

**Art and Design Curriculum Progression**  
**Dundry Primary School**

**Purpose and Aims of our Art and Design Curriculum:**

Children learn to express their ideas creatively through a range of media and materials. To do this children must learn certain techniques and processes. Our art curriculum teaches drawing, painting, collage and textiles, printing and sculpture. Whilst learning the skills, process and techniques required to work with this range of media and material, children are encouraged to explore the 'big ideas' of Line, Colour, Tone, Form, Shape, Texture and Pattern.

Children are taught to explore and develop their own ideas through every unit of work. Whilst developing their own ideas they explore the work of notable artists and artisans using terminology linked to our big ideas. By the end of their primary phase, children will be able to talk confidently about the influence of notable artists on styles and society and will be able to use what they have learned to create their own original artwork influenced by this study.

To ensure children 'catch up' following the disruption of the Coronavirus pandemic our 2-year cycle has been revised to revisit any missed content. Units will start with recap and revision to ensure that children are secure in essential prior knowledge and skills before moving on. To support teachers in planning and teaching the art curriculum, each unit of work draws upon ideas from Plan Bee units of work.

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**The National Curriculum and Early Years Breadth of Study in Art and Design**

	EYFS	KS1	KS2	
	Reception	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
<b>Skills / Disciplines</b>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Be creative, explore ideas and record their experience</p> <p>Become proficient in drawing, painting, sculpture and other art , craft and design techniques</p> <p>Evaluate and analyse creative work using appropriate subject specific language</p> <p>Know about great artists, craft makers and designers and know the historical and cultural development of other art forms</p>		
<b>Knowledge</b>	<p>Safely use and explore a variety of materials, tools and techniques, design, form and function</p> <p>Share their creations, explaining the processes they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Use a range of small tools including scissors and paintbrushes</p> <p>Begin to show accuracy and care when drawing</p>	<p>Pupils should be taught:</p> <ol style="list-style-type: none"> <li>to use a range of materials creatively to design and make products to use drawing, painting and sculpture</li> <li>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> </ol>	<p>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.</p> <p>Pupils should be taught:</p> <ol 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> </ol>	

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**Our 2-year Cycle Long Term Overview in the Art & Design and Design Technology (How we have organised the N.C. Breadth of Study)**

**Cycle A 2021 - 2022**

EYFS Breadth of Study	Theme	Me and my home / local history	Seasons	Transport	Space (or Explorers?)	Plants and growing things	Under the sea
	<b>Key learning</b>	Exploring our art area, combining media  Homes  Bridges  +cooking - fruit salad for harv  Giuseppe Arcimboldo	Earth Art - painting, sculpture, collage  +make Christmas cards using printing techniques	Colour Creations - colour mixing, works of Kandinsky	Fridge magnets  +cooking for class picnic - toast and salad, drinks etc	Henri Rousseau - famous artist, sketching, painting	Textile Tree
<b>Year 1/2 Breadth of Study</b>	<b>ART DT</b>	Moving Picture +cooking - fruit salad for harvest	Earth Art - painting, sculpture, collage +make Christmas cards using printing techniques	Textile Tree	Henri Rousseau - famous artist, sketching, painting	Fridge magnets +cooking for class picnic - toast and salad, drinks etc	Colour Creations - colour mixing, works of Kandinsky
<b>Year 3&amp;4 Breadth of Study</b>	<b>ART DT</b>	William Morris - sketching, printing  +cooking - vegetable soup for harvest	Party Hats +make Christmas gift bags using tie-dye and simple stitching	Andy Warhol and the Pop Art movement - self-portraits, digital media	Pop-up books	Plant art - mixing paint, clay, Georgia O'Keeffe + cooking for class picnic - pastry treats and smoothies	Class display
<b>Year 5&amp;6 Breadth of Study</b>	<b>ART DT</b>	Viking Art - pattern, sketching, textiles +cooking - bread rolls for harvest	Beast with moving mouth	Monet and the Impressionists - sketching, painting	Puppets	Sculpting Vases - clay	Printed and sewn cushion cover + cooking for class picnic - cakes and biscuits for different dietary needs

