

Bishop Hogarth Catholic Education Trust - Art Curriculum Progression of skills

The formal elements (line, shape, colour, pattern, tone, texture, form, value, space) run through all strands. (See Formal Elements document for definitions)

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| line | colour | value | tone | space | shape | texture | form | pattern |
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| | EYFS | Key Stage 1 | Lower KS2 | Upper KS2 | Key Stage 3 |
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| Artists and Artworks (evaluation & analysis) | <ul style="list-style-type: none"> - Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork. - Identify colours, objects and shapes in the artwork. - Discuss their own artwork using simple language. | <ul style="list-style-type: none"> - Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (no explanation). - Notice details and familiar objects/ shapes / colours in an artwork including light and dark. - Make simple comparisons between artists and artworks. - Make some links between their work and an artwork. - Begin to comment on how an artist/designer has used colour, pattern and shape. - Start to ask their own questions about an artwork. - Describe and discuss their own artworks, noting key details. | <ul style="list-style-type: none"> - Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why. - Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied. - Make links between their work and the work of more than one artist. - Recognise when and where an artwork was created (timeline and map). - Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) - Ask their own questions about artworks, developing them and sharing in class discussion. - Describe and discuss their own artworks, explaining choices with appropriate vocabulary. | <ul style="list-style-type: none"> - Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons. - Compare multiple artworks and recognise patterns and key concepts between art movements. - Make clear links between their work and the work of others, noting specific influences and techniques. - Explain how key artworks contributed to cultural development or historical events. - Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks. - Use a question matrix to develop an increasingly complex range of questions about the artworks they study. - Describe and discuss with confidence their own artworks, justifying their choices with appropriate vocabulary. | <p><u>Communicating about the work of others</u></p> <ul style="list-style-type: none"> -Describe what you think or feel about the work of others, commenting on the technical skills within their work. -Discussing the formal elements and using tier 2/3, key terminology. -Comment on similarities and differences about the work of others. -Consider and discuss how artists work and understand the context and purpose. -Identify different media, styles and processes used by artists, craftspeople and designers. Relate these to the context in which they are made. -Critically engage with your own work and the work of others, identify why ideas and meaning have different interpretations. <p><u>Responding to the work of others</u></p> <ul style="list-style-type: none"> -Link elements of your work to others -Show understanding of key elements of the work of others that influence your response. -Research, document and present information of the style and context of other artists' work that assists the development of your own ideas. -Produce a creative, well thought-out personal response to the work of others. -Create a personal, meaningful response linked to your sources. <p><u>Communicating about your work</u></p> <ul style="list-style-type: none"> -Describe what you think or feel about your work. -Interpret and explain how your ideas are linked to the artist, context, culture or historical period. <p><u>Communicating outcomes/evaluating</u></p> <ul style="list-style-type: none"> -Evaluate your outcome by showing the links to previous work and artists, craftspeople and designers. -Reflecting on own progress, success and areas for development. |
| Drawing | <ul style="list-style-type: none"> - Begin to hold a pencil correctly and use it to make marks. - Attempt to use other materials to make marks (crayons, felt tips, etc) - Represent their ideas and feelings through art. | <ul style="list-style-type: none"> - Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials, with control and awareness, using appropriate vocabulary to describe them. - Use charcoal, coloured pencils and wax crayons to draw. | <ul style="list-style-type: none"> - Hold a pencil and make marks with control. - Use sketching strokes to draw and add texture, movement and depth. - Use felt tips, chalk pastels and oil pastels to add colour to their drawings. | <ul style="list-style-type: none"> - Draw with precision and control. - Select an appropriate drawing media, which is fit for purpose (e.g. pencil, chalk pastel). - Use appropriate software to draw and design digitally. -Create texture using a single medium. | <p><u>Recording observations</u></p> <ul style="list-style-type: none"> -Observing subject matter – shape, proportions, detail, trying to be accurate. -Understand how best to plan and execute the stages of a drawing. |

