Preesall Fleetwood's Charity CE School

Art and Design Progression Document

Our School Vision Statement

'You are the light of the world. A school built on a hill cannot be hidden.'
Matthew 5:14 (adapted)

We will do our best, be kind, share ourselves with our community and shine from our hill, out into the world. At Fleetwood's Charity, we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Vision Statement pays homage to our belief that there is something potentially wonderful in each individual, and that this is something to be proud of and share with others.

ART & DESIGN

In line with KLIPs Lancashire

Our curriculum ensures each and every child 'can do art' and has the time and opportunities to be artistic in their own unique way. Art and Design embodies some of the highest forms of human creativity and we positively endorse the promotion of artistic skills throughout school. We focus, not only on high-quality art and design, but the ways children can be inspired and challenged by art in the world around them. We are a Christian school and use art and the wonder of God's creations to help promote understanding of our own and others' cultural heritages and religious beliefs. Creativity is encouraged through individual and collaborative learning experiences, studying a range of artists (including The Masters, modern artists and local artists), a positive growth mind set, a sense of responsibility and challenges which take us beyond the classroom.

SUGGESTED ARTISTS:					
DRAWING	COLOUR	TEXTURE	FORM	PRINTING	PATTERN
Leonardo Da Vinci, Vincent Van Gough, Poonec, LS Lowry,	Pollock, Monet, Chagall, Ben Moseley, Van Gough, Roy Lichtenstein, Georges Seurat, Claude Monet	Linda Caverley, Molly Williams, William Morris, Gustav Klimt	Henry Moore, Barbara Hepworth, Andy Goldsworthy, Antony Gormley, Claes Oldenberg, Picasso	Picasso, Dan Mather, Andy Warhol.	Joan Miro, Bridget Riley, Escher, Paul Klee, Peter Thorpe, Wassily Kandinsky

Art & Design Year 1 & 2

Exploring and Developing Ideas	Evaluating and Developing Work
▪ 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.

Drawing				
▪ 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.	**Lines and Marks** ▪ Name, match and draw lines/marks from observations. ▪ Invent new lines. ▪ Draw on different surfaces with a range of media.	**Form and Shape** ▪ Observe and draw shapes from observations. ▪ Draw shapes in between objects. ▪ Invent new shapes.	**Tone** ▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	**Texture** ▪ Investigate textures by describing, naming, rubbing, copying.

Digital Media	Painting	Printing	Textiles	3-D	Collage
▪ Explore ideas using digital sources i.e. internet, CD-ROMs. ▪ Record visual information using digital cameras, video recorders. ▪ Use a simple graphics package to create images and effects with: – **lines** by changing the size of brushes in response to ideas; – **shapes** using eraser, shape and fill tools; and – **colours and texture** using simple filters to manipulate and create images.	▪ 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. **Colour** ▪ Identify primary and secondary colours by name.	▪ 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.	▪ 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. ▪ Apply shapes with glue or by stitching. ▪ Apply decoration using beads, buttons, feathers etc. ▪ Create cords and plaits for decoration. **Colour**	▪ 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. **Form** ▪ Experiment with constructing and joining recycled, natural and manmade materials.	▪ 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. **Colour** ▪ Collect, sort, name match colours appropriate for an image.

▪ Use basic selection and cropping tools.	▪ Mix primary shades and tones. ▪ Mix secondary colours. **Texture** ▪ Create textured paint by adding sand, plaster.	▪ Design more repetitive patterns. **Colour** ▪ Experiment with overprinting motifs and colour. **Texture** ▪ Make rubbings to collect textures and patterns.	▪ Apply colour with printing, dipping, fabric crayons. ▪ Create and use dyes i.e. onion skins, tea, coffee. **Texture** ▪ Create fabrics by weaving materials i.e. grass through twigs.	▪ Use simple 2-D shapes to create a 3-D form. **Texture** ▪ Change the surface of a malleable material e.g. build a textured tile.	**Shape** ▪ Create and arrange shapes appropriately. **Texture** ▪ Create, select and use textured paper for an image.
Advised curriculum coverage maximum three media per year					

Year 3 & 4

Exploring and Developing Ideas	Evaluating and Developing 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 journal.

Drawing

	Lines and Marks	Form and Shape	Tone	Texture
- Experiment with ways in which surface detail can be added to drawings. - Use journals to collect and record visual information from different sources. - Draw for a sustained period of time at an appropriate level.	- 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.	- 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.	- Experiment with different grades of pencil and other implements to achieve variations in tone. - Apply tone in a drawing in a simple way.	- Create textures with a wide range of drawing implements. - Apply a simple use of pattern and texture in a drawing.

Digital Media	Painting	Printing	Textiles	3-D	Collage
- Record and collect visual information using digital cameras and video recorders. - Present recorded visual images using software. - Use a graphics package to create images and effects with; **lines** by controlling the brush tool with increased precision. - Change the type of brush to an appropriate style. - Create **shapes** by making selections to cut, duplicate and repeat.	- Experiment with different effects and textures including 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. **Colour**	- Create printing blocks using a relief or impressed method. - Create repeating patterns. - Print with two colour overlays.	- 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.	- Plan, design and make models from observation or imagination. - Join clay adequately and construct a simple base for extending and modelling other shapes. - Create surface patterns and textures in a malleable material. - Use papier mache to create a simple 3D object.	- 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.

▪ Experiment with **colours and textures** by using effects and simple filters to manipulate and create images for a purpose.	▪ Mix colours and know which primary colours make secondary colours. ▪ Use more specific colour language. ▪ Mix and use tints and shades.				
Advised curriculum coverage maximum three media per year					

Year 5 & 6

Exploring and Developing Ideas	Evaluating and Developing 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 a journal.

Drawing		
• 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 journal to collect and develop ideas. • Identify artists who have worked in a similar way to their own work.	**Lines, Marks, Tone, Form and Texture** • 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. • Start to develop their own style using tonal contrast and mixed media.	**Perspective and Composition** • 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 i.e. Composition.

Digital Media	Painting	Printing	Textiles	3-D	Collage
• Record, collect and store visual information using digital cameras etc. • 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,	• Develop a painting from a drawing. • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. **Colour**	• Create printing blocks by simplifying an initial journal idea. • Use relief or impressed method. • Create prints with three overlays. • Work into prints with a range of media e.g. pens, colour pens and paints.	• 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.	• 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 including slabs, coils, slips, etc.	• 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.

retrieved, taken) into a graphics package. ▪ Understand that a digital image is created by layering. ▪ Create layered images from original ideas.	▪ Mix and match colours to create atmosphere and light effects. ▪ Be able to identify and work with complementary and contrasting colours.			▪ Produce intricate patterns and textures in a malleable media.	

Advised curriculum coverage maximum three media per year