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**Cycle B 2022 - 2023**

EYFS Breadth of Study	Theme	Autumn weather and harvest	Toys				Explorers and Pirates
	Key learning  ART  DT						
Year 1& 2 Breadth of Study	ART DT	Moving Picture +cooking - fruit salad for harvest	Andy Goldsworthy - materials and sculptures +make loom fish as Christmas gifts	Roly Poly	Sparks and Flames - chalk, collage, 3D, mixed media	Cooking for class picnic - biscuits and fruit kebabs	Animal Art - symbolism, paint, 3D, pattern
Year 3&4 Breadth of Study	ART DT	LS Lowry - colour mixing and painting +cooking - bread rolls for harvest	Toy to play if bedridden +make Christmas bookmarks using sewing (sampler)	Famous buildings - architects in history	Treasure Box	Viewpoints - photography and printing + cooking for class picnic - sandwiches and fruit lollies	Fabulous Flowers
Year 5&6 Breadth of Study	ART DT	City Scapes - 3D pop art, ink drawing, mixed media +cooking - vegetable soup for harvest	Frida Kahlo - surrealism, portraits, painting	Moving Buggy	Light and torches	Statue + cooking for class picnic - breads and savouries for different dietary needs	What a performance - fashion, design, textiles Combine ART and DT skills

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Meaningful Links in our Art Curriculum

	<i>EYFS- R</i>	<i>KS1 1 - Year 1 and Year 2</i>			<i>LKS2 - Year 3 and Year 4</i>			<i>UKS2 - Year 5 and Year 6</i>		
<i>Cycle A</i>	<b>Introduce all basic skills-</b> -Holding a pencil/paintbrush -Mixing colour - Simple collage -Joining materials -Making links with experiences-reflecting and evaluating	Plan Bee Earth Art +make Christmas cards using printing techniques	Plan Bee Henri Rousseau	Plan Bee Colour Creations	Plan Bee William Morris - sketching, printing +make Christmas gifts using tie-dye and stencils	Plan Bee Andy Warhol and the Pop Art movement - self-portraits, digital media	Plan Bee Plant art - mixing paint, clay, Georgia O'Keeffe	Plan Bee Viking Art - pattern, sketching, textiles	Plan Bee Monet and the Impressionists - sketching, painting	Plan Bee Sculpting Vases - clay
<i>Linked text or cultural capital (whole school driver)</i>	Welly walk to gather natural resources and create mixed media pieces	Tree: A Peek-Through Picture Book	The Fantastic Jungles of Henri Rousseau by Michelle Markel <a href="https://www.youtube.com/watch?v=DhYtibo9IXo">https://www.youtube.com/watch?v=DhYtibo9IXo</a>	The Day the Crayons Quit by Oliver Jeffers  A color of his own by Leo Lionni <a href="https://www.youtube.com/watch?v=Y8rab-HcTNO">https://www.youtube.com/watch?v=Y8rab-HcTNO</a>	V&A Introduces: William Morris by William Morris	Andy Warhol- Little people, big dreams by Isabel Sanchez Vegara  Uncle Andy's Cats by James Warhola	My Name Is Georgia by Jeanette Winter  Georgia O'Keeffe- Little People, Big dreams by Isabel Sanchez Vegara	Arthur and the Golden Rope by Joe Todd-Stanton  Te Sage of Eric the Viking by Terry Jones	Linnea in Monet's Garden by Christina Björk and Lena Anderson  Katie and the Impressionists by James Mayhew	Bristol Museum and Gallery- 2nd floor permanent display of Eastern Art including ceramics, and pottery exhibit.
<i>Cycle B</i>		Plan Bee Andy Goldsworthy +make Christmas cards using weaving	Plan Bee Sparks and Flames	Plan Bee Animal Art	Plan Bee LS Lowry - colour mixing and painting +make Christmas bookmarks using sewing	Plan Bee Famous buildings - architects in history	Plan Bee Viewpoints - photography and printing	Plan Bee City Scapes - 3D pop art, ink drawing, mixed media	Plan Bee Frida Kahlo - surrealism, portraits, painting	Plan Bee What a performance - fashion, design, textiles
<i>Linked text or cultural capital (whole school driver)</i>				Permanent display at Bristol Museum and Gallery- South West Wildlife						



