

## The Isaac Newton Primary School Art and Design Progression

<b>Key Stage 1</b>	<b>Essential Characteristics in our school (INTENT):</b>	
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.</li> <li>The ability to communicate fluently in visual and tactile form.</li> <li>The ability to draw confidently and adventurously from observation, memory and imagination.</li> <li>The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.</li> <li>An impressive knowledge and understanding of other artists, craftmakers and designers.</li> <li>The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.</li> <li>Independence, initiative and originality which they can use to develop their creativity.</li> <li>The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.</li> <li>The ability to reflect on, analyse and critically evaluate their own work and that of others.</li> <li>A passion for and a commitment to the subject.</li> </ul>	
<b>Key Stage 2</b>		
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>		
<b>Threshold Concepts (IMPLEMENTATION)</b>		
<b>Develop ideas</b>	<b>Master techniques</b>	<b>Take inspiration from the greats</b>
<i>This concept involves understanding how ideas develop through an artistic process.</i>	<i>This concept involves developing a skill set so that ideas may be communicated.</i>	<i>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</i>

Hierarchy of Skills: ART AND DESIGN									
	Develop Ideas	Master Techniques							Inspiration from the greats
		Painting	Collage	Sculpture	Drawing	Print	Digital Media	Textiles	
Y5/6	<p>A1: Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>A2: Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>A3: Use the qualities of materials to enhance ideas.</p> <p>A4: Spot the potential in unexpected results as work progresses.</p> <p>A5: Comment on artworks with a fluent grasp of visual language.</p>	<p>A6: Sketch (lightly) before painting to combine line and colour.</p> <p>A7: Create a colour palette based upon colours observed in the natural or built world.</p> <p>A8: Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>A9: Combine colours, tones and tints to enhance the mood of a piece.</p> <p>A10: Use brush techniques and the qualities of paint to create texture.</p> <p>A11: Develop a personal style of painting, drawing upon ideas from other artists.</p>	<p>A12: Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities.</p> <p>A13: Use ceramic mosaic materials and techniques.</p>	<p>A14: Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>A15: Use tools to carve and add shapes, texture and pattern.</p> <p>A16: Combine visual and tactile qualities.</p> <p>A17: Use frameworks (such as wire or moulds) to provide stability and form.</p>	<p>A19: Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>A20: Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>A21: Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>A22: Use lines to represent movement.</p>	<p>A23: Build up layers of colours.</p> <p>A24: Create an accurate pattern, showing fine detail.</p> <p>A25: Use a range of visual elements to reflect the purpose of the work.</p>	<p>A26: Enhance digital media by editing (including sound, video, animation, still images and installations).</p>	<p>A27: Show precision in techniques.</p> <p>A28: Choose from a range of stitching techniques.</p> <p>A29: Combine previously learned techniques to create pieces.</p>	<p>A30: Combine previously learned techniques to create pieces.</p> <p>A31: Enhance digital media by editing (including sound, video, animation, still images and installations).</p> <p>A32: Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>A33: Show how the work of those studied was influential in both society and to other artists.</p> <p>A34: Create original pieces that show a range of influences and styles.</p>
Y3/4	<p>A1: Develop ideas from starting points throughout the curriculum</p> <p>A2: Collect information, sketches and resources</p> <p>A3: Adapt and refine ideas as they progress</p> <p>A4: Explore ideas in a variety of ways</p> <p>A5: Comment on artworks using visual language</p>	<p>A6: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>A7: Mix colours effectively.</p> <p>A8: Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>A9: Experiment with creating mood with colour.</p>	<p>A10: Select and arrange materials for a striking effect.</p> <p>A11: Ensure work is precise.</p> <p>A12: Use coiling, overlapping, tessellation, mosaic and montage.</p>	<p>A13: Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</p> <p>A14: Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials.</p> <p>A15: Add materials to provide interesting detail.</p>	<p>A16: Use different hardnesses of pencils to show line, tone and texture.</p> <p>A17: Annotate sketches to explain and elaborate ideas.</p> <p>A18: Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>A19: Use shading to show light and shadow.</p> <p>A20: Use hatching and cross hatching to show tone and texture.</p>	<p>A21: Use layers of two or more colours.</p> <p>A22: Replicate patterns observed in natural or built environments.</p> <p>A23: Make printing blocks (e.g. from coiled string glued to a block).</p> <p>A24: Make precise repeating patterns.</p>	<p>A25: Create images, video and sound recordings and explain why they were created.</p>	<p>A26: Shape and stitch materials.</p> <p>A27: Use basic cross stitch and back stitch.</p> <p>A28: Colour fabric.</p> <p>A29: Create weavings.</p> <p>A30: Quilt, pad and gather fabric.</p>	<p>A31: Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>A32: Create original pieces that are influenced by studies of others.</p>
Y1/2	<p>A1: Respond to ideas and starting points</p> <p>A2: Explore ideas and collect visual information</p> <p>A3: Explore different methods and materials as ideas develop</p>	<p>A4: Use thick and thin brushes.</p> <p>A5: Mix primary colours to make secondary.</p> <p>A6: Add white to colours to make tints and black to colours to make tones.</p> <p>A7: Create colour wheels.</p>	<p>A8: Use a combination of materials that are cut, torn and glued.</p> <p>A9: Sort and arrange materials.</p> <p>A10: Mix materials to create texture.</p>	<p>A11: Use a combination of shapes. Include lines and texture.</p> <p>A12: Use rolled up paper, straws, paper, card and clay as materials.</p> <p>A13: Use techniques such as rolling, cutting, moulding and carving.</p>	<p>A14: Draw lines of different sizes and thickness.</p> <p>A15: Colour (own work) neatly following the lines.</p> <p>A16: Show pattern and texture by adding dots and lines.</p> <p>A17: Show different tones by using coloured pencils.</p>	<p>A18: Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers).</p> <p>A19: Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>A20: Press, roll, rub and stamp to make prints.</p>	<p>A21: Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>	<p>A22: Use weaving to create a pattern.</p> <p>A23: Join materials using glue and/or a stitch.</p> <p>A24: Use plaiting.</p> <p>A25: Use dip dye techniques.</p>	<p>A26: Describe the work of notable artists, artisans and designers.</p> <p>A27: Use some of the ideas of artists studied to create pieces.</p>