



EYFS – Art and Design Skills Progression

Intent: At Pot Kiln we ensure that all pupils produce creative and imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, printing, collage, textiles and 3D, as well as other selected craft skills.

<p>Drawing Expressive arts and design – Being imaginative</p> <ul style="list-style-type: none"> To choose particular colours to use for a purpose. 	<p>Painting Expressive Arts and Design – Exploring and using media and materials.</p> <ul style="list-style-type: none"> To explore what happens when they mix colours. <p>Being imaginative</p> <ul style="list-style-type: none"> To choose particular colours to use for a purpose. 	<p>Printing Expressive arts and design – Being imaginative</p> <ul style="list-style-type: none"> To choose particular colours to use for a purpose.
<p>Textiles Expressive arts and design – Being imaginative</p> <ul style="list-style-type: none"> To choose particular colours to use for a purpose. 	<p>Collage Expressive Arts and Design – Exploring and using media and materials To experiment to create different textures</p>	<p>3D Expressive Arts and Design – Exploring and using media and materials To select tools and techniques needed to shape, assemble and join materials they are using.</p>
<p>Exploring and developing ideas Expressive Arts and Design – Exploring and using media and materials</p> <ul style="list-style-type: none"> To understand that different media can be combined to create new effects. To use simple tools and techniques competently and appropriately. <p>Being imaginative</p> <ul style="list-style-type: none"> To create simple representations of events, people and objects. 		
<p>Evaluating and developing work Expressive Arts and Design – Exploring and using media and materials</p> <ul style="list-style-type: none"> To manipulate materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources. To select the appropriate resources and adapt work where necessary. 		
<p>Breadth of Study ELG - To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG - To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		



Year 1 – Art and Design Skills Progression

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<p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour 	<p>Painting</p> <ul style="list-style-type: none"> • Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and shades • using different types of paint. • Create different textures e.g. use of sawdust. 	<p>Printing</p> <ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. mono print, block, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment.
<p>Textiles</p> <ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. • To try out tools and techniques in producing a fabric resist piece of work. • To investigate wrapping and knotting techniques and processes. 	<p>Collage</p> <ul style="list-style-type: none"> • Create images from imagination, experience or observation. • Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. • To identify hot and cold colours, select, sort and stick • To select and sort contrasting materials. 	<p>3D</p> <ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form.
<p>Exploring and developing ideas</p> <ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 		
<p>Evaluating and developing work</p> <ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work. 		
<p>Breadth of Study</p> <ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate different kinds of art, craft and design. 		



Year 2 – Art and Design Skills Progression

Intent: At Pot Kiln we ensure that all pupils produce creative and imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, printing, collage, textiles and 3D, as well as other selected craft skills.

<p>Drawing</p> <ul style="list-style-type: none"> • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour. 	<p>Painting</p> <ul style="list-style-type: none"> • Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, including, layering, mixing media, scraping through etc. • Name different types of paint and their properties. • Work on a range of scales e.g. large brush on large paper etc. • Mix and match colours using artefacts and objects. 	<p>Printing</p> <ul style="list-style-type: none"> • Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques.
<p>Textiles</p> <ul style="list-style-type: none"> • Use a variety of techniques, including weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Stitch, knot and use other manipulative skills. • To investigate the possibilities of materials and processes for card wrapping 	<p>Collage</p> <ul style="list-style-type: none"> • Create textured collages from a variety of media. • Make a simple mosaic. • To work with others on a large scale collaborative piece. • To collect, select and develop an understanding and use of complementary colours 	<p>3D</p> <ul style="list-style-type: none"> • Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. • Build a textured relief tile. • Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.
<p>Exploring and developing ideas</p> <ul style="list-style-type: none"> • Explore and record ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 		
<p>Evaluating and developing work</p> <ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work. • Annotate work in sketchbook 		
<p>Breadth of Study</p> <ul style="list-style-type: none"> • Work on their own and, collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. . Investigate different kinds of art, craft and design 		



Year 3 – Art and Design Skills Progression

Intent: At Pot Kiln we ensure that all pupils produce creative and imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, printing, collage, textiles and 3D, as well as other selected craft skills.

<p>Drawing</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern 	<p>Painting</p> <ul style="list-style-type: none"> • Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. • Experiment with different effects and textures including blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc. 	<p>Printing</p> <ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • to explore pattern and shape, creating designs for printing
<p>Textiles</p> <ul style="list-style-type: none"> • Use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. 	<p>Collage</p> <ul style="list-style-type: none"> • Name the tools and materials they have used. • Experiment with a range of media e.g. overlapping, layering etc. • To develop cutting and sticking skills • To collaborate on a group piece • To adapt work according to views and describe how they will develop it further. 	<p>3D</p> <ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple papier mache object. • Plan, design and make models.
<p>Exploring and developing ideas</p> <ul style="list-style-type: none"> • 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. 		
<p>Evaluating and developing work</p> <ul style="list-style-type: none"> • 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 sketchbook 		
<p>Breadth of Study</p> <ul style="list-style-type: none"> • Work on their own and, collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 		



Year 4 – Art and Design Skills Progression

Intent: At Pot Kiln we ensure that all pupils produce creative and imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, printing, collage, textiles and 3D, as well as other selected craft skills.

