taught in isolation. We ensure that pupils have ample opportunity to showcase their artwork via classroom displays, celebrating works during exhibitions, talent shows, across all foundation /core subjects such as rangoli patterns linking Art, RE and maths together.</p> <p>End of unit goals are shared with the children so that they know where their learning is heading within each topic studied. This also supports them with making links across Art.</p>
Impact	<p>Using our termly planning and curriculum overviews; our lessons are planned to enable children to have every opportunity to build upon their prior knowledge and consolidate their understanding. Formative assessment is embedded into each lesson in the form of evaluating their own work and of others, discussions and plenaries.</p> <p>Termly Teacher judgement</p>

Art Programmes of Study: Key Stage 1 and 2 National curriculum

Key Stage 1:

Pupils should develop a wide range of art and design techniques. They should be taught to use a range of materials develop knowledge about the work of range of artists, develop and share their ideas and make products. .

Pupils should be taught to:

Historical and cultural development	Know 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.
Designing and planning	To use a range of materials to creatively to design and make products.
Awareness of different arts, craft and design	To develop a wide range of art and design technique in using colour, pattern, texture, line, shape, form and space.
Evaluating and analysing	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Art Skills

Historical and cultural development

	Learning Intentions	Skills
Year 1	To create a Cath Kidston inspired bookmark	To learn about the work of Cath Kidston and discuss the similarities of our work.
	To explore Kandinsky's artwork	To describe Kandinsky's style of work and say what I like/dislike
Year 2	To explore how art can be used to express freedom	Use the work of Hank Willis Thomas to explore themes of freedom, unity and mutual respect.
	To explore the art style of Pablo Picasso	Learn and explore the work of Picasso, describing his arts style
	To explore the art of Stephen Wiltshire	To learn about the work of Stephen Wiltshire and explain the medium and art style he uses.

Designing and planning

	Learning Intentions	Skills
Year 1	To create a Cath Kidston inspired bookmark To use pencil sketching to create a tree	To design a bookmark in the style of Cath Kidston (flowers, small patterns etc) To include detail in my drawing for effect
Year 2	To explore the art style of Pablo Picasso To explore the art of Stephen Wiltshire To use watercolours to create a piece of art	Use a range of materials creatively to design and make products To learn about the work of Stephen Wiltshire and explain the medium and art style he uses. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Awareness of different arts, craft and design

	Learning Intentions	Skills
Year 1	To use pencil sketching to create a tree To create a Cath Kidston inspired bookmark To create my own artwork in the style of Kandinsky	To apply pressure to my pencil to create light and dark effects. To use a range of media to enhance shape, pattern and texture for effect I can develop my collage technique to enhance shape, line, pattern and colour. To mix colours to enhance objects. To apply blending techniques to use the medium of chalk/pastel effectively.

Year 2	To use a casting kit	use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
	To explore the art style of Pablo Picasso	Can develop a wide range of art and design techniques in using colour, shape and texture.
	To explore the art of Stephen Wiltshire	Can develop a wide range of art and design techniques in using colour (shading), line (mark making), shape and texture (shading)
	To explore water colour techniques	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Evaluating and analysing

	Learning Intentions	Skills
Year 1	To create a Cath Kidston inspired bookmark	To learn about the work of Cath Kidston and discuss the similarities of our work.
	To use pencil sketching to create a tree	To experiment with colour for effect
	To create my own artwork in the style of Kandinsky	To compare my work to Kandinsky's and state the similarities and differences.
Year 2	To explore the art style of Pablo Picasso	Can make links between my work and Picasso's
	To explore the art of Stephen Wiltshire	To make links between my work and Wiltshire's
	To use watercolours to create a piece of art	To evaluate my work and say what I am proud of and what I can do better.

Art Programmes of Study: Key Stage 1 and 2 National Curriculum

Key Stage 2:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be able to think critically and develop a more rigorous understanding of art and design.

Pupils should be taught to:

Historical and cultural development	To learn about great artists, craft makers, architects and designers in history. To understand the historical and cultural development of their art forms.
Designing and planning	To create sketch books to record their observations and use them to review and revisit ideas.
Awareness of different arts, craft and design	To develop their techniques and improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
Evaluating and analysing	To evaluate and analyse creative works using the language of art, craft and design.