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**Summary of key knowledge and vocabulary that we teach through our Threshold Concepts (Big Ideas) within each phase**

	<b><i>EYFS- N &amp; R</i></b>	<b><i>KS1 1 - Year 1 and Year 2</i></b>			<b><i>LKS2 - Year 3 and Year 4</i></b>			<b><i>UKS2 - Year 5 and Year 6</i></b>		
<i>Cycle A Unit Title</i>		Earth Art  +make Christmas cards using printing techniques	Henri Rousseau	Colour Creations	William Morris - sketching, printing +make Christmas gift bags using tie-dye and stencils	Andy Warhol and the Pop Art movement self-portraits, digital media	Plant Art - drawing, mixing paint, clay, Georgia O'Keeffe	Viking Art - pattern, sketching, textiles	Monet and the Impressionists - sketching, painting	Sculpting Vases - clay
<i>Cycle B Unit Title</i>		Andy Goldsworthy +make Christmas cards using weaving	Sparks and Flames	Animal Art	LS Lowry - colour mixing and painting +make Christmas bookmarks using sewing	Famous buildings - architects in history	Viewpoints photography and printing	City Scapes - 3D pop art, ink drawing, mixed media	Frida Kahlo - surrealism, portraits, painting	What a performance - fashion, design, textiles
<b>Generic knowledge</b>		Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.			Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbooks.			Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbooks.		
<b>Key skills</b>		<p><b>Drawing</b>- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media</p> <p><b>Painting</b>- Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties</p> <p><b>Printing</b>- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns</p> <p><b>Textiles</b>-Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips</p>			<p><b>Drawing</b>- Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.</p> <p><b>Painting</b>- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task.</p> <p><b>Printing</b>- Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays.</p> <p><b>Textiles</b>- Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist.</p> <p><b>3D and sculpture</b>- Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other</p>			<p><b>Drawing</b>-Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p><b>Perspective and Composition</b> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition</p> <p><b>Painting</b>- Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials</p>		

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		<p>Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Create cords and plaits for decoration</p> <p><b>3D and sculpture</b>- Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools</p> <p><b>Collage</b>- Create images from a variety of media e.g. photocopies material, fabric, crepe paper ,magazines etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour, texture, Fold, crumple, tear and overlap papers. Work on different scales</p> <p><b>Digital Media</b>- Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders</p>	<p>shapes Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object.</p> <p><b>Collage</b>- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary.</p> <p><b>Digital Media</b>-Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects</p>	<p>and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p><b>Printing</b>- Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays.</p> <p><b>Textiles</b>-Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p> <p><b>3D and sculpture</b>-Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media.</p> <p><b>Collage</b>- Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas.</p> <p><b>Digital Media</b>-Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)</p>
<p><b>Key Conceptual knowledge- BIG IDEA</b></p> <p><b>Line</b></p>		<p><b>Drawing</b>- Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p><b>Digital Media</b>- Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas</p>	<p><b>Drawing</b>-Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><b>Digital Media</b>-Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal</p>	<p><b>Drawing</b>-Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.</p>
<p><b>Key Conceptual knowledge- BIG IDEA</b></p> <p><b>Colour</b></p>		<p><b>Paint</b>- Identify primary colours by name Mix primary shades and tones</p> <p><b>Printing</b>- Experiment with overprinting motifs and colour</p> <p><b>Textiles</b>- Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee</p> <p><b>Collage</b>- Collect, sort, name match colours appropriate for an image</p> <p><b>Digital Media</b>- Colours and Texture using simple filters to manipulate and create images</p>	<p><b>Drawing</b>-</p> <p><b>Paint</b>-Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades</p> <p><b>Printing</b>-Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays</p> <p><b>Textiles</b>-Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p>	<p><b>Drawing</b>-Explore colour mixing and blending techniques with coloured pencils.</p> <p><b>Paint</b>-Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours</p> <p><b>Printing</b>-Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with</p>

