

Art Curriculum Progression  
Shoscombe Primary School

**Purpose and Aims of our Art Curriculum**

Freedom to flourish. All students should be given the freedom to flourish. Art education as experiential learning can embrace concepts of progress and experimentation rather than finished products and notions of right and wrong. Free to allow mistakes, free to explore should underpin teaching approaches.

All projects involve a number of art practices that repeat/build upon any/all project(s) and enhance progress and critical thinking:

**Research skills:** \* Relevant artists/craftspeople/designers  
(sketchbooks \* Chosen methods and materials  
should be used) \* Exploring and developing ideas (this is wrapped up in school drivers: Place, Our Christian values, The environment- looking after it, The outdoors, The Arts

**Drawing:** \* Drawing underpins all ideas and maps/captures ideas into image/experience  
\* Drawings are not only the beginnings of everything in art, though this is an important element of their value; they also facilitate the artist's creative process by describing what is seen, visualising what is imagined, and symbolising ideas and concepts.  
\* This should include: Line, Tone, shading, texture, developing into cross hatching, blending, shape/form, perspective, shadows and reflection

**Threshold concepts (Big Ideas):** These concepts will be revisited throughout the year in every project:

- Media and materials
- Techniques and processes
- Emotions
- Artists and artisans
- Effects
- Visual language

**Milestones:**

- every project should allow students to develop and explore ideas through their sketchbooks
- every project should include the use of drawing milestones: Descriptive drawing, Ornamentation and Illustration, Drawing as social commentary, Drawing as a means to clarify or crystallise an Idea, Drawing as a means of Self-Expression.

To ensure children 'catch up' following the disruption of the Coronavirus pandemic our 2-year cycle has been revised to revisit any missed content. Units will start with recap and revision to ensure that children are secure in essential prior knowledge and skills before moving on. To support teachers in planning and teaching the art curriculum.

Art Curriculum Progression  
Shoscombe Primary School

**The National Curriculum and Early Years Breadth of Study in Art and Design**

	EYFS	KS1	KS2	
	Reception	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
<b>Skills / Disciplines</b>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Be creative, explore ideas and record their experience</p> <p>Become proficient in drawing, painting, sculpture and other art , craft and design techniques</p> <p>Evaluate and analyse creative work using appropriate subject specific language</p> <p>Know about great artists, craft makers and designers and know the historical and cultural development of other art forms</p>		
<b>Knowledge</b>	<p>Safely use and explore a variety of materials, tools and techniques, design, form and function</p> <p>Share their creations, explaining the processes they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Use a range of small tools including scissors and paintbrushes</p>	<p>Pupils should be taught:</p> <ol style="list-style-type: none"> <li>1. to use a range of materials creatively to design and make products to use drawing, painting and sculpture</li> <li>2. to develop and share their ideas, experiences and imagination</li> <li>3. 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.</li> </ol>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> <li>1. to create sketch books to record their observations and use them to review and revisit ideas</li> <li>2. 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]</li> <li>3. about great artists, architects and designers in history</li> </ol>	

Art Curriculum Progression  
Shoscombe Primary School

	Begin to show accuracy and care when drawing		
--	--	--	--

Art Curriculum Progression  
Shoscombe Primary School

**Our 2-year Cycle Long Term Overview in the Art & Design and Design Technology (How we have organised the N.C. Breadth of Study)**

**Cycle A 2021 - 2022 Art / Design Technology**

<b>EYFS Breadth of Study</b>	<b>Expressive Art and Design</b>	Sculpture	Watercolour	Design and Architecture Design		Product Design	Food Around the world
		Tiger masks Salt dough tea party food.	Nativity play props Firework pictures	Clay - characters from books	Vehicles modelling	Animal shadow puppets	Milk bottle Elmer Paper chain caterpillars Symmetrical butterfly prints.
	<b>Cooking</b>	Making bread	Planets out of fruit/vegetables	Salt dough creations	Transport biscuits	Fruit smoothies	Elmer - jelly and elephant sandwiches
<b>Year 1&amp;2 Breadth of Study</b>	<b>Art / DT</b>	Community Clay Mining Community/ place Artist Anthony Gormely, Ted Holloway, Van Gough Harvest cooking fruit Salad	Boutique Hot and Cold Preserved in Ice Painting Colour/ Watercolour Melting Crayons	Collage to make architectural shape collage Exploring shape Model making		Textiles fruit printing Tie dye	
<b>Year 3&amp;4 Breadth of Study</b>	<b>Art / DT</b>	School Award Trophies Romans Leonardo Da Vinci Animation Drawing Historical Statues. Harvest Cooking Bread Rolls	Water - Minerva Water colour Resist / Bubble Marking Turner	Pyramids Technical drawing 3D shape Elderflower Cordial (forest)		+ cooking for class picnic - Cheese straws and smoothies Electronics	Textiles
<b>Year 5&amp;6 Breadth of Study</b>	<b>Art / DT</b>	Bust Georgians Political Satire Satirical illustrations Cartoon and comic strip Harvest cooking Apple Crumble	City Scape and Sky line Liverpool and Bristol Lowry Water Colour	Celtic knot Jewellery Design Technical Drawing		Electronics	Printed and sewn cushion cover + cooking for class picnic - cakes and biscuits for different dietary needs Textiles