Historical and cultural development

	Learning Intentions	Skills
Year 3	To select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals. To construct a canopic jar from mixed materials	To research and understand what digital art is by looking at examples and artists. To learn about the history of Egyptian hieroglyphs.
Year 4	To create a greek story vase	can study the materials, colours, uses, and subjects of these vessels in detail.
Year 5	To design and create a William Morris style printing block To explore the work of Berry Fritz To experiment with abstract art skills taking inspiration from ocean scenes.	To learn about great artists, architects and designers in history. Learn about William Morris and say what his particular art style was. To learn about Berry Fritz and say what his particular art style was. To comment on her choice of colour techniques To understand abstract art and how it can be subjective and open to various interpretations.
Year 6	To create a background for my Blitz scene. To create a silhouette for my Blitz scene. To explore how art can be used as a medium to highlight current political issues To use art as a medium to highlight current affairs To use Japanese painting techniques to create a symbol. To incorporate the art of woodblock, re-adapted and refined by Japanese culture To create a traditional hand fan, based on Japanese culture	To discuss and plan iconic buildings (St Paul's cathedral, Liverpool docks) to include in my blitz image. To learn about Banksy and discuss why he chooses this medium of art to demonstrate key messages. To understand how art can be used as a medium to portray political messages. To understand current affairs and how art can raise awareness of issues. To understand how symbols have unique meanings in Japanese Art and its cultural significance. To understand and explain where the origin of using woodblocks came from and how Japanese are re-adapted it.

Designing and planning

	Learning Intentions	Skills
Year 3	<p>To select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals.</p> <p>To be able to improve and master art and design techniques.</p> <p>To design and create a soap bar using different materials</p> <p>To create a carving using a range of materials</p> <p>To construct a canopic jar from mixed materials</p>	<p>To use the art software to create digital art.</p> <p>To record an observation of a soap bar/carving and use this to review and revisit ideas</p> <p>To design and paint my jar with Egyptian hieroglyphs</p>
Year 4	<p>To explore the features of portraits</p> <p>To use the medium of chalk to create a portrait</p>	<p>To use my sketchbook to draw parts of the face/my face.</p> <p>To discuss and experiment using the medium of chalk</p>
Year 5	<p>To design and create a William Morris style printing block</p> <p>To create a still life painting in the style of Berry Fritz</p> <p>To experiment with abstract art skills taking inspiration from ocean scenes.</p> <p>To create a "BIG ART" project</p>	<p>I can use my sketch book to record their observations of WM's work and use this to review and revisit ideas.</p> <p>To use my sketch book to record observations of a still life drawing using sketching techniques.</p> <p>To use similar colour tones to make my art unique and representative of me.</p> <p>To explain the process of creating my artwork</p>
Year 6	<p>To create a background for my Blitz scene.</p> <p>To create a silhouette for my Blitz scene.</p> <p>To explore the notion of graffiti being a form of vandalism</p> <p>To use art as a medium to highlight current political issues</p>	<p>To use my sketchbook to look at some of the pieces of art painted of the Blitz and comment on the painting techniques (brush strokes), build up of the colour and colour preferences.</p> <p>To decide what style and colour to use for my background.</p> <p>To understand different methods of how to create a silhouette and choose one (cutting it and sticking on black paper, using pastels, crayons, paint to draw it on).</p> <p>To show my character and personality through my choice of lettering and colours.</p> <p>To draw a political image through the medium of art using Banksy's artwork as examples to formulate ideas.</p>

	To create a traditional hand fan, based on Japanese culture	<p>To create a prototype based on my design using fabric pens and cross-stitch</p> <p>To design my hand fan with intricate details using Japanese symbolism</p>
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Awareness of different arts, craft and design

	Learning Intentions	Skills
Year 3	<p>To select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals.</p> <p>To be able to improve and master art and design techniques.</p> <p>To construct a canopic jar from mixed materials</p> <p>To design and create a soap bar using different materials</p> <p>To create a carving using a range of materials</p>	<p>To generate, develop, model and communicate my ideas through discussion, annotated sketches and prototypes.</p> <p>To identify the features that I will include and the materials/resources that will be needed</p> <p>To use acrylic paints onto acetate for the background.</p> <p>To cut cups and mold paper into specific shapes.</p> <p>To layer mod rock to resemble an Egyptian god.</p> <p>To use a tool to sculpt a design</p> <p>To use sketching techniques to show depth and dimension of writing or design on the soap bar</p>
Year 4	<p>To use the medium of chalk to create a portrait</p> <p>To explore the features of portraits</p> <p>To create a greek story vase</p>	<p>To use the correct amount of pressure when using chalk</p> <p>To apply smudging and line making techniques</p> <p>To use chalk to create light and dark effects</p> <p>To improve their mastery of art and design techniques (drawing) and complete numerous drafts of my work to show an improvement.</p> <p>I can use carving techniques</p> <p>I can apply smudging techniques with pastels.</p> <p>I can describe creating and storytelling techniques used on vases.</p>
Year 5	To create a clay bas relief of an illuminated letter	I am working to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [clay]