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		Express links between colour and emotion	Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist. <b>Digital Media-</b> Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose	three overlays Work into prints with a range of media e.g. pens, colour pens and paints <b>Textiles-</b> Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects <b>Collage-</b> Use different techniques, colours and textures etc when designing and making pieces of work
<b>Key Conceptual knowledge - BIG IDEA</b>  <b>Tone</b>		<b>Drawing-</b> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.	<b>Drawing-</b> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.	<b>Drawing-</b> Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.
<b>Key Conceptual knowledge - BIG IDEA</b>  <b>Form</b>		<b>3D shape and sculpture-</b> Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form	<b>Drawing-</b> Experiment with different grades of pencil and other implements to draw different forms <b>3D shape and sculpture-</b> Use papier mache to create a simple 3D object	<b>Drawin- g</b> Use different techniques for different purposes i.e. shading, hatching within their own work. <b>3D shape and sculpture-</b> Shape, form, model and construct from observation or imagination Use recycled, natural and man- made materials to create sculptures
<b>Key Conceptual knowledge- BIG IDEA</b>  <b>Shape</b>		<b>Drawing-</b> Observe and draw shapes from observations. Draw shapes in between objects. In <b>Collage-</b> Create and arrange shapes appropriately <b>Digital Media-</b> Create shapes using eraser, shape and fill tools	<b>Drawing-</b> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <b>Digital Media-</b> Create shapes by making selections to cut, duplicate and repeat	<b>Drawing-</b> Experiment with wet media to make different marks, lines, patterns, textures and shapes. <b>3D shape and sculpture-</b> Shape, form, model and construct from observation or imagination <b>Digital Media-</b> Use a graphics package to create and manipulate new images, understand that a digital image is created by layering
<b>Key Conceptual knowledge- BIG IDEA</b>  <b>Texture</b>		<b>Drawing-</b> Investigate textures by describing, naming, rubbing, copying <b>Paint-</b> Create textured paint by adding sand, plaster <b>Printing-</b> Make rubbings to collect textures and patterns <b>Textiles-</b> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel <b>3D and sculpture-</b> Change the surface of a malleable material e.g. build a textured tile <b>Collage-</b> Create, select and use textured paper for an image <b>Digital Media-</b> Colours and Texture using simple filters to manipulate and create images	<b>Drawing</b> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. <b>Paint-</b> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <b>Textiles-</b> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects <b>3D and sculpture-</b> Create surface patterns and textures in a malleable material <b>Collage-</b> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures <b>Digital Media-</b> Experiment with colours and textures by making an appropriate choice of special effects and simple	<b>Drawing-</b> Start to develop their own style using tonal contrast and mixed media. <b>Paint-</b> Carry out preliminary studies, trying out different media and materials <b>Printing-</b> Work into prints with a range of media e.g. pens, colour pens and paints <b>Textiles-</b> Experiment with a range of media to overlap and layer creating interesting colours and textures and effects <b>3D and sculpture-</b> Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media <b>Collage-</b> Use different techniques, colours and textures etc when designing and making pieces of work <b>Digital Media-</b> Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)

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			filters to manipulate and create images for a particular purpose	
<b>Key Conceptual knowledge- BIG IDEA</b>		<b>Printing-</b> Use printmaking to create a repeating pattern. Produce an expanding range of patterns and textures. Demonstrate experience in surface patterns/ textures and use them when appropriate Investigate textures and produce an expanding range of patterns <b>Textiles-</b> Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)	Create surface patterns and textures in a malleable material	
<b>Pattern</b>				

**How will we assess progress?**

We will use a BAD ARE assessment grid to record children's progress within the Big Ideas, at the end of the year.

**End of phase expectations in the skills and disciplines of Art and Design (some of these expectations will be covered through Design Technology)**

**Milestone 1 (Year 1 - Year 2)**

Learning Objective	Key Indicator	Basic	Advancing	Deep
To develop ideas	Respond to ideas and starting points.	With the support of a teacher suggested ideas are followed.	Generally, ideas are developed and developed from familiar starting points.	Ideas are quickly developed and explained.
	Explore ideas and collect visual information.	Following suggestions, visual information is collected.	Some ideas are presented and some visual information to develop the ideas is collected.	Ideas are explored with enthusiasm and visual information is gathered and explained.
	Explore different methods and materials as ideas develop.	Different methods are used when suggested by a teacher.	There is some exploration of different methods as ideas develop.	A number of different methods are adopted as ideas develop and reasons are given for choices.
To master techniques: DRAWING	Draw lines of different sizes and thicknesses.	With encouragement, there is some experimentation in altering the thickness of lines.	A number of techniques are used to alter the thickness of lines when appropriate to do so.	A wide variety of techniques using a number of different implements shows a good understanding of line.
	Show patterns and texture.	With structured activities and the support of a teacher, patterns and texture are explored.	Generally, dots and lines are used to show texture or patterns.	Good effects are created by using a mixture of dots, lines and shading.

