



Thurston CE Primary Academy Progression in Art and Design Skills 2023/24

Intent

At Thurston CE Primary Academy we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum as it provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. We want to inspire our pupils, encourage their creativity and develop their confidence to experiment and invent their own pieces of art. We want to give our pupils every opportunity to develop their ability, nurture their talent and interests and express their ideas and thoughts about the world. We also want our pupils to know more about famous artists and craftspeople (British and international) and learn about the rich heritage and culture of the British Isles and beyond. We ensure that there is a clear progression of skills and concepts as children move through the school, covering all the National Curriculum requirements; as pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. Our pupils develop key artistic skills and concepts including making skills, generating ideas, knowledge, evaluation and language.

Implementation- How is Art and Design taught at Thurston CE Primary Academy?

Our Art and Design curriculum is based on the National Curriculum and supported by KAPOW ensuring a well-structured approach to this creative subject. It focuses on developing the children's skills through weekly art lessons over each half term in KS2 and a blocked Art week over each half term in KS1 which is linked to the topic of the term where possible. Our Art and Design curriculum alternates with our Design and Technology curriculum on a half termly basis; there will also be additional opportunities to engage with Art and Design opportunities throughout the year. Where possible, art will link closely with the term's topic. Currently our Art and Design curriculum is taught on a two-year rolling programme throughout Key Stage 1 and 2.

The KAPOW art scheme is designed with 5 strands that run throughout: using sketchbooks, generating ideas, making skills including formal elements, knowledge of artists and evaluating. These strands are revisited in every unit; key skills are revisited with increasing complexity as the children move through year groups allowing pupils to revise and build on previous learning. Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes.

The way art is taught ensures that children are supported and challenged appropriately. The work of famous local, national and international artists is explored to enhance the children's learning. Lessons are practical in nature and encourage experimental and exploratory learning. Each child has a sketchbook; we give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to make initial sketches, develop skills, record ideas and develop opinions. Knowledge organisers are introduced at the beginning of each unit and looked at in each lesson to provide a highly visual record of the key knowledge and techniques learned as well as aiding the recall of skills processes and vocabulary. This progression of skills document ensures the curriculum is covered and the art and design skills/knowledge are taught progressively from year group to year group.

Impact

By the end of their time with us, we want pupils to have learned, improved and embedded a range of artistic skills. They should have an awareness of a broad range of artists and craftspeople, and be able to consider and discuss the artworks they come across. We want our pupils to be confident to explore, experiment and take risks, placing value on the process and journey that they take, not just on the finished product. Most importantly, we want children to have found and enjoyed a creative outlet – a means of self-expression and enjoyment. Through the use of sketchbooks and in-depth discussion around artists, their art and practices, pupils learn that art can be constantly reviewed and developed, further promoting resilient and independent learners. Children's progress is monitored through the use of End of Unit Assessment grids which enable teachers to keep records of formative assessments against the learning objective for each lesson.

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	EYFS	KS1	KS2
National Curriculum	<p>DFE Arts and Design Definition: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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. • 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.

	EYFS	Year 1/2		Year 3/4		Year 5/6	
Drawing	<p>Generating ideas: Talk about their ideas and explore different ways to record them using a range of media.</p> <p>Sketch Books: Experiment with mark making in an exploratory way.</p>	<p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Sketch Books: Use sketchbooks to explore ideas in an open-ended way.</p> <p>Making skills (including Formal elements) : . Use a range of drawing</p>	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Sketch Books: Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help</p>	<p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Sketch Books: Use sketchbooks for a wider range of purposes, for example</p>	<p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Sketch Books: Use sketchbooks purposefully to improve</p>	<p>Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Sketch Books:</p>	<p>Generating ideas: Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Sketch Books: Using a systematic and independent approach, research, test and</p>