	<p>To design and create a William Morris style printing block</p> <p>To create a still life painting in the style of Berry Fritz</p> <p>To experiment with abstract art skills taking inspiration from ocean scenes.</p> <p>To create a “BIG ART” project</p>	<p>I can explore different techniques and tools to add decorative features.</p> <p>To use shading to create an effect.</p> <p>To use various colours to create a seascape art.</p> <p>To use emotion to describe my art.</p>
Year 6	<p>To create a background for my Blitz scene.</p> <p>To create a silhouette for my Blitz scene.</p> <p>To explore the notion of graffiti being a form of vandalism</p> <p>To use art as a medium to highlight current affairs</p> <p>To use Japanese painting techniques to create a symbol.</p> <p>To incorporate the art of woodblock, re-adapted and refined by Japanese culture</p> <p>To create a traditional hand fan, based on Japanese culture</p>	<p>To mix colours, starting from the lightest colour to the darkest.</p> <p>To create a background for my blitz image by mixing fire colours and layering on their paper.</p> <p>To create my foreground either by drawing then cutting or drawing then painting.</p> <p>To write my name in the style of graffiti (3D) using vibrant colours</p> <p>To show my character and personality through my choice of lettering and colours.</p> <p>To use paint to complete my Banksy-style art work using similar colours and tones as Banksy’s art.</p> <p>To use shading in certain areas to create shadows.</p> <p>To use watercolours to paint my symbol</p> <p>To make a Japanese woodblock print (use printmaking process and rolling ink)</p> <p>To use watercolours, intricate patterns and folding techniques to create my fan.</p>

Evaluating and analysing

	Learning Intentions	Skills
Year 3	<p>To be able to improve and master art and design techniques.</p> <p>To construct a canopic jar from mixed materials</p> <p>To design and create a soap bar using different materials</p> <p>To create a carving using a range of materials</p>	<p>To evaluate my own and others' work and say what I like and how I/they can improve.</p> <p>To add details to make my jar look realistic and effective.</p> <p>to record an observation of a soap bar/carving and use this to review and revisit ideas</p>
Year 4	<p>To explore the features of portraits</p> <p>To test my product with the intended user and consider the views of others in the evaluation process</p> <p>To use the medium of chalk to create a portrait</p>	<p>To evaluate my own and others' work and say what I like and how I/they can improve.</p> <p>To evaluate and investigate and analyse a range of existing products.</p> <p>To evaluate my ideas and make changes where necessary</p> <p>To evaluate my use of chalk.</p>
Year 5	<p>To create a clay bas relief of an illuminated letter</p> <p>To design and create a William Morris style printing block</p> <p>To create a still life painting in the style of Berry Fritz</p> <p>To create a "BIG ART" project</p> <p>To create a photo journal of my art project</p>	<p>I can use my sketch book to record their observations of WM's work and use this to review and revisit ideas.</p> <p>To evaluate their ideas and consider the views of others to improve their work</p> <p>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> <p>To evaluate and justify my use of techniques and colours.</p>
Year 6	<p>To explore how art can be used as a medium to highlight current political issues</p> <p>To explore the notion of graffiti being a form of vandalism</p> <p>To use art as a medium to highlight current political issues</p> <p>To use art as a medium to highlight current affairs</p> <p>To use Japanese painting techniques to create a symbol.</p> <p>To incorporate the art of woodblock, re-adapted and refined by Japanese culture</p>	<p>To analyse two of Banksy's famous works and justify my reasons on how the images highlight current political issues.</p> <p>To debate whether graffiti is vandalism or whether it is an expression of Art.</p> <p>To explain my art to my peers</p> <p>To peer assess my peers art and make recommendations.</p> <p>To compare, assess and analyse other's work to the likes of Banksy and other artists.</p> <p>To evaluate my prototype to decide which will be best to use in my final product</p>

	To create a traditional hand fan, based on Japanese culture	To evaluate my peer's work, accept the feedback of others and use it in my evaluation. To evaluate my design
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