Art Curriculum Progression  
Shoscombe Primary School

Mapping of our Big Ideas within each phase for Cycle A

	EYFS	KS1 - Year 1 and Year 2			LKS2 - Year 3 and Year 4			UKS2 - Year 5 and Year 6		
Cycle A	Expressive arts and design	Community Clay	Hot and cold Water colours	Printing tie dye fruit printing	School Awards Romans Sculpture	Water / Watercolour Resists.	Printing Lino print cold water dye	Georgian Busts	City Scapes	Two layered batiq crackled background
<b>Media and Materials</b>	Explores materials freely - Develops simple patterns by printing with objects using range of materials - Can use fabrics to weave - Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy	Pencil Clay	Watercolour paint - Use of experimental material eg melting wax	Fabric, cotton Ink - fabric paint Rollers	Pencil Modroc Tin Foil	Use a number of brush techniques using thick and thin that are carefully selected for a chosen effect. Water colour Select drawing pencil for shading Choice of paper	Fabric, cotton Camera Lino Lino cutters Rollers ink	Drawing Clay Clay Tools	Pencil, colour pencil and paint/watercolour	Fabric, cotton Range of fabric dyes Resist materials Wax ink
<b>Techniques and processes</b>	Explores colour mixing - Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes, fingers, hands - Uses variety of art tools with greater accuracy	Pencils to soft- to explore light and dark (not colour) Clay - rolled ball, cylinder, cuboid and combine clay pieces	Colour grids Using a colour wheel use a range of paintbrushes. mixing primary colours to make secondary colours Tints and tones are used in two	Relief Printing from natural products	Explore proportion of human body using technical drawings Annotate there drawings - explain and elaborate the difference between super hero	Use water colour paint to explore washes Experiment with creating mood with colour Use hardness of pencil to show line tone and texture	Lino print Photography Dye fabric Cutting	Drawing Cross hatching Sketching Cartoon	Sketching, combination of line and colour to produce value, depth, shadow, direction of light and dimension. Drawing skills include hatching, cross	Dye fabric Resist Batique

**Art Curriculum Progression**  
**Shoscombe Primary School**

			contexts and an explanation is provided on how they were created. Mixing colours effective		ant the anatomically correct Da Vinci Record why they have made certain decisions Combine two materials and how things attach. Explore how modroc changes. Starts malleable, mix with water - sticks - drys hard	Annotate sketches to explain Use shading to show light and shadow and reflection Transfer 3D drawing into Bauble Christmas Cards			hatching, scumbling and stippling. Choose a style of drawing suitable for the work, landscape, cityscape. Create a colour pallet based on warm and cold colours. Use the qualities of water colour to create visually interesting pieces.	
<b>Emotions</b>	- Makes simple marks based on own experiences  - Develops language of colour (secondary colours) and mix colours to make new colours	Community Loneliness Isolation	How colours provoke emotions Hot colours and Cold colours	dreams Hopes Racial injustice	How it makes you feel response. What were statues meant to communicate to you. How do you feel seeing dianna statue. (When do egyptians you could look at)	Spirituality/Roman Gods Experience of the spa Relationship between water and humans and water and world Conservation Healing qualities of water	dreams Hopes Racial injustice Active engagement in the issues Making visible what history has made invisible To know the truth of what happened. We can't understand why a society	Humour Satirical Humour	How different people experience a city and how this is represented by different artists, Mario - sombre, industrial buildings, imbolbile Karl Haglan, fun opportunity. You. Understand how different	Racial injustice Enable the Audience to experience the message through art with focus and meaning Making visible what history has made invisible To know the truth of what happened we can't understand

