

Snarestone CE (A) Primary School
Art and Design
Progression Map





| School Curriculum Overview KS1 & KS2 | | | | Christmas Craft (textiles): | |
|--------------------------------------|--|--|--|--|---|
| KS1 Year A | LS Lowry – My locality (sketching then chalk/pastel) | Art Week (exploring the work of a range of artists, illustrators, craft-makers and designers) | George Pierre Seurat – pointillism of city landmarks, colour wheel (painting) | Andy Goldsworthy – natural art (digital media & sculpture; printing from nature) | Children learn how to weave with a range of different fabrics and other materials (e.g. Christmas decorations) |
| KS1 Year B | Paul Klee – Cubism castles (drawing; use oil pastels/chalks) | | Edward Saidi – Tinga-Tinga art (painting); African patterns | John Piper – street scene & lighthouses (mixed media/collage) | Children learn how to sew and join fabrics using a running stitch (e.g. stocking) |
| LKS2 Year A | Esther Mahlangu – African patterns/Ndebele houses (painting) | | Andy Warhol – Vanishing Animals/Endangered Species (drawing/ printing/watercolour) | Classic Greek Pottery – Greek clay coil vases; life story pots (drawing/ sculpture); wax resist Greek amphora (crayon & watercolour) | Children learn how to use basic cross-stitch on Binca (e.g. on a Christmas card) |
| LKS2 Year B | Henri Rousseau – jungle art (painting/mixed media) | | Who Were the First Artists? – large collaborative cave paintings using media and techniques learned (mixed media) | Classic Roman Art – Mosaics (collage); sculpting own faces (sculpture); Fruit still-life (drawing/ watercolour paints) | Children are able to join fabrics using a range of stitches with increasing independence. They learn how to add further decoration such as buttons, beads and sequins (e.g. Christmas tree) |
| UKS2 Year A | William Grill (illustrator) / David McEown – Compass rose design (drawing/water-colour); waves and Antarctic landscape (paint/mixed media/collage) https://www.davidmceown.com/project | | Jean Tinguely – Kinetic Art: balance sculpture, Agamograph (3D/sculpture) | Hans Holbein – Close observational drawing of faces/eyes; Tudor portraits (drawing/ painting) | Children are able to use a pattern and are introduced to making a prototype of a product. Sewing skills are becoming more accurate (e.g. star/robin) |
| UKS2 Year B | William Morris: Talking Textiles Project (based on Holy Grail tapestries) – create a scene from King Arthur on Calico | | Measham Ware/Barge Art Study – Paint (inc. visit to Measham Museum) Wildlife Art - Pencil sketching & rainbow watercolour | Henry Moore Project – shelter drawings (pencil/chalk/charcoal – explore light & shade); Henry Moore sculpture (wire, papier mache, ‘eggs and sausages’) | Children design and make a stuffed toy which they join with a blanket stitch, before adding detail and decoration. They are able to make quality products with some accuracy and independence (e.g. gingerbread character or house) |

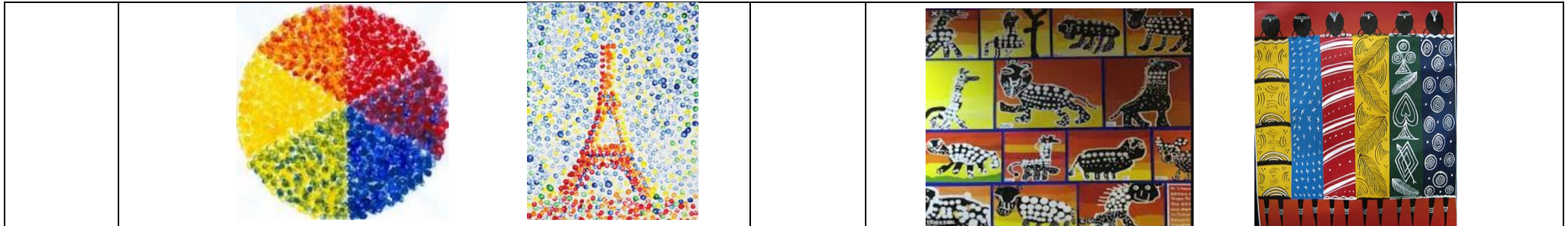
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| Progression Map | | | |
|--|--|--|---|
| <p><i>As our children move through the school, they progressively develop and master their technique in these core areas:</i></p> <ul style="list-style-type: none"> ➤ Painting ➤ Collage ➤ 3D/Sculpture ➤ Drawing ➤ Printing ➤ Textiles | | | |
| Developing Ideas | | | |
| KS1 <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. | LKS2 <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. | UKS2 <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. | |
| Taking Inspiration from the Great Artists | | | |
| KS1 <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. | LKS2 <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. | UKS2 <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. | |
| Mastering Technique | | | |
| KS1 | Year A | Year B | |
| LS Lowry – My locality – (sketching then chalks/pastels) | | Paul Klee – Cubism castles (drawing; use oil pastels/chalks) | |
| Drawing <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. |  | Drawing <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. |  |
| George Pierre Seurat – pointillism of city landmarks, colour wheel (painting) | Edward Saidi – Tinga-Tinga art (painting); African patterns | | |
| Painting <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. | Painting <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. | | |

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Andy Goldsworthy – natural art (digital media & sculpture; printing from nature) | **John Piper – street scene & lighthouses (mixed media/collage)**

Printing

- Use repeating or overlapping shapes.
- Mimic print from the environment (e.g. wallpapers).
- Use objects to create prints (e.g. fruit, vegetables or sponges).
- Press, roll, rub and stamp to make prints.

