

Art Progression Map



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

Level Expected at the End of EYFS (ELG)

Physical Development-Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Expressive Arts and Design-Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Key Stage 1 National Curriculum Expectations

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Key Stage 2 National Curriculum Expectations

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas.
- 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]
- about great artists, architects and designers in history.

Intent

At Rokeby, we believe that Art and Design inspires children to express themselves creatively, become innovative thinkers and provides opportunity to celebrate 'individual uniqueness', which is at the heart of our aspirational and balanced curriculum.

We want our children to have the confidence and artistic skills necessary to express themselves as individuals through art, craft and design which embody some of the highest forms of human creativity. We want them to know...

- A Rokeby artist is someone who can record their observations, reviewing what they have done and using this to improve their mastery skills, such as drawing.
- A Rokeby artist is someone who can use different forms of media to create visual and tactile work, using different processes and skills to create their chosen effect.
- A Rokeby artist is someone who can discuss techniques and form in their own work and that of others and use this to revisit and adapt their own works of art.
- A Rokeby artist is someone who has studied a variety of great artists throughout history and can apply their techniques to their own creative work.

In our children, we want to embed Art and Design so that it holds real purpose and becomes second nature; a life skill they can always rely on throughout life's journey to express themselves privately or to showcase their skills to others. Our Art and Design curriculum is underpinned by both The National Curriculum 2014 and The Rainbow Continuum to allow for step by step progression to be built on throughout the primary phase at Rokeby.

Implementation

Art and Design is taught in blocks throughout the year. It is paramount that art work be purposeful- where possible, the Art and Design topic is based around the current class text; this ensures that children are provided with a clear context and meaning to their learning and ensures they are immersed fully and have the passion to build upon the skills set out in the National Curriculum. Our provision for Art and Design is clearly mapped out for each year group so that progression, exposure to different artists, development of skills and knowledge remains at the forefront of a broad and aspirational curriculum. Cross-curricular learning is vital for children to explore topics in greater depth; for example, by sketching historical figures in detail, researching geographical locations to support work on landscape painting or using art as a medium to express emotion, show understanding of settings in narratives and enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures. All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of this.

Impact

September 2021:

Our Art & Design curriculum provides children with opportunities to learn and develop skills in a creative, inclusive and ambitious way. This curriculum has been adapted for the Rokeby learners. As a result, we now provide an engaging curriculum with high expectations where children can build on their skills throughout their time at Rokeby.

After a resource and facility audit, we have fully stocked our Art & Design room, so that it is a facility that it can facilitate all years and areas of art and design that are being taught.

During the most recent pupil voice survey, children spoke positively about their experiences in Art and Design in the school. Saying how they enjoyed using a range of artistic techniques, such as sculpting, drawing, painting, modelling and creating collages. They also spoke about how they enjoyed the links made between half termly texts and their learning in Art & Design. This shows the strengths of the Art & Design overview, linking different artists with children's half termly class texts.

Pupils spoke about how they would like to use the art room more often and that they want to use a range of different materials and equipment on a more regular basis. In response to this, we have fully stocked the art room with materials and equipment for all pupils to access. We have also reminded staff to keep the art room tidy and ready for use, so that there are not barriers for each year to access these facilities.

Pupils also spoke about wanting to do more Art & Design related activities outside of their scheduled lessons. We are therefore taking part in our Multi Academy Trust ran arts festival later this year. This will provide pupils with the opportunity to explore different forms of art and expression and exhibit these to the wider community.

Exploring and Developing.

| Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|---|---|--|--|--|--|
| WALT: explore simple patterns -year 1, 2, 3 WALT: explore simple pattern and shape- year 1, 2, 3 | WALT: investigate pattern and shape – year 1, 3 | | | | |
| WALT: design and make own images- year 2, 3, 4, 5, 6 WALT: design and then make artefacts. | WALT: reproduce from imagination | WALT: make their own choices WALT: create artwork following an idea towards a specific purpose – year 4 | | WALT: make and support their own decisions and choices- year 1,3, 4, 5 | WALT: use a full range of design and exploration - year 1, 2, 3, 4, 5 WALT: use a full range of design, experimentation and exploration- year 1, 2, 3, 4, 5 |
| WALT: respond to ideas WALT: respond to different ideas | | | | | |
| WALT: explore different drawing and painting tools- year 2 | WALT: explore ideas, collect in sketch books and reproduce from observations – year 3 WALT: explore ideas and collect information in a sketch book using a range of pens and pencils- year 3 | WALT: to use a sketch book to practise skills and techniques- year 2, 3, 5 WALT: annotate a sketch book writing notes about the artist or sketch – year 2, 4, 5 | WALT: plan work carefully before beginning | WALT: to keep, make and use detailed notes in a sketch book – year 2, 3, 4 WALT: keep and use detailed notes in sketch books – year 2, 3, 4 | |