**Art Curriculum Progression**  
**Shoscombe Primary School**

									became so repressed.		artists have used the colour wheel to enhance the mood/ their experience of this. Experiment with mood and the seasons.	why a society became so repressed.
<b>Artists and Artisans</b>	<i>n/a</i>	Van Gough Ted Holloway Anthony Gormley	Describing the work of two notable artists. use some of the ideas of some of the artists studied to create pieces. Attempts are made to mimic the work.	Elisa McNish	Da Vinci Sophie Ryder - Minotaur and the Hare	Renoir and Monet Compare and Contrast the work of monet and renoir with contemporary art. Discuss the use of distinctive qualities used by these artists	David Adjaye	Chris Riddel Georgian Unknown Artists (famous for their time)	Monet, Haglan and Mario Seroni	Kate Tumes Ashanti Tribe Ghana		
<b>Visual Language</b>	- Drawings have some resemblance to people, objects - Draws around the outline of a shape  - Form prints with simple objects – leaf, hand	Human form to explore our relationship to the world. Industry, effects of industry, on environment landscape	Use colours to explore warm and cold environments and emotions. Developing idea into climate change and the melting world.	Pattern Tropical colours	Exploring how we reward people with statues and celebrate their achievements think Dianna Statue and the Covid Nurse. Society	Explore the visual nature of water through sketching and painting. Explore impressionist art and photo realism	Pattern Activism Repeat Print Production - potential mass production.	Illustrations - communicating a story through drawing. Expressions	Cityscape, city drawing, landscape shapes. Buildings. Industry. How people interact with the city. How does industry change the	symbolic patterns Story telling Activism		

**Art Curriculum Progression**  
**Shoscombe Primary School**

	- Develops simple patterns by printing with objects using range of materials	and community			rewards different things now than in Romans times. We rewarded Colston for making money out of slavery. Romans were vanity, power, achievements in war. Statues of people that were alive. People were emphasised like a superhero. Link to modern beauty industry and air brushing out stretch marks, blemish.	Development is to use art to promote ocean conservation			look of the place.	
--	--	---------------	--	--	---	---	--	--	--------------------	--



Art Curriculum Progression  
Shoscombe Primary School

Cycle B 2022 - 2023 Art / Design Technology

EYFS Breadth of Study	<b>Expressive Art and Design</b>	Tiger masks Salt dough tea party food.	Nativity play props Firework pictures	Clay - characters from books	Vehicles modelling	Animal shadow puppets	Milk bottle Elmer Paper chain caterpillars Symmetrical butterfly prints.
	<b>Cooking</b>	Making bread	Planets out of fruit/vegetables	Salt dough creations	Transport biscuits	Fruit smoothies	Elmer - jelly and elephant sandwiches
Year 1&2 Breadth of Study	<b>Art</b>	Collage, Shape, colour mixed materials Dinosaurs	DT	Great Fire of London Paint, texture drama, layer, scale and movement. Painting fire and flames.	Large scale painting.	DT	DT
Year 3&4 Breadth of Study	<b>Art</b>	Collage - looking at foreground and background	DT - Sewing?	Greeks Painting, texture, drama scale and Movement	Painting and then painting with Mosaics	DT	DT
Year 5&6 Breadth of Study	<b>Art</b>	Collage -blitz looking at broken things	DT	Painting, texture, drama scale and Movement Ancient Murals and wall art	Painting Mayan inspired symbols and making paint out of the environment.	DT	DT