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	<p>Making skills (including Formal elements) : Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</p> <p>Knowledge of artists: Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.</p>	<p>materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. Hold and use drawing tools in different ways to create different lines and marks.</p> <p>Create marks by responding to different stimulus such as music. Overlap shapes to create new ones. Use mark making to replicate texture. Look carefully to make an observational drawing. Complete a continuous line drawing.</p> <p>Knowledge of artists: Describe similarities and differences between</p>	<p>make decisions about what to try out next</p> <p>Making skills (including Formal elements) : Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. Use different materials and marks to replicate texture. Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. Use marks and lines to show expression on faces. Make a concertina book.</p>	<p>recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills (including Formal elements) : Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. Use shapes identified within in</p>	<p>understanding, develop ideas and plan for an outcome.</p> <p>Making skills (including Formal elements) : Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making. Use pencils of different grades to shade and add tone. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other. Use charcoal and a rubber to draw tone.</p>	<p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills (including Formal elements) : To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. Analyse an image that considers impact, audience and purpose. Draw the same image in different ways with different materials and</p>	<p>develop ideas and plans using sketchbooks.</p> <p>Making skills (including Formal elements) : Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects. To know gestural and expressive ways to make marks. To know effects different materials, make. To know the effects created when drawing into different surfaces</p>
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	<p>Evaluating and analysing: Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Evaluating and analysing: Describe and compare features of their own and other's art work.</p>	<p>Use drawing to tell a story. Use charcoal to avoid snapping and to achieve different types of lines. Use drawing pens.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>objects as a method to draw. Create tone by shading. Achieve even tones when shading. Make texture rubbings. Create art from textured paper. Hold and use a pencil to shade. Tear and shape paper. Use paper shapes to create a drawing. Use drawing tools to take a rubbing.</p> <p>Knowledge of artists: Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p> <p>Evaluating and analysing: Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Use scissors and paper as a method to 'draw'. Make choices about arranging cut elements to create a composition. Create a wax resist background. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a print. Create a monoprint.</p> <p>Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Evaluating and analysing: Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p>techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition. Decide what materials and tools to use based on experience and knowledge. To know what print effects different materials make.</p> <p>Knowledge of artists: Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes</p>	<p>Knowledge of artists: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluating and analysing: Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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						to try alternative solutions and make improvements to their work.	
Painting and mixed media	<p>Generating ideas: Explore different ways to use paint and a range of media according to their interests and ideas.</p> <p>Making skills (including Formal elements) : Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome. Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what</p>	<p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Sketchbooks: Use sketchbooks to explore ideas in an open-ended way.</p> <p>Making skills (including Formal elements) : Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft. Combine primary coloured materials to make secondary colours. Mix secondary colours in paint. Choose suitable sized paint</p>	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Sketch Books: Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>Making skills (including Formal elements) : Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. Make choices about which materials to use for collage based on</p>	<p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Sketch Books: Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills (including Formal elements) : Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found</p>	<p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Sketch Books: Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Making skills (including Formal elements) :Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage</p>	<p>Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Sketch Books: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills (including Formal elements) : Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting</p>	<p>Generating ideas: Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Sketch Books: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills (including Formal elements) : Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media</p>

