

Sequencing and Progression Subject: Art

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| INTENT | <p>Art, craft and design embody some of the highest forms of human creativity. 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> |
| Scheme/planning used and reason for use: | <p>Throughout the school, we follow the National Curriculum as a basis for our planning. This is planned on a two-year rolling basis to ensure coverage of the curriculum and no repetition within year groups of topics.</p> <p>As many links to the topics the children are studying are made as possible, not making tenuous links.</p> <p>Hamilton trust, as well as our progression document is used to support with planning, coverage and progression of skills and knowledge.</p> <p>Within EYFS the development matters document is used and our progression document shows how areas within Expressive art and design into KS1.</p> <p>Throughout our medium term planning reading, writing and maths opportunities are also highlighted and planned for, with the same high expectations as they would during these core subjects.</p> |
| Adaptions made to scheme, including within classrooms and reasons for this: | <p>Using the Weaving, Knowledge, Skills and Understanding progression document lessons are adapted to support and challenge within mixed age classes.</p> <p>All children take part in all aspects of the art curriculum.</p> <p>Adaptions will be made to ensure all children can assess the learning within their year group – this is throughout the pillars of excellence. (Modelling, scaffolding, feedback, questioning and differentiation)</p> |
| Day to day practice: (Frequency, what will be seen within lessons, pillars of excellence) | <p>Art is taught throughout the school. It is taught 3 x per year. Either weekly or as a block. All children will cover the areas within their year groups' progression of knowledge and skills by the end of the year. Skills and knowledge are revisited each lesson based.</p> <p>The use of the outside area, including the local area will be used to ensure that the children are engaged, enthused and challenged. To ensure this takes place lesson are well planned and teachers are secure in their own subject knowledge.</p> |
| How we will be recording progress: | <p>ARLOs are created for each unit of work to assess the children and address any gaps. Leaders then use this so they are aware of any</p> |
| (assessment, ARLO's, independent tasks, books) | <p>children who are below ARE or above, noting any children who are not making expected progress.</p> <p>Children's learning will be evidenced through: sketch books and big folders.</p> <p>The wider curriculum leader asks all teachers to fill out a tick sheet so there is a whole class overview as to where children are at.</p> |

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| <p>How we will be developing long term memory within this subject: (Knowledge acquisition and vocabulary)</p> | <p>Discussions take place each session based on the skills and knowledge that the children are learning – linked to the progression document. A homework ‘menu’ is also designed linked to the children’s topic to consolidate learning and promote this within the family.</p> |
| <p>How life skills will be developed, including SMSC and British Values.</p> | <p>Social – themed weeks, range of groupings, assemblies linked to class topics, homework menu to encourage collaborative learning, forest school, enrichment opportunities (trips and visits). Moral – 5 R’s focus, discussing termly targets within all lessons, monitors for jobs/tasks. High expectations of behaviour. Pupil voice carried out throughout the year by subject leaders. Spiritual – Assemblies weekly focused on significant events – current and past. Cultural – Focus weeks, looking at a range of artists and crafts makers across the school.</p> <p>Democracy – School council working together to develop focus weeks throughout the school and through pupil voice. Mayor debate about local and national issues. Rule of Law – rules and expectations Individual Liberty – Opportunities to challenge and extend learning, adapting planning to suit the needs of our learners, presentation key across all subjects is key, class assemblies per term, FGF assembly-sharing work, pupil voice. Development of extra-curricular activities throughout the school. Topic work. Mutual respect – rules and expectations, clear modelling, group work, time to talk and discuss/share views.</p> |
| <p>How we will be ensuring and promoting cultural capital</p> | <p>All children are involved within all of aspects of the art curriculum from EYFS to year 6. Through using the progression document, Hamilton and the use of our outside environment/local area awe and wonder is also promoted through active and engaging lessons.</p> |

Progression

| <u>Drawing</u> | |
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| EYFS | <p>30-50 Sometimes gives meaning to marks as they draw and paint. (Writing) 40-60 Give meaning to marks as they draw, write and paint. (Writing). Creates simple representations of events, people ad objects. (Being Imaginative) ELG Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (Being Imaginative.</p> |
| Year 1 | <p>Can they communicate something about themselves in their drawing? Can they create moods in their drawings?</p> |