Art Curriculum Progression  
Shoscombe Primary School

Mapping of our Big Ideas within each phase for Cycle B

	EYFS	KS1 - Year 1 and Year 2		LKS2 - Year 3 and Year 4		UKS2 - Year 5 and Year 6	
Cycle B	<b>Expressive arts and design</b>	Collage <i>Dinosaurs - Jurassic Coast</i>	Painting <i>Great Fire of London</i>	Collage <i>Stone Age</i>	Paint <i>Greeks</i>	Collage <i>Blitz</i>	<i>Mayan</i>
<b>Media and Materials</b>	Explores materials freely - Develops simple patterns by printing with objects using range of materials - Can use fabrics to weave - Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy	Mixed textures, rough and smooth Natural and man made. Fixings	Paint and texture. Use of thick and thin paint brushes. Thick and Thin paint. Colour blending and Colour theory	Painted paper Landscape collage Choose rough and smooth textures to create affect  Experimentation of materials and evaluation	A range of paint brushes Acrylic paint Playdough Experimentation materials	Magazines and newspapers, photographs, montage or imagery and recycled paper bag.	Paint a variety of paint brushes Paper
<b>Techniques and processes</b>	Explores colour mixing - Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes, fingers, hands - Uses variety of art tools with greater accuracy	Simple Shape, relief, Pattern collage and frottage rubbing creating a striking effect Precision of work cutting, glueing, arranging of shapes composition	use some brush techniques to create different effects eg shapes, textures, patterns and lines.  With support colour mixing is effective. Colour palette selected specifically for flame and fire.	Work shows growing precision in the context of the composition s.  Drawing, a range of line drawing techniques, thick and thin, little, bumps, zigzag, dash, swirls cross	Selecting brushes to experiment with mark making and texture and movement.  Select brushes for purpose eg small brush for borders and flat brush for background.  Use a variety of making making techniques eg scraping, dripping and embellishing  colours are generally mixed effectively and brush techniques	book making including binding Layering and repeat. Combining elements. Play perspective. well chosen and arranged materials to produce a striking effect	carefully select brushes and good control effective foreground using a number of techniques colour effectively used. direct your colour choices consider composition and storytelling

**Art Curriculum Progression**  
**Shoscombe Primary School**

				<p>hatching and hatching Use drawing as a means to crystallise or clarify ideas.</p> <p>Landscape Collage.g. foreground shapes cut larger than background shape also look at mid ground, layering</p> <p>Look a shape and scale.</p> <p>Relief collage</p>	<p>are explored to create different effects.</p> <p>Moods are created by altering the colour palette.</p> <p>Careful combination of colours to create overall effect.</p>	<p>work is consistently precise choices of materials and placement are explained</p>	<p>Good effects are created by using a number of techniques simple forms over sized features, simple outlines, painted textures.</p>
<b>Emotions</b>	<p>- Makes simple marks based on own experiences</p> <p>- Develops language of colour (secondary colours) and mix colours to make new colours</p>	<p>History a long gone time How our world works? How do humans fit in our world?</p>	<p>fear drama destruction Scared Scale Sense of history and past</p>	<p>The history of human relationship with each other and the world. Value systems Symbolism and ceremonial experience of stonehenge, church spires.</p>	<p>High aesthetic idealism perfect vision Human legacy</p>	<p>understanding the experience of the blitz. fear, darkness, scared, noise Understand the use of propaganda</p>	<p>Creation stories from other times and cultures. How humans have always believed in a supernatural presence.</p>
<b>Artists and Artisans</b>	<i>n/a</i>	Eleanor Neal	Willem Dekooning	Robert Rauschenberg	James Nares	Golda Disceigo	C Udesen - contemporary
<b>Visual Language</b>	<p>- Drawings have some resemblance to people, objects</p>	<p>simple forms (naive) Landscape</p>	<p>creating a visual documentation of an event in history.</p>	<p>How significant stonehenge was to make such an</p>	<p>a perfect life idealistic almost mythical and whimsical.</p>	<p>communicate the impact of war through</p>	<p>Storytelling representing a narrative</p>

**Art Curriculum Progression**  
**Shoscombe Primary School**

	<ul style="list-style-type: none"> <li>- Draws around the outline of a shape</li> <li>- Form prints with simple objects – leaf, hand</li> <li>- Develops simple patterns by printing with objects using range of materials</li> </ul>	Dinosaur Collage and Frottage Links man made and natural	cityscape  drama  Large scale scenery set	impact on Landscape. What is our local story? Past and Present People and Past Looking at our local space through collage.	beauty of life and the representation of Beautiful people in ancient Greece.	simple shapes, well chosen materials and thoughtful placement. Foreground and	Recreating rather than documenting.
--	---	---	---	--	--	---	-------------------------------------

**End of phase expectations in the skills and disciplines of Art and Design (some of these expectations will be covered through Design Technology)**