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	Show different tones.	There is some experimentation with creating tones.	Tones are generally successfully created in a number of ways.	A number of successful techniques for creating tones are used.
To master techniques: PAINTING	Use thick and thin brushes.	Some control is developing when using different sized brushes.	Generally some effective results are achieved by altering the size of brush used.	Good control and careful choices of brush size produce striking effects.
	Mix primary colours to make secondary.	With the support of a teacher, there is an awareness of how primary colours may be mixed to create secondary colours.	The terms primary and secondary colours are understood and there is some effective mixing of colours.	Primary and secondary colours are very effectively mixed in a range of situations. Reasons for choices are explained and justified
	Add white to colours to make tints and black to colours to make tones.	With the support of a teacher, tints and tones are created for specific purposes.	The terms tint and tone are understood and there is some effective experimentation in creating them.	Tints and tones are used in a number of different contexts and explanations provided as to how they were created.
To master techniques: COLLAGE	Use a combination of materials that are cut, torn and glued.	With suggestions from a teacher, a range of materials are combined.	There is generally some experimentation with combining different materials.	Thoughtful combinations of materials are created.
	Sort and arrange materials.	With suggested groupings, materials are sorted.	Materials are generally sorted and arranged effectively.	Some interesting criteria for sorting and arranging materials are used and explained.
	Mix materials to create texture.	From a small range, materials are mixed to create texture.	Some interesting mixtures of materials are used to create texture.	The properties of materials are used to choose materials and explain the textures they create.
To master techniques: SCULPTURE	Use a combination of shapes.	With encouragement, a number of shapes are combined.	Shapes are combined in a number of interesting ways.	A range of interesting and sometimes unusual shape combinations are made and explained.
	Include lines and texture.	When supported, lines and texture are added for effect.	There are some good attempts at creating lines and texture.	Carefully chosen lines and textures are added for specific effects.
To master techniques: PRINTING	Use objects to create prints.	With suggestions from a teacher, a number of objects are used to create prints.	Objects are generally chosen, shaped or fashioned in order to make prints.	Materials are carefully selected to create shaped objects for printing. Press, roll, rub and stamp to make prints.
	There is an awareness that different techniques may be used to make prints.	Generally, experimentation with different forms of printing leads to some effective prints.	Ideas are suggested and reasons given for choosing different methods of printing.	A wide range of effective prints are created.
To master techniques: TEXTILES	Create patterns.	During structured activities, patterns are created with weaving and plaiting.	Generally, experimentation with weaving and plaiting produces some effective patterns.	Interesting patterns are created through thoughtful experimentation with weaving and plaiting.

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	Join materials.	With the help of a teacher, gluing and stitching are experienced.	Generally, gluing effectively joins textiles and there is some experimentation with stitching.	Methods of joining materials are carefully chosen according to the properties of the materials being joined.
To master techniques: DIGITAL MEDIA	Digital Media Use a wide range of tools to create different textures, lines, tools, colours and shapes.	Through some effective experimentation with familiar tools, interesting pieces are created.	Thorough experimentation of new and familiar tools produces interesting effects and pieces.	New tools and techniques are sought out to explore and create striking effects and pieces.
To take inspiration from the greats (classic and modern)	Describe the work of notable artists, artisans and designers.	When supported by a teacher, some notable artists are named and their work described.	A number of notable artists can be named and their work described and explained.	A number of notable artists and their distinctive qualities are known and explained.
	Use some of the ideas of artists studied to create pieces.	Attempts are made to mimic the work of notable artists.	Some of the techniques used by notable artists are used to experiment with effects.	The techniques of notable artists are evident in a wide range of work and their use is justified and explained.