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| | <ul style="list-style-type: none"> - Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face. | <ul style="list-style-type: none"> - Make simple observational drawings. - Draw to express emotion using mark making (e.g. angry, happy). - Record their work. | <ul style="list-style-type: none"> - Shade, blend and add highlights to show dimension using a range of pencil grades. - Consider the placement and composition when drawing. - Make more detailed observational drawings, beginning to capture facial expression. - Record their work and add it to their sketchbook, annotating with simple analysis and evaluation. - Use sketchbooks to practise techniques and skills. | <ul style="list-style-type: none"> - Shade, blend and add highlights to describe light and dark, contrast and shadow. - Make increasingly accurate observational drawings, using formal elements. - Explore and begin to understand perspective. - Draw human bodies, showing movement and emotion. - Record their work and add it to a sketchbook, annotating with detailed analysis and evaluation, using it to demonstrate their development of key skills. | <ul style="list-style-type: none"> - Understanding the importance of scrutinising subject matter. - Use the formal elements within observational studies - line, shape, form, tone, colour, texture & pattern. - Think about composition of your page – size, layout and proportions. |
| Painting | <ul style="list-style-type: none"> - Use a brush or other tool to make marks with paint. - Choose from a range of pre-mixed colours to create painted artworks. - Paint simple shapes and images that can be recognised or explained by the child. - Use large muscle movement to paint and make marks. | <ul style="list-style-type: none"> - Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint. - Mix primary colours to make secondary colours. - Use poster paints and watercolours on traditional surfaces. - Explore how colour can portray mood and emotion. - Paint from observation and imagination. - Use simple IT programmes to explore digital painting. - Use resist techniques (e.g. wax crayons & wash). | <ul style="list-style-type: none"> - Use different brushes and marks to gain a desired effect (e.g. large brush for large area). - Mix shades and tints. - Mix with purpose and accuracy an increasing range of colours from primary and secondary colours. - Beginning to be able to match colours effectively to portray their subject or mimic an artist. - Use poster paints and watercolours with confidence to blend, wash, and create a range of effects. - Use cold and warm colours. - Use a range of IT programmes to explore digital painting. - Use more resist techniques (e.g. tape and ink). | <ul style="list-style-type: none"> - Choose the appropriate medium and tools to paint for purpose (e.g. watercolour for washes and a soft brush, palette knives for texture, sponges for mottled effect). - Mix with increasing purpose and accuracy a wide range of colours. - Increasingly confident with matching colours effectively to portray their subject or mimic an artist. - Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas. - Paint on non-conventional surfaces. - Use mixed media to make collages including paint. - Explore the use of a limited colour palette and the effect of this. - Use resist techniques (e.g. batik, silk painting, masking fluid and paint). | <p><u>Exploring ideas using media and techniques</u></p> <ul style="list-style-type: none"> - Exploring ideas and materials, selecting appropriate media, techniques and process. - Using media and techniques with control. - You can take some creative risks when developing ideas and experimentations. - Develop tone when using media to help make studies look 3D. <p><u>Painting</u></p> <ul style="list-style-type: none"> - Understanding what paint to select for the purpose. - Using paint in the correct way. - Mixing colours that are accurate. - Applying with neatness, holding brush low down to achieve control. - Watercolours - building layers from light to dark in a transparent way. Controlling amount of water used and not over working. Working quickly in certain areas. - Poster paints – consistency is thicker, opaque when applying and blending. - Exploring colour theory, colour wheel, primary, secondary, tertiary, complementary etc. |
| Printing | <ul style="list-style-type: none"> - Use pre-made stamps & found objects to explore printmaking. - Notice and continue simple patterns (ABAB). | <ul style="list-style-type: none"> - Print using pressing, rolling, rubbing and stamping using everyday objects, chosen to create a desired effect. - Notice more complex patterns in nature and artworks, using this to create their own (AAB, AAB, ABC, ABC). | <ul style="list-style-type: none"> - Create simple mono prints (marbling, shaving foam, drawing on plastic/acetate). - Make and use simple stencils to print (e.g. using card or paper) using 2 colours. - Find and copy complex patterns from nature and architecture. | <ul style="list-style-type: none"> - Create relief prints (e.g. Lino, polystyrene or collagraph print) - Make increasingly complex stencils (e.g. screen printing) and use them to print in multiple layers and colours. - Print onto a range of materials to explore texture and layers. - Use colour and print to create simple repeating and non-repeating patterns (eg wallpaper) | <p><u>Exploring ideas using media and techniques</u></p> <ul style="list-style-type: none"> - Exploring ideas and materials, selecting appropriate media, techniques and process. - Using media and techniques with control. - You can take some creative risks when developing ideas and experimentations. - Develop tone when using media to help make studies look 3D. <p><u>Printing</u></p> <ul style="list-style-type: none"> - Being able to use the equipment and process correct for types of printing. - How skilful they have used the printing medium |
| Sculpture and collage | <ul style="list-style-type: none"> - Use rollers, cutters and their hands to begin to mould soft materials, such as play dough. - Start to use scissors appropriately to cut into materials. | <ul style="list-style-type: none"> - Mould play dough or other soft materials, making round and flat shapes and adding texture. - Use appropriate materials to create a desired texture. | <ul style="list-style-type: none"> - Mould, carve and cut clay or other soft materials using appropriate tools. - Build texture and shape using collage to create relief. | <ul style="list-style-type: none"> - Sculpt clay and other materials with precision, including joining clay parts. - Combine techniques and materials to create sculptures (e.g. wire or Modroc). - Work on a small scale with precision. | <p><u>Exploring ideas using media and techniques</u></p> <ul style="list-style-type: none"> - Exploring ideas and materials, selecting appropriate media, techniques and process. - Using media and techniques with control. |

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| | <ul style="list-style-type: none"> - Use glue and tape to fix objects together, even if not always successful. - Use mixed media to create simple 3-D sculptures. | <ul style="list-style-type: none"> - Use scissors and different fixing methods when creating 3-D objects. - Use mixed media (junk/objects) to create 3-D sculptures that can be recognised within the theme. | <ul style="list-style-type: none"> - Build 3-dimensional shapes from 2-dimensional materials (e.g. papier mache) . - Use a range of techniques to attach and fix shapes together. - Use collage (eg. mosaic) to create images, patterns and backgrounds. | <ul style="list-style-type: none"> - Work on a large scale, ensuring their work is balanced and secure. - Build texture and shape using a wide range of collage materials to create a desired effect. | <ul style="list-style-type: none"> -You can take some creative risks when developing ideas and experimentations. -Develop tone when using media to help make studies look 3D. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> -Being able to use the equipment, techniques and processes correctly. -How skilful they have used the medium in the 3D process. |
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KS3 assessment across the trust Secondary schools, we assess KS3 on the following:

A01 Develop ideas through investigations, demonstrating critical understanding of sources.

A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03 Record ideas, observations and insights, relevant to intentions as work progresses.

A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.