**Milestone 1 (Year 1 - Year 2)**

Learning Objective	Key Indicator	Basic	Advancing	Deep
To develop ideas	Respond to ideas and starting points.	<b>With the support of a teacher suggested ideas are followed.</b>	<b>Generally, ideas are developed and developed from familiar starting points.</b>	<b>Ideas are quickly developed and explained.</b>
	Explore ideas and collect visual information.	<b>Following suggestions, visual information is collected.</b>	<b>Some ideas are presented and some visual information to develop the ideas is collected.</b>	<b>Ideas are explored with enthusiasm and visual information is gathered and explained.</b>
	Explore different methods and materials as ideas develop.	<b>Different methods are used when suggested by a teacher.</b>	<b>There is some exploration of different methods as ideas develop.</b>	<b>A number of different methods are adopted as ideas develop and reasons are given for choices.</b>
To master techniques: DRAWING	Draw lines of different sizes and thicknesses.	<b>With encouragement, there is some experimentation in altering the thickness of lines.</b>	<b>A number of techniques are used to alter the thickness of lines when appropriate to do so.</b>	<b>A wide variety of techniques using a number of different implements shows a good understanding of line.</b>

Art Curriculum Progression  
Shoscombe Primary School

	Show patterns and texture.	With structured activities and the support of a teacher, patterns and texture are explored.	Generally, dots and lines are used to show texture or patterns.	Good effects are created by using a mixture of dots, lines and shading.
	Show different tones.	There is some experimentation with creating tones.	Tones are generally successfully created in a number of ways.	A number of successful techniques for creating tones are used.
To master techniques: PAINTING	Use thick and thin brushes.	Some control is developing when using different sized brushes.	Generally some effective results are achieved by altering the size of brush used.	Good control and careful choices of brush size produce striking effects.
	Mix primary colours to make secondary.	With the support of a teacher, there is an awareness of how primary colours may be mixed to create secondary colours.	The terms primary and secondary colours are understood and there is some effective mixing of colours.	Primary and secondary colours are very effectively mixed in a range of situations. Reasons for choices are explained and justified
	Add white to colours to make tints and black to colours to make tones.	With the support of a teacher, tints and tones are created for specific purposes.	The terms tint and tone are understood and there is some effective experimentation in creating them.	Tints and tones are used in a number of different contexts and explanations provided as to how they were created.
To master techniques: COLLAGE	Use a combination of materials that are cut, torn and glued.	With suggestions from a teacher, a range of materials are combined.	There is generally some experimentation with combining different materials.	Thoughtful combinations of materials are created.
	Sort and arrange materials.	With suggested groupings, materials are sorted.	Materials are generally sorted and arranged effectively.	Some interesting criteria for sorting and arranging materials are used and explained.
	Mix materials to create texture.	From a small range, materials are mixed to create texture.	Some interesting mixtures of materials are used to create texture.	The properties of materials are used to choose materials and explain the textures they create.
To master techniques: SCULPTURE	Use a combination of shapes.	With encouragement, a number of shapes are combined.	Shapes are combined in a number of interesting ways.	A range of interesting and sometimes unusual shape combinations are made and explained.
	Include lines and texture.	When supported, lines and texture are added for effect.	There are some good attempts at creating lines and texture.	Carefully chosen lines and textures are added for specific effects.

Art Curriculum Progression  
Shoscombe Primary School

To master techniques: PRINTING	Use objects to create prints.	<b>With suggestions from a teacher, a number of objects are used to create prints.</b>	<b>Objects are generally chosen, shaped or fashioned in order to make prints.</b>	<b>Materials are carefully selected to create shaped objects for printing. Press, roll, rub and stamp to make prints.</b>
	There is an awareness that different techniques may be used to make prints.	<b>Generally, experimentation with different forms of printing leads to some effective prints.</b>	<b>Ideas are suggested and reasons given for choosing different methods of printing.</b>	<b>A wide range of effective prints are created.</b>
To master techniques: TEXTILES	Create patterns.	<b>During structured activities, patterns are created with weaving and plaiting.</b>	<b>Generally, experimentation with weaving and plaiting produces some effective patterns.</b>	<b>Interesting patterns are created through thoughtful experimentation with weaving and plaiting.</b>
	Join materials.	<b>With the help of a teacher, gluing and stitching are experienced.</b>	<b>Generally, gluing effectively joins textiles and there is some experimentation with stitching.</b>	<b>Methods of joining materials are carefully chosen according to the properties of the materials being joined.</b>
To master techniques: DIGITAL MEDIA	Digital Media Use a wide range of tools to create different textures, lines, tools, colours and shapes.	<b>Through some effective experimentation with familiar tools, interesting pieces are created.</b>	<b>Thorough experimentation of new and familiar tools produces interesting effects and pieces.</b>	<b>New tools and techniques are sought out to explore and create striking effects and pieces.</b>
To take inspiration from the greats (classic and modern)	Describe the work of notable artists, artisans and designers.	<b>When supported by a teacher, some notable artists are named and their work described.</b>	<b>A number of notable artists can be named and their work described and explained.</b>	<b>A number of notable artists and their distinctive qualities are known and explained.</b>
	Use some of the ideas of artists studied to create pieces.	<b>Attempts are made to mimic the work of notable artists.</b>	<b>Some of the techniques used by notable artists are used to experiment with effects.</b>	<b>The techniques of notable artists are evident in a wide range of work and their use is justified and explained.</b>