Collage

- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.

Great Fire of London - collage

Collage

- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.

Animal Sculptures - Totem Poles & Clay Work (paper sculpture/clay)





Sculpture

- Use a combination of shapes.
- Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use techniques such as rolling, cutting, moulding and carving.

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| LKS2 | Year A | Year B | |
|---|---|---|--|
| Esther Mahlangu – African patterns/Ndebele houses (painting) | | Henri Rousseau – jungle art (painting/mixed media) | |
| Painting | <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Experiment with creating mood with colour. | <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. | |
| |   | <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. |  |
| Andy Warhol – Vanishing Animals/Endangered Species (drawing/ printing/watercolour) | | Who Were the First Artists? – large collaborative cave paintings using media and techniques learned (mixed media) | |
| Drawing | <ul style="list-style-type: none"> • Sketch lightly (no need to use a rubber to correct mistakes). | <ul style="list-style-type: none"> • Use clay and other mouldable materials. • Add materials to provide interesting detail. |  |
| Printing | <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. | <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. | |
| Painting | <ul style="list-style-type: none"> • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. | <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Experiment with creating mood with colour. | |

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| Classic Greek Pottery – Greek clay coil vases; life story pots (drawing/ sculpture); wax resist Greek amphora (crayon & watercolour) | | Classic Roman Art – Mosaics (collage); sculpting own faces (sculpture); Fruit still-life (drawing/ watercolour paints) | | | |
|--|---|--|------------------|--|--|
| Drawing | <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. |  | Sculpture | <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. • Use ceramic mosaic materials and techniques. |  |
| Painting | <ul style="list-style-type: none"> • Use watercolour paint to produce washes for backgrounds then add detail. |  | Drawing | <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. |  |
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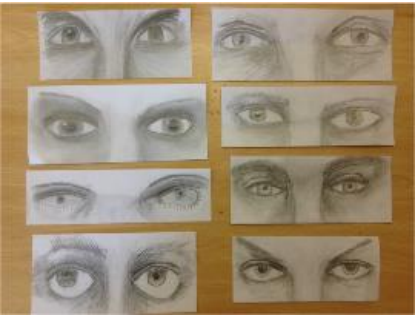

Progression Map

| UKS2 | Year A | Year B | |
|--|--|--|--|
| William Grill (illustrator) / David McEown – Compass rose design (drawing/water-colour); waves and Antarctic landscape (paint/mixed media) https://www.davidmceown.com/project | | William Morris: Talking Textiles Project (based on Holy Grail tapestries) – create a scene from King Arthur on Calico | |
| Drawing | <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. | Drawing | <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. |
| Painting | <ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. | Textiles | <ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. |
|   | |  | |
| Jean Tinguely – Kinetic Art: balance sculpture, Agamograph (3D/sculpture) | | Measham Ware/Barge Art Study – Paint/Print (inc. visit to Measham Museum) | |
| Collage | <ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. | Painting | <ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. |
| Sculpture | <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form. |   | |

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|--|---|---|---|--|
| | |  | <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. |  |
|  |  | | <p style="text-align: center;">Printing (Block Reduction Printing)</p> |  |
| <p>Hans Holbein – Close observational drawing of faces/ eyes; Tudor portraits (drawing/ painting)</p> | | <p>Wildlife Art - Pencil sketching & Rainbow watercolour</p> | | |
| <p style="text-align: center;">Drawing</p> | <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.  | <p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. | <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. |  |

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|-----------------|--|--|---|--|
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| | | Henry Moore Project – shelter drawings (pencil/chalk/charcoal – explore light & shade); Henry Moore sculpture (wire, papier mache, ‘eggs and sausages’) | | |
| | | Drawing | <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. |  |
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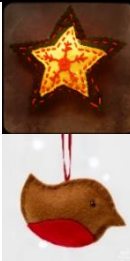

Blitz artwork (mixed media); propaganda posters

Collage

- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.



Textiles (Christmas craft)

| KS1 Year A | KS1 Year B | LKS2 Year A | LKS2 Year B | UKS2 Year A | UKS2 Year B |
|---|--|---|--|---|--|
| <p>Children learn how to weave with a range of different fabrics and other materials (e.g. Christmas decorations)</p> | <p>Children learn how to sew and join fabrics using a running stitch (e.g. stocking)</p> | <p>Children learn how to use basic cross-stitch on Binca (e.g. on a Christmas card)</p> | <p>Children are able to join fabrics using a range of stitches with increasing independence. They learn how to add further decoration such as buttons, beads and sequins (e.g. Christmas tree)</p> | <p>Children are able to use a pattern and are introduced to making a prototype of a product. Sewing skills are becoming more accurate (e.g. star/robin)</p> | <p>Children design and make a stuffed toy which they join with a blanket stitch, before adding detail and decoration. They are able to make quality products with some accuracy and independence (e.g. gingerbread character or house)</p> |
|  |  |  |  |  |  |