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| | <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> |
| Year 2 | <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 and dark?</p> <p>Can they show patterns and texture in their drawings?</p> <p>Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p> |
| Year 3 | <p>Can they show facial expressions in their drawings?</p> <p>Can they use their sketches to produce a final piece of work?</p> <p>Can they write an explanation of their sketch in notes?</p> <p>Can they use different grades of pencil shade, to show different tones and texture?</p> |
| Year 4 | <p>Can they begin to show facial expressions and body language in their sketches?</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 reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p> |
| Year 5 | <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Do they successfully use shading to create 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 reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p> |
| Year 6 | <p>Do their sketches 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> |

Progression

| <u>Painting</u> | |
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| EYFS | <p>30-50 Sometimes gives meaning to marks as they draw and paint. (Writing)</p> <p>40-60 Give meaning to marks as they draw, write and paint. (Writing). Creates simple representations of events, people and objects. (Being Imaginative)</p> |

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| | ELG Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (Being Imaginative) |
| Year 1 | <p>Can they communicate something about themselves in their painting?</p> <p>Can they create moods in their paintings?</p> <p>Can they choose to use 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> |
| Year 2 | <p>Can they mix paint to create all 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 make tints by adding white?</p> <p>Can they make tones by adding black?</p> |
| Year 3 | <p>Can they predict with accuracy the colours that they mix?</p> <p>Do they know where each of the primary and secondary colours sits 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> |
| Year 4 | <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> |
| Year 5 | <p>Can they create a range of moods in their paintings?</p> <p>Can they express their emotions accurately through their painting and sketches?</p> |
| Year 6 | <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> |

| Printing | |
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| EYFS | <p>30-50 Sometimes gives meaning to marks as they draw and paint. (Writing)</p> <p>40-60 Give meaning to marks as they draw, write and paint. (Writing). Creates simple representations of events, people and objects. (Being Imaginative)</p> <p>ELG Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (Being Imaginative).</p> |
| Year 1 | <p>Can they print with sponges, vegetables and fruit?</p> <p>Can they print onto paper and textile?</p> <p>Can they design their own printing block?</p> <p>Can they create a repeating pattern?</p> |
| Year 2 | <p>Can they create a print using pressing, rolling, rubbing and stamping?</p> <p>Can they create a print like a designer?</p> |
| Year 3 | <p>Can they make a printing block?</p> <p>Can they make a 2 colour print?</p> |
| Year 4 | <p>Can they print using at least four colours?</p> <p>Can they create an accurate print design?</p> |

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| | Can they print onto different materials? |
| Year 5 | Can they print using a number of colours? Can they create an accurate print design that meets a given criteria? Can they print onto different materials? |
| Year 6 | Can they overprint using different colours? Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? |

| <u>3D/Textiles</u> | |
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| EYFS | 30-50 Use various construction materials. (media and materials) 40-60 Understand that different media can be combined to create new effects. (media and materials) ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (media and materials) |
| Year 1 | Can they sort threads and fabrics? Can they group fabrics and threads by colour and texture? Can they weave with fabric and thread? Can they add texture by using tools? Can they make different kinds of shapes? Can they cut, roll and coil materials such as clay, dough or plasticine? |
| Year 2 | Can they make a clay pot? Can they join two finger pots together? Can they add line and shape to their work? Can they join fabric using glue? Can they sew fabrics together? Can they create part of a class patchwork? |
| Year 3 | Can they add onto their work to create texture and shape? Can they work with life size materials? Can they create pop-ups? Can they use more than one type of stitch? Can they join fabric together to form a quilt using padding? Can they use sewing to add detail to a piece of work? Can they add texture to a piece of work? |
| Year 4 | Do they experiment with and combine materials and processes to design and make 3D form? Can they begin to sculpt clay and other mouldable materials? Can they use early textile and sewing skills as part of a project? |
| Year 5 | Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials? Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. |