Art Curriculum Progression  
Shoscombe Primary School

**Milestone 2 (Year 3 - Year 4)**

Learning Objective	Key Indicator	Basic	Advancing	Deep
To develop ideas	Develop ideas from starting points throughout the curriculum.	<b>With support from a teacher, ideas from the curriculum are developed so that they lead to artworks.</b>	Generally, a number of ideas are generated from a variety of starting points.	Thoughtful and reasoned ideas are developed effectively
	Collect information, sketches and resources.	<b>When prompted, resources are collected to develop an idea.</b>	Generally, a good mix of sketches and other resources are collected to develop an idea.	Well-chosen and appropriate information, sketches and other resources are collected and well presented to develop an idea
	Adapt and refine ideas as they progress.	<b>With encouragement ideas are tried and sometimes refined.</b>	Ideas are generally adapted and refined throughout the process of creating a piece.	Ideas are effectively adapted and refined, and reasons for the changes explained throughout the process of creating a piece.
	Comment on artworks using visual language.	<b>There is some awareness of visual language.</b>	Visual language is generally used correctly.	Visual language is used effectively to comment on artworks.
To master techniques: DRAWING	Use different hardness of pencils to show line, tone and texture.	<b>With support from a teacher, there is some experimentation with different hardness of pencils to create effects.</b>	Generally, different lines, tones and textures are created effectively by selecting different hardness of pencils.	Pencils are carefully selected for the effect they will create. Choices are explained.
	Sketch lightly.	<b>When guided, some control of a pencil is shown when sketching.</b>	There is a growing control of pencils when sketching.	Light sketches show good pencil control and an understanding of the process of sketching.
	Annotate sketches to explain and elaborate ideas.	<b>With the support of a teacher, ideas are explained.</b>	When reminded, sketches are annotated to explain ideas.	Ideas are explained through the use of carefully placed annotations.

Art Curriculum Progression  
Shoscombe Primary School

	Use shading to show light and shadow.	<b>With the support of a teacher shading is beginning to be used to show light and shadow.</b>	<b>Shading effectively shows areas of light and shadow.</b>	<b>The direction of light and the shape of objects are used to decide where to shade to show light and shadow.</b>
	Use hatching and cross-hatching to show tone and texture. .	<b>During supported activities, hatching and cross-hatching are used</b>	<b>Generally, texture is created effectively by using hatching and cross-hatching.</b>	<b>Hatching and cross-hatching are chosen carefully when deciding how to depict texture.</b>
To master techniques: PAINTING	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	<b>There is some experimentation with brush techniques.</b>	<b>Brush techniques are explored to create different effects.</b>	<b>Brush size and techniques are carefully selected for a chosen effect.</b>
	Mix colours effectively.	<b>With support, colour mixing is effective.</b>	<b>Colours are generally mixed effectively in a number of different situations.</b>	<b>Palettes of colour are created through effective choices and careful combinations of colours.</b>
	Use watercolour paint to produce washes for backgrounds then add detail.	<b>During structured activities, backgrounds are created first and detailed later.</b>	<b>Generally, backgrounds are created first before adding detail.</b>	<b>Effective backgrounds are created using a number of techniques.</b>
	Experiment with creating mood with colour.	<b>There is an awareness that mood may be created with colour.</b>	<b>Generally, moods are created by altering the colour palette used.</b>	<b>Colour is effectively used to create mood and reasons for colour choices are explained.</b>
To master techniques: COLLAGE	Select and arrange materials for a striking effect.	<b>Some experimentation with the arrangement of materials produces interesting results.</b>	<b>Generally, a range of materials is selected and arranged for a particular effect.</b>	<b>Well-chosen and arranged materials produce a striking effect.</b>
	Ensure work is precise.	<b>Work shows some precision.</b>	<b>Work shows growing precision</b>	<b>Work is consistently precise.</b>
To master techniques: SCULPTURE	Create and combine shapes to create recognisable forms.	<b>With guidance, shapes are combined to create recognisable forms.</b>	<b>Generally, shapes are effectively combined to create specific forms.</b>	<b>Shapes are carefully selected and arranged to create specific forms</b>
	Include texture that conveys feelings, expression or movement.	<b>There is some attempt to add detail.</b>	<b>Some effective details provide interesting effects.</b>	<b>Well chosen textures and details convey specific effects.</b>