<p>Drawing</p> <ul style="list-style-type: none"> • Make informed choices in drawing including paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. 	<p>Painting</p> <ul style="list-style-type: none"> • Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process. 	<p>Printing</p> <ul style="list-style-type: none"> • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want • Resist printing including marbling, silkscreen and cold water paste.
<p>Textiles</p> <ul style="list-style-type: none"> • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist. 	<p>Collage</p> <ul style="list-style-type: none"> • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • To use collage to produce an individual response within a multiple image 	<p>3D</p> <ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials.
<p>Exploring and developing ideas</p> <ul style="list-style-type: none"> • To collect 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. 		
<p>Evaluating and developing work</p> <ul style="list-style-type: none"> • 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 		
<p>Breadth of Study</p> <ul style="list-style-type: none"> • Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 		



Year 5 – Art and Design Skills Progression

Intent: At Pot Kiln we ensure that all pupils produce creative and imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, printing, collage, textiles and 3D, as well as other selected craft skills.

<p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of source material for their work. • Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to develop ideas. • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<p>Painting</p> <ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources 	<p>Printing</p> <ul style="list-style-type: none"> • Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. • Choose the printing method appropriate to task. • Build up layers and colours/textures. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours.
<p>Textiles</p> <ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • To apply their experience of the batik process and develop their control of tools and techniques. 	<p>Collage</p> <ul style="list-style-type: none"> • Extend their work within a specified technique. • Use a range of media to create collage. • To investigate and combine visual and tactile materials and processes to explore ideas for different purposes. • To investigate and combine visual and tactile qualities of materials and processes to make collages. 	<p>3D</p> <ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and manmade materials to create sculpture. • Plan a sculpture through drawing and other preparatory work.
<p>Exploring and developing ideas</p> <ul style="list-style-type: none"> • 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 and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 		
<p>Evaluating and developing work</p> <ul style="list-style-type: none"> • 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 		
<p>Breadth of Study</p> <ul style="list-style-type: none"> • Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 		



Year 6 – Art and Design Skills Progression

Intent: At Pot Kiln we ensure that all pupils produce creative and imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, printing, collage, textiles and 3D, as well as other selected craft skills.

<p>Drawing</p> <ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. 	<p>Painting</p> <ul style="list-style-type: none"> • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, including those researched independently. • Show an awareness of how paintings are created (composition). 	<p>Printing</p> <ul style="list-style-type: none"> • Describe varied techniques • familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently.
<p>Textiles</p> <ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work. • To use relief printed textile processes to communicate their ideas and observations. 	<p>Collage</p> <ul style="list-style-type: none"> • To collect visual information to help develop ideas using a sketchbook • To combine visual and tactile qualities of materials and match these to the purpose of their work • To apply their experience of materials and processes 	<p>3D</p> <ul style="list-style-type: none"> • Develop skills in using clay including slabs, coils, slips, etc. • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence.
<p>Exploring and developing ideas</p> <ul style="list-style-type: none"> • 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 and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and culture 		
<p>Evaluating and developing work</p> <ul style="list-style-type: none"> • 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 		
<p>Breadth of Study</p> <ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 		

Art and Design at Pot Kiln

Intent

At Pot Kiln we ensure that all pupils produce creative and imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, printing, collage, textiles and 3D, as well as other selected craft skills. Children will develop their knowledge of famous artists, designers and craft makers and will also develop their interest and curiosity about art and design through a series of practical activities, skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. At Pot Kiln we offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development which is imbedded in our whole school Thrive approach.

Implementation

At Pot Kiln we follow the Art and Design in Suffolk scheme of learning. The objectives from this scheme are used and activities are adapted for our topic based approach to learning in keeping with children's interests. The scheme comprises 6 half-termly units of work for each year group from Year 1 to Year 6. The units are based on the areas of experience of Drawing, Painting, Printmaking, Collage, Textiles, and 3D. This scheme has ensured a progression and continuity of learning experiences from Year 1 to Year 6. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we have suggested 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. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Impact

The impact of the cross curricular approach, will be seen across the school with an increase in the profile of Art and Design. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. We aim for all children in school to speak confidently about their art and design work and their skills. Impact can also be measured through conversations with children and the termly analysis of data, which pinpoints areas for development and strengths in Art and Design.