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| Year 6 | <p>Can they create models on a range of scales?</p> <p>Can they create work which is open to interpretation by the audience?</p> <p>Can they include both visual and tactile elements in their work?</p> |
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| <u>Sketchbooks</u> | |
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| EYFS | <p>30-50 Sometimes gives meaning to marks as they draw and paint. (Writing)</p> <p>40-60 Give meaning to marks as they draw, write and paint. (Writing). Creates simple representations of events, people and objects. (Being Imaginative)</p> <p>ELG Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (Being Imaginative).</p> |
| Year 1 | |
| Year 2 | <p>Can they begin to demonstrate their ideas through photographs and in their sketch books?</p> <p>Can they set out their ideas, using 'annotation' in their sketch books?</p> <p>Do they keep notes in their sketch books as to how they have changed their work?</p> |
| Year 3 | <p>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>Can they make notes in their sketch books about techniques used by artists?</p> <p>Can they suggest improvements to their work by keeping notes in their sketch books?</p> |
| Year 4 | <p>Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</p> <p>Can they produce a montage all about themselves?</p> <p>Do they use their sketch books to adapt and improve their original ideas?</p> <p>Do they keep notes about the purpose of their work in their sketch books?</p> |
| Year 5 | <p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p> |
| Year 6 | <p>Do their sketch books contain detailed notes, and quotes explaining about items?</p> <p>Do they compare their methods to those of others and keep notes in their sketch books?</p> <p>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p> |

| <u>Collage</u> | |
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| EYFS | <p>30-50 Use various construction materials. (media and materials)</p> <p>40-60 Understand that different media can be combined to create new effects. (media and materials)</p> <p>ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (media and materials)</p> |
| Year 1 | <p>Can they cut and tear paper and card for their collages?</p> <p>Can they gather and sort the materials they will need?</p> |
| Year 2 | <p>Can they create individual and group collages?</p> <p>Can they use different kinds of materials on their collage and explain why they have chosen them?</p> <p>Can they use repeated patterns in their collage?</p> |
| Year 3 | <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> |
| Year 4 | <p>Can they use ceramic mosaic?</p> <p>Can they combine visual and tactile qualities?</p> |
| Year 5 | <p>Can they use ceramic mosaic to produce a piece of art?</p> <p>Can they combine visual and tactile qualities to express mood and emotion?</p> |
| Year 6 | <p>Can they justify the materials they have chosen?</p> <p>Can they combine pattern, tone and shape?</p> |

| <u>Use of ICT</u> | |
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| EYFS | <p>40-60 Use ICT hardware to interact with age-appropriate computer software.(Technology)</p> <p>ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (Technology)</p> |
| Year 1 | <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 package?</p> <p>Can they go back and change their picture?</p> |
| Year 2 | <p>Can they create a picture independently?</p> <p>Can they use simple 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 displaying different moods?</p> <p>Can they change their photographic images on a computer?</p> |
| Year 3 | <p>Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</p> |

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| | <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 artist or style of art?</p> |
| Year 4 | <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 have taken?</p> <p>Can they combine graphics and text based on their research?</p> |
| Year 5 | <p>Can they create a piece of art work which includes the integration of digital images they have taken?</p> <p>Can they combine graphics and text 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> |
| Year 6 | <p>Do they use software packages to create pieces of digital art to design.</p> <p>Can they create a piece of art which can be used as part of a wider presentation?</p> |

| <u>Knowledge</u> | |
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| EYFS | <p>30-50 Build up vocabulary that reflects the breadth of their experiences. (CL – Speaking).</p> <p>40-60 Use talk to organise, sequence and clarify thinking, ideas, feelings and events.(CL – Speaking).</p> <p>ELG Express themselves effectively, showing awareness of the listeners’ needs. Develop their own narratives and explanations by connecting ideas or events. (CL – Speaking).</p> |
| Year 1 | <p>Can they describe what they can see and like in the work of another artist/craft maker/designer?</p> <p>Can they ask sensible questions about a piece of art?</p> |
| Year 2 | <p>Can they link colours to natural and man-made objects?</p> <p>Can they say how other artist/craft maker/designer have used colour, pattern and shape?</p> <p>Can they create a piece of work in response to another artist’s work?</p> |
| Year 3 | <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> |
| Year 4 | <p>Can they experiment with different styles which artists have used?</p> <p>Can they explain art from other periods of history?</p> |
| Year 5 | <p>Can they experiment with different styles which artists have used?</p> |

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| | Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? |
| Year 6 | Can they make a record about the styles and qualities in their work? Can they say what their work is influenced by? Can they include technical aspects in their work, e.g. architectural design? |