Art Curriculum Progression  
Shoscombe Primary School

To master techniques: PRINTING	Use layers of two or more colours.	<b>There is some experimentation with print layers.</b>	<b>Generally, interesting effects are achieved by using layers and different colours.</b>	<b>Layers and a mixture of colours are used to produce some striking prints</b>
	Make printing blocks.	<b>With support, print blocks are constructed.</b>	<b>When reminded, a number of techniques for making print blocks are used.</b>	<b>A wide variety of techniques are used to make interesting and eye-catching print blocks.</b>
	Make precise repeating patterns.	<b>With support, repeating patterns are made.</b>	<b>Generally, repeating patterns are precise.</b>	<b>A high level of precision and care are used to create precise repeating patterns.</b>
To master techniques: TEXTILES	Shape and stitch materials.	<b>With supplied templates, and support from a teacher, textiles are shaped and then stitched. .</b>	<b>Generally, templates are created and textiles shaped effectively. There is some independent stitching</b>	<b>A good understanding of tools and materials is used to accurately shape textiles. Stitching is generally accurate.</b>
	Use basic cross stitch and back stitch.	<b>With support from a teacher, back and cross stitch are used.</b>	<b>There is a growing level of accomplishment in the use of basic back and cross-stitch.</b>	<b>Effective pieces of artwork are produced that show the careful use of back and cross stitch.</b>
	Colour fabric.	<b>There is some participation in dyeing fabric.</b>	<b>There is some experimentation with dyeing fabric.</b>	<b>There is a growing understanding that the type of fabric affects the result when dyeing.</b>
To master techniques: DIGITAL MEDIA	Create images, video and sound recordings and explain why they were created.	<b>With support, images, video and sound are combined.</b>	<b>There is some experimentation with and explanations of combining images, video and sound.</b>	<b>There are some very effective examples of mixing of digital media, along with clear explanations of why they were created.</b>
To take inspiration from the greats (classic and modern)	Replicate some of the techniques used by notable artists, artisans and designers..	<b>Attempts are made to replicate the techniques of notable artists</b>	<b>Some techniques of notable artists are replicated with growing accomplishment.</b>	<b>Some techniques of notable artists are very effectively replicated.</b>
	Create original pieces that are influenced by studies of others.	<b>There is some evidence of pieces influenced by the work of notable artists.</b>	<b>A number of ideas are developed that show a clear influence by the work of notable artists.</b>	<b>Techniques of notable artists are chosen and combined to create very effective pieces.</b>

Art Curriculum Progression  
Shoscombe Primary School

**Milestone 3 (Year 5 - Year 6)**

Learning Objective	Key Indicator	Basic	Advancing	Deep
To develop ideas	Develop and imaginatively extend ideas from starting points throughout the curriculum.	<b>Ideas are developed from a range of curriculum areas and developed with some imagination.</b>	<b>Imaginative ideas are generally developed well from a range of starting points.</b>	<b>Highly imaginative ideas, which can be fully explained and reasoned, are developed from a wide range of starting points.</b>
	Collect information, sketches and resources and present ideas imaginatively in a sketchbook.	<b>A developing sketch book shows a good range of ideas that, with support, are presented with some imagination.</b>	<b>Sketch books show a good range of imaginatively presented ideas.</b>	<b>Sketch books are used to demonstrate a broad range of highly imaginative ideas, presented in an interesting and imaginative way</b>
	Use the qualities of materials to enhance ideas.	<b>Some of the qualities of materials are understood and used well to enhance ideas.</b>	<b>The qualities of frequently used materials are put to good use to enhance ideas.</b>	<b>Bold experimentation and exploration of the qualities of materials enhance ideas extremely well.</b>
	Spot the potentials in unexpected results as work progresses. .	<b>With encouragement, unexpected results are seen as possibilities</b>	<b>Unexpected results are often seen as an opportunity to develop an artwork in a new direction.</b>	<b>Some very imaginative and striking effects are achieved through embracing the opportunities presented from unexpected results as a work progresses.</b>
	Comment on artworks with a fluent grasp of visual language.	<b>A basic understanding of visual language leads to pertinent comments on artworks.</b>	<b>Visual language is used well to comment on and give opinions of artworks.</b>	<b>An excellent grasp of visual language is used to make</b>