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|--|---|---|--|---|--|
| | | WALT: collect visual and other information- year 2, 4, 5 | | | |
| | WALT: identify different ways to express ideas – year 2 WALT: communicate ideas and meaning | WALT: experiment in many different ways | WALT: experiment with the style of a different artist WALT: experiment with the styles of different artists WALT: experiment with different styles WALT: experiment with the styles of a variety of different artists | | WALT: use a full range of experimentation and exploration of others work- year 2, 3, 4, 5, 6 WALT: explore the work of others to develop their own- year 2 3, 4, 5, 6 |
| | | | WALT: plan work and use other times as a stimulus WALT: use other cultures and times as stimulus | WALT: use inspiration from other cultures | |
| | | WALT: use a digital camera to collect ideas- year 3, 4 | | | |
| | | WALT: experiment with mood using colour- year 4, 5 | | | |
| | | WALT: work more abstractly- year 6 | | | |

Using Materials.

| Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|---|---|---|--|---|--|
| WALT: use primary and secondary colours – year 3 | | WALT: mix and use tertiary colours- year 1 | | | |
| WALT: use and investigate a variety of visual and tactile materials WALT: investigate a range of tactile materials WALT: use texture, form and space through visual and tactile materials | WALT: select the best materials for the job- year 4 WALT: create a collage with a range of materials and textures WALT: select the best materials for the desired job –year 4 | WALT: use a range of materials and techniques in 3D work | WALT: combine different materials in different ways WALT: use a combination of visual and tactile ideas WALT: make specific choices about the materials – year 4 | WALT: understand the importance of preparing materials before working WALT: produce work that can sometimes be both visual and tactile WALT: produce work that is both visual and tactile | WALT: make specific decisions about using different visual and tactile effects WALT: make decisions on using tactile and visual effects |
| | WALT: use a range of processes to show ideas – year 2 WALT: use a variety of processes to show ideas- year 2 | | WALT: make specific choices between different processes | | |
| | | WALT: use watercolour to produce a wash | | | |
| | | WALT: design, draw, paint or make images for different purposes- years 1, 2, 3, 4, 5, 6 | | | |

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|--|--|---|--|--|--|
| | | <p>WALT: use a digital camera to produce art work- year 3, 4</p> <p>WALT: Use an ICT paint program with edit- year 3, 4</p> | | | |
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Evaluating

| Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|--|--|---|--|---|---|
| WALT: talk about drawings/paintings and say how they make us feel WALT: talk about drawings and paintings, saying what I feel | WALT: to describe how we feel about others work and our own | | | | |
| WALT: talk about drawings and paintings | WALT: talk about their work and explain it | WALT: make comments on the work of others, including both ideas and techniques WALT: make comments on the work of others- ideas and techniques | WALT: appraise the ideas used in others work | WALT: use analysis when commenting on ideas WALT: evaluate others work explaining and justifying their reasons | WALT: analyse and comment on their own and others ideas, methods and approaches |
| | WALT: think about and use ways to adapt and improve work WALT: explore ideas and change what they have done to give the best result | WALT: create artwork following an idea towards a specific purpose, adapting as I go- year 3, 4 | | WALT: consider the end point when adapting and improving their work | WALT: refine our work using adaptations to move towards an end point WALT: make adaptations following reflections and comments from others |
| | | WALT: apply previous knowledge to improve work- year 3, 5, 6 | WALT: use the appraisal of others for improvement WALT: compare others' work with their own | | WALT: make ongoing revisions- year 3, 5, 6 |

Control and Expertise

| Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|--|---|--|--|---|--|
| WALT: mix colours randomly -year 1, 2,3 WALT: mix colours and use some control when painting or drawing- year 1, 2, 3 | WALT: mix secondary colours to make a wide range of new colours- year 1, 2, 3 | | | | WALT: choose and use a limited range of colour to produce a chosen effect WALT: choose a range of colour to produce a chosen effect |
| | | WALT: use brushes in different ways | | | |
| | WALT: shade to create different effects | WALT: make different tones in colour using black and white | WALT: show shadow or reflection by shading WALT: show tone and texture using hatchings and cross-hatchings WALT: show tone and texture WALT: show shadow by using shading | WALT: combine a range of colours, tints, tones and shades – year, 1, 2,3, 4 | |
| | WALT: use a range of pens, pencils, pastels and charcoal – year 1 | | | | |
| WALT: use some control when drawing and painting | | WALT: practise and improve skills- year 3, 5, 6 | | WALT: develop and improve their own style- year 3, 5, 6 | WALT: to work with care and precision to an end point |

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|---------------------------------|---|--|---|---|---------------------------------------|
| WALT: use control when drawing | | | | | |
| WALT: use control when painting | | | | | |
| | | | | | WALT: to use perspective in real life |
| | WALT: explore ideas and collect information in a sketch book using a range of pens and pencils- year 2, 3, 4, 5 | | | | |
| | | | | WALT: use drawings and paintings to show movement- year 3 | |
| | | | | WALT: get across feelings and emotions through their work- year 4 WALT: show emotion and feeling in your work- year 3, 4 | |
| | WALT: make a variety of lines using different sizes and thickness | WALT: use pencils of different grades to create effects WALT: create texture by adding dots and lines | | | |
| | | | WALT: select appropriate materials- year 2, 3, 4, 5 | | |

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| | | WALT: indicate movement using lines- year 5 | | | |
| | | WALT: use repeating patterns in design- year 1 | | | WALT: begin to use perspective in abstract art- year 3 |
| | | | WALT: use a program to create mood within digital photography- year 3, 5 | | |