**Milestone 2 (Year 3 - Year 4)**

Learning Objective	Key Indicator	Basic	Advancing	Deep
To develop ideas	Develop ideas from starting points throughout the curriculum.	With support from a teacher, ideas from the curriculum are developed so that they lead to artworks.	Generally, a number of ideas are generated from a variety of starting points.	Thoughtful and reasoned ideas are developed effectively
	Collect information, sketches and resources.	When prompted, resources are collected to develop an idea.	Generally, a good mix of sketches and other resources are collected to develop an idea.	Well-chosen and appropriate information, sketches and other resources are collected and well presented to develop an idea
	Adapt and refine ideas as they progress.	With encouragement ideas are tried and sometimes refined.	Ideas are generally adapted and refined throughout the process of creating a piece.	Ideas are effectively adapted and refined, and reasons for the changes explained throughout the process of creating a piece.
	Comment on artworks using visual language.	There is some awareness of visual language.	Visual language is generally used correctly.	Visual language is used effectively to comment on artworks.
To master techniques: DRAWING	Use different hardness of pencils to show line, tone and texture.	With support from a teacher, there is some experimentation with different hardness of pencils to create effects.	Generally, different lines, tones and textures are created effectively by selecting different hardness of pencils.	Pencils are carefully selected for the effect they will create. Choices are explained.
	Sketch lightly.	When guided, some control of a pencil is shown when sketching.	There is a growing control of pencils when sketching.	Light sketches show good pencil control and an understanding of the process of sketching.

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	Annotate sketches to explain and elaborate ideas.	With the support of a teacher, ideas are explained.	When reminded, sketches are annotated to explain ideas.	Ideas are explained through the use of carefully placed annotations.
	Use shading to show light and shadow.	With the support of a teacher shading is beginning to be used to show light and shadow.	Shading effectively shows areas of light and shadow.	The direction of light and the shape of objects are used to decide where to shade to show light and shadow.
	Use hatching and cross-hatching to show tone and texture. .	During supported activities, hatching and cross-hatching are used	Generally, texture is created effectively by using hatching and cross-hatching.	Hatching and cross-hatching are chosen carefully when deciding how to depict texture.
To master techniques: PAINTING	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	There is some experimentation with brush techniques.	Brush techniques are explored to create different effects.	Brush size and techniques are carefully selected for a chosen effect.
	Mix colours effectively.	With support, colour mixing is effective.	Colours are generally mixed effectively in a number of different situations.	Palettes of colour are created through effective choices and careful combinations of colours.
	Use watercolour paint to produce washes for backgrounds then add detail.	During structured activities, backgrounds are created first and detailed later.	Generally, backgrounds are created first before adding detail.	Effective backgrounds are created using a number of techniques.
	Experiment with creating mood with colour.	There is an awareness that mood may be created with colour.	Generally, moods are created by altering the colour palette used.	Colour is effectively used to create mood and reasons for colour choices are explained.
To master techniques: COLLAGE	Select and arrange materials for a striking effect.	Some experimentation with the arrangement of materials produces interesting results.	Generally, a range of materials is selected and arranged for a particular effect.	Well-chosen and arranged materials produce a striking effect.
	Ensure work is precise.	Work shows some precision.	Work shows growing precision	Work is consistently precise.
To master techniques: SCULPTURE	Create and combine shapes to create recognisable forms.	With guidance, shapes are combined to create recognisable forms.	Generally, shapes are effectively combined to create specific forms.	Shapes are carefully selected and arranged to create specific forms
	Include texture that conveys feelings, expression or movement.	There is some attempt to add detail.	Some effective details provide interesting effects.	Well chosen textures and details convey specific effects.
To master techniques: PRINTING	Use layers of two or more colours.	There is some experimentation with print layers.	Generally, interesting effects are achieved by using layers and different colours.	Layers and a mixture of colours are used to produce some striking prints