Art Curriculum Progression  
Shoscombe Primary School

				well-judged comments on and opinions of artworks.
To master techniques: DRAWING	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	<b>With encouragement, a variety of techniques are used to create interesting effects.</b>	<b>Generally, appropriate techniques are used to achieve a variety of interesting effects.</b>	<b>Well-chosen combinations of techniques are used to achieve some striking and interesting effects.</b>
	Use a choice of techniques to depict movement, perspective, shadows and reflection.	<b>With encouragement, drawings show some good attempts to depict movement, perspective, shadows and reflection.</b>	<b>Appropriate techniques are generally chosen to achieve some good depictions of movement, perspective, shadows and reflection.</b>	<b>Well-chosen techniques depict movement, perspective, shadows and reflection very well.</b>
	Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).	<b>Some choices are made in selecting an appropriate style for an artwork.</b>	<b>Generally, appropriate styles are selected to produce artworks.</b>	<b>A good understanding of artistic styles is described in explaining style choices.</b>
To master techniques: PAINTING	Sketch (lightly) before painting to combine line and colour.	<b>When reminded, light sketches are used first before painting.</b>	<b>Light sketching forms the basis of paintings that show a good combination of line and colour.</b>	<b>An excellent combination of line and colour is achieved by producing accurate and light sketches before painting</b>
	Create a colour palette based upon colours observed in the natural or built world.	<b>With some reminders of colour mixing knowledge, appropriate colour palettes are created.</b>	<b>Colour palettes are created using a good understanding of colour mixing.</b>	<b>Realistic colour palettes are created through close observation and an excellent knowledge of colour mixing.</b>
	Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	<b>The qualities of paints are sometimes used to create interest.</b>	<b>Experimentation with the qualities of paints is used to create visual interest.</b>	<b>The qualities of paints are understood well and used to create some excellent points of visual interest.</b>
	Combine colours, tones and tints to enhance the mood of a piece.	<b>The mood of a painting is sometimes apparent.</b>	<b>A good understanding of how to achieve various effects is used to create mood.</b>	<b>A thorough understanding of how to achieve effects leads the viewer of a painting to readily understand the mood of a painting.</b>
	Use brush techniques and the qualities of paint to create texture.	<b>There is some experimentation in creating texture.</b>	<b>A good combination of brush choice and the qualities of paints</b>	<b>A wide variety of brush techniques and a thorough understanding of</b>

Art Curriculum Progression  
Shoscombe Primary School

			is used to create interesting textures.	the qualities of paints is used to create striking textures
	Develop a personal style of painting, drawing upon ideas from other artists.	<b>A personal style is beginning to develop.</b>	<b>A growing range of work demonstrates a personal style.</b>	<b>A definite personal style is developing across many pieces of work</b>
To master techniques: COLLAGE	Mix textures (rough and smooth, plain and patterned).	<b>With support and encouragement a variety of textures is used.</b>	<b>Generally, a good range of textures is used to create interesting effects.</b>	<b>A very well-chosen mix of textures is chosen and arranged to create striking effects</b>
To master techniques: SCULPTURE	Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.	<b>Some interesting effects that create discussion points are achieved in sculpture.</b>	<b>Many interesting qualities that provoke a number of interpretations are included in sculpture.</b>	<b>Accuracy and detail provide many interesting qualities that provoke interesting discussions.</b>
	Use tools to carve and add shapes, texture and pattern.	<b>Tools are used with some accomplishment.</b>	<b>Appropriate tools are used and controlled well to create effects.</b>	<b>Experimentation with tools, along with a good understanding of the properties of materials, leads to excellent effects.</b>
To master techniques: PRINTING	Build up layers