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	<p>happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage.</p> <p>Knowledge of artists: Enjoy looking at and talking about art.</p> <p>Evaluating and analysing: Talk about their artwork, stating what they feel they did well.</p>	<p>brushes. Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p> <p>Knowledge of artists: Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Evaluating and analysing: Describe and compare features of their own and other's art work.</p>	<p>colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects. Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials eg cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p>	<p>objects and recyclable material to create sculpture. Use simple shapes to scale up a drawing to make it bigger. Make a cave wall surface. Paint on a rough surface. Make a negative and positive image. Create a textured background using charcoal and chalk. Use natural objects to make tools to paint with. Make natural paints using natural materials. Create different textures using different parts of a brush. Use colour mixing to make natural colours.</p> <p>Knowledge of artists: Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p> <p>Evaluating and analysing: Confidently explain their ideas and opinions about their own and other's art</p>	<p>materials to create contrast and considering overall composition. Mix a tint and a shade by adding black or white. Use tints and shades of a colour to create a 3D effect when painting. Apply paint using different techniques eg. stippling, dabbing, washing. Choose suitable painting tools. Arrange objects to create a still life composition. Plan a painting by drawing first. Organise painting equipment independently, making choices about tools and materials</p> <p>Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Evaluating and analysing: Build a more</p>	<p>surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media. Develop a drawing into a painting. Create a drawing using text as lines and tone. Experiment with materials and create different backgrounds to draw onto. Use a photograph as a starting point for a mixed-media artwork. Take an interesting portrait photograph, exploring different angles. Adapt an image to create a new one. Combine materials to create an effect. Choose colours to represent an idea or atmosphere. Develop a final composition from sketchbook ideas.</p>	<p>pieces. Create collage in response to a stimulus and work collaboratively on a larger scale. Use sketchbooks to research and present information. Develop ideas into a plan for a final piece. Make a personal response to the artwork of another artist. Use different methods to analyse artwork such as drama, discussion and questioning.</p> <p>Knowledge of artists: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluating and analysing: Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their</p>
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			<p>Evaluating and analysing: Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process</p>	<p>Knowledge of artists: Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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<p>Sculpture and 3D</p>	<p>Generating ideas: Explore and play with clay and playdough to make child-led creations.</p> <p>Making skills (including formal elements): Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough. Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas</p>	<p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Sketchbooks: Use sketchbooks to explore ideas in an open-ended way.</p> <p>Making skills (including Formal elements) : Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen. Roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper, eg spiral, zig-zag. Make larger structures using newspaper rolls.</p> <p>Knowledge of artists: Describe similarities and differences between practices in Art and</p>	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Sketch Books: Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>Making skills (including Formal elements) : .Develop understanding of 3D forms to construct and model simple forms using a range of materials. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture. Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot.</p>	<p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Sketch Books: Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills (including Formal elements) : Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture. Join 2D shapes to make a 3D form. Join larger</p>	<p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Sketch Books: Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Making skills (including Formal elements) : Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin Use their arm to draw 3D objects on a large scale. Sculpt soap from a drawn design. Smooth the surface of soap using water</p>	<p>Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Sketch Books: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills (including Formal elements) : Investigate scale when creating forms in three dimensions. Explore a greater range of materials to create 3D forms eg.wire and found materials Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to</p>	<p>Generating ideas: Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Sketch Books: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills (including Formal elements) : Use personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results. Translate a 2D image into a 3D form. Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different</p>
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<p>for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour.</p> <p>Knowledge of artists: Enjoy looking at and talking about art.</p> <p>Evaluating and analysing: Talk about their artwork, stating what they feel they did well.</p>	<p>design, eg between painting and sculpture, and link these to their own work.</p> <p>Evaluating and analysing: Describe and compare features of their own and other's art work.</p>	<p>Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>pieces of materials, exploring what gives 3D shapes stability. Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. Identify and draw negative spaces. Plan a sculpture by drawing. Choose materials to scale Up an idea. Create different joins in card eg. slot, tabs, wrapping. Add surface detail to a sculpture using colour or texture. Display sculpture.</p> <p>Knowledge of artists: Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p> <p>Evaluating and analysing: Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part</p>	<p>when carving. Join wire to make shapes by twisting and looping pieces together. Create a neat line in wire by cutting and twisting the end onto the main piece. Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. Try out different ways to display a 3D piece and choose the most effective.</p> <p>Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Evaluating and analysing: Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and</p>	<p>problem solve more independently. Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. Try out ideas on a small scale to assess their effect. Use everyday objects to form a sculpture. Transform and manipulate ordinary objects into sculpture by wrapping, Colouring, covering and joining them. Try out ideas for making a sculpture interactive. Plan an installation proposal, making choices about light, sound and display.</p> <p>Knowledge of artists: Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>textures. Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece. Translate ideas into sculptural forms.</p> <p>Knowledge of artists: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluating and analysing: Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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				of the problem-solving process and make changes to improve their work.	independently during the planning and making process.	Evaluating and analysing: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	
Craft and Design	<p>Generating ideas: Explore and play with a range of media to make child-led creations.</p> <p>Making skills: Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support and a focus on process over outcome. Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags.</p>	<p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Sketchbooks: Use sketchbooks to explore ideas in an open-ended way.</p> <p>Making skills: Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration. Wrap objects/shapes with wool. Measure a length. Tie a knot,</p>	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. .</p> <p>Sketch Books: Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>Making skills (including Formal elements) : Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and</p>	<p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Sketch Books: Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process</p> <p>Making skills (including Formal elements) : . Learn a new making technique (paper making) and apply it as</p>	<p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Sketch Books: Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Making skills (including Formal elements) : Learn new making techniques, comparing these and making decisions about which method to use to</p>	<p>Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Sketch Books: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills (including Formal elements) : Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process,</p>	

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	<p>Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card eg stick, clip, tie, tape. Apply craft skills eg. cutting, threading, folding to make their own artworks. Design something on paper ready to make in three dimensions.</p> <p>Knowledge of artists: Enjoy looking at and talking about art.</p> <p>Evaluating and analysing: Talk about their artwork, stating what they feel they did well.</p>	<p>thread and plait. Make a box loom. Join using knots. Weave with paper on a paper loom. Weave using a combination of materials.</p> <p>Knowledge of artists: Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Evaluating and analysing: Describe and compare features of their own and other's art work.</p>	<p>cellophane. Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> <p>Draw a map to illustrate a journey. Separate wool fibres ready to make felt. Lay wool fibres in opposite directions to make felt. Roll and squeeze the felt to make the fibres stick together. Add details to felt by twisting small amounts of wool. Choose which parts of their drawn map to represent in their 'stained glass'. Overlap cellophane/tissue to create new colours. Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller. Smooth a printing tile evenly to transfer an image. Try out a variety of ideas for</p>	<p>part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.</p> <p>Use a sketchbook to research a subject using different techniques and materials to present ideas. Construct a new paper material using paper, water and glue. Use symbols to reflect both literal and figurative ideas. Produce and select an effective final design. Make a scroll. Make a zine. Use a zine to present information.</p> <p>Knowledge of artists: Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p>	<p>achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.</p> <p>Select imagery and use as inspiration for a design project. To know how to make a mood board. Recognise a theme and develop colour palettes using selected imagery and drawings. Draw small sections of one image to docs on colours and texture. Develop observational drawings into shapes and pattern for design. Transfer a design using a tracing method. Make a repeating pattern tile using cut and torn paper shapes. Use glue as an alternative batik technique to create patterns on fabric. Use materials, like glue, in different ways depending on the desired effect. Paint on fabric.</p>	<p>towards an outcome more independently.</p> <p>Making skills (including Formal elements) : Design and make art for different purposes and begin to consider how this works in creative industries eg in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> <p>Make an observational drawing of a house. Use shapes and measuring as methods to draw accurate proportions. Select a small section of a drawing to use as a print design. Develop drawings further to use as a design for print. Design a building that fits a specific brief. Draw an idea in the style of an architect that is annotated to explain key features. Draw from different views, such as a front or side elevation.</p>	<p>explaining how the work of creative practitioners have influence their final outcome.</p> <p>Create a photomontage. Create artwork for a design brief. Use a camera or tablet for photography. Identify the parts of a camera. Take a macro photo, choosing an interesting composition. Manipulate a photograph using photo editing tools. Use drama and props to recreate imagery. Take a portrait photograph. Use a grid method to copy a photograph into a drawing.</p> <p>Knowledge of artists: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
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			<p>adapting prints into 2D or 3D artworks.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>Evaluating and analysing: Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<ul style="list-style-type: none"> Wash fabric to remove glue to finish a decorative fabric piece <p>Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made..</p> <p>Evaluating and analysing: Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Use sketchbooks to research and present information about an artist. Interpret an idea in into a design for a structure.</p> <p>Knowledge of artists: Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Evaluating and analysing: Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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Language		Vocabulary: Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours	Vocabulary: Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay.	Vocabulary: Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch, Puppet, shadow puppet, decorate, detail, observation, tint, shade, light and dark, Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative, Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board.	Vocabulary: Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making, Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial, Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiserie, op-art.	Vocabulary: Annotate, visualise, scale, collage * Emoji, symmetry, ceramics, ceramicist. ** Colour, line, tone, form, shape, pattern, texture, observation, monument ***	Vocabulary: Impressionism, zentangle, prototype, appreciation * Graffiti, contrasting, Guernica, sculpture ** Colour, line, tone, form, shape, pattern, texture ***
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- * Covered Autumn Term
- ** Covered Spring Term
- *** Covered Summer Term

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