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	Make printing blocks.	With support, print blocks are constructed.	When reminded, a number of techniques for making print blocks are used.	A wide variety of techniques are used to make interesting and eye-catching print blocks.
	Make precise repeating patterns.	With support, repeating patterns are made.	Generally, repeating patterns are precise.	A high level of precision and care are used to create precise repeating patterns.
To master techniques: TEXTILES	Shape and stitch materials.	With supplied templates, and support from a teacher, textiles are shaped and then stitched. .	Generally, templates are created and textiles shaped effectively. There is some independent stitching	A good understanding of tools and materials is used to accurately shape textiles. Stitching is generally accurate.
	Use basic cross stitch and back stitch.	With support from a teacher, back and cross stitch are used.	There is a growing level of accomplishment in the use of basic back and cross-stitch.	Effective pieces of artwork are produced that show the careful use of back and cross stitch.
	Colour fabric.	There is some participation in dyeing fabric.	There is some experimentation with dyeing fabric.	There is a growing understanding that the type of fabric affects the result when dyeing.
To master techniques: DIGITAL MEDIA	Create images, video and sound recordings and explain why they were created.	With support, images, video and sound are combined.	There is some experimentation with and explanations of combining images, video and sound.	There are some very effective examples of mixing of digital media, along with clear explanations of why they were created.
To take inspiration from the greats (classic and modern)	Replicate some of the techniques used by notable artists, artisans and designers..	Attempts are made to replicate the techniques of notable artists	Some techniques of notable artists are replicated with growing accomplishment.	Some techniques of notable artists are very effectively replicated.
	Create original pieces that are influenced by studies of others.	There is some evidence of pieces influenced by the work of notable artists.	A number of ideas are developed that show a clear influence by the work of notable artists.	Techniques of notable artists are chosen and combined to create very effective pieces.

**Milestone 3 (Year 5 - Year 6)**

Learning Objective	Key Indicator	Basic	Advancing	Deep
To develop ideas	Develop and imaginatively extend ideas from starting points throughout the curriculum.	Ideas are developed from a range of curriculum areas and developed with some imagination.	Imaginative ideas are generally developed well from a range of starting points.	Highly imaginative ideas, which can be fully explained and reasoned, are developed from a wide range of starting points.

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	Collect information, sketches and resources and present ideas imaginatively in a sketchbook.	A developing sketch book shows a good range of ideas that, with support, are presented with some imagination.	Sketch books show a good range of imaginatively presented ideas.	Sketch books are used to demonstrate a broad range of highly imaginative ideas, presented in an interesting and imaginative way
	Use the qualities of materials to enhance ideas.	Some of the qualities of materials are understood and used well to enhance ideas.	The qualities of frequently used materials are put to good use to enhance ideas.	Bold experimentation and exploration of the qualities of materials enhance ideas extremely well.
	Spot the potentials in unexpected results as work progresses. .	With encouragement, unexpected results are seen as possibilities	Unexpected results are often seen as an opportunity to develop an artwork in a new direction.	Some very imaginative and striking effects are achieved through embracing the opportunities presented from unexpected results as a work progresses.
	Comment on artworks with a fluent grasp of visual language.	A basic understanding of visual language leads to pertinent comments on artworks.	Visual language is used well to comment on and give opinions of artworks.	An excellent grasp of visual language is used to make well-judged comments on and opinions of artworks.
To master techniques: DRAWING	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	With encouragement, a variety of techniques are used to create interesting effects.	Generally, appropriate techniques are used to achieve a variety of interesting effects.	Well-chosen combinations of techniques are used to achieve some striking and interesting effects.
	Use a choice of techniques to depict movement, perspective, shadows and reflection.	With encouragement, drawings show some good attempts to depict movement, perspective, shadows and reflection.	Appropriate techniques are generally chosen to achieve some good depictions of movement, perspective, shadows and reflection.	Well-chosen techniques depict movement, perspective, shadows and reflection very well.
	Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).	Some choices are made in selecting an appropriate style for an artwork.	Generally, appropriate styles are selected to produce artworks.	A good understanding of artistic styles is described in explaining style choices.
To master techniques: PAINTING	Sketch (lightly) before painting to combine line and colour.	When reminded, light sketches are used first before painting.	Light sketching forms the basis of paintings that show a good combination of line and colour.	An excellent combination of line and colour is achieved by producing accurate and light sketches before painting
	Create a colour palette based upon colours observed in the natural or built world.	With some reminders of colour mixing knowledge, appropriate colour palettes are created.	Colour palettes are created using a good understanding of colour mixing.	Realistic colour palettes are created through close observation and an excellent knowledge of colour mixing.
	Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	The qualities of paints are sometimes used to create interest.	Experimentation with the qualities of paints is used to create visual interest.	The qualities of paints are understood well and used to create some excellent points of visual interest.

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	Combine colours, tones and tints to enhance the mood of a piece.	The mood of a painting is sometimes apparent.	A good understanding of how to achieve various effects is used to create mood.	A thorough understanding of how to achieve effects leads the viewer of a painting to readily understand the mood of a painting.
	Use brush techniques and the qualities of paint to create texture.	There is some experimentation in creating texture.	A good combination of brush choice and the qualities of paints is used to create interesting textures.	A wide variety of brush techniques and a thorough understanding of the qualities of paints is used to create striking textures
	Develop a personal style of painting, drawing upon ideas from other artists.	A personal style is beginning to develop.	A growing range of work demonstrates a personal style.	A definite personal style is developing across many pieces of work
To master techniques: COLLAGE	Mix textures (rough and smooth, plain and patterned).	With support and encouragement a variety of textures is used.	Generally, a good range of textures is used to create interesting effects.	A very well-chosen mix of textures is chosen and arranged to create striking effects
To master techniques: SCULPTURE	Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.	Some interesting effects that create discussion points are achieved in sculpture.	Many interesting qualities that provoke a number of interpretations are included in sculpture.	Accuracy and detail provide many interesting qualities that provoke interesting discussions.
	Use tools to carve and add shapes, texture and pattern.	Tools are used with some accomplishment.	Appropriate tools are used and controlled well to create effects.	Experimentation with tools, along with a good understanding of the properties of materials, leads to excellent effects.
To master techniques: PRINTING	Build up layers of colours.	Layers of colour are beginning to be used to good effect.	There are some good examples of overlapping colours to create interesting effects.	An impressive understanding of the qualities of inks and paint is used to alter the opacity of layers, which create
	Create an accurate pattern, showing fine detail.	Some accurate patterns are achieved when creating simple prints.	Accurate patterns are achieved with more complex print designs.	Highly accurate and precise patterns are produced in a range of simple and complex print designs.
	Use a range of visual elements to reflect the purpose of the work.	The purpose of work is beginning to be apparent to the viewer.	Generally, choices in techniques reflect well the purpose of a work, which can be explained.	Well-chosen techniques and detailed explanations reflect very well the purpose of work.
To master techniques: TEXTILES	Show precision in techniques.	Techniques show some precision.	Techniques are generally precise.	Techniques are precise and show a high level of control.
	Combine previously learned techniques to create pieces.	With encouragement, techniques are combined.	Generally, techniques are combined to good effect.	Well-chosen techniques are combined to create striking pieces.

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	Enhance digital media by editing (including sound, video, animation, still images and installations).	There is some enthusiastic experimentation with techniques.	A good range of techniques is generally used.	Bold experimentation and well chosen techniques are used
To master techniques: DIGITAL MEDIA	Enhance digital media by editing (including sound, video, animation, still images and installations).	There is some enthusiastic experimentation with techniques.	A good range of techniques is generally used.	Bold experimentation and well chosen techniques are used
To take inspiration from the greats (classic and modern)	Give details (including own sketches) about the style of some notable artists, artisans and designers.	There is a growing awareness of the style of notable artists across the centuries.	A good awareness of a range of artists is described and explained.	The work of notable artists across the centuries is understood well and described with excellent detail.
	Show how the work of those studied was influential in both society and to other artists.	There is some awareness of the context in which artworks are produced.	There is a growing understanding of art movements, cultural, religious and social contexts.	There is an in-depth understanding that artworks may be viewed within the context in which they were created.
	Create original pieces that show a range of influences and styles.	Some good examples of original works that mimic some styles of others are developing.	Many good examples of original works that are clearly influenced by styles or movements are developing.	Highly original works that lend elements of a variety of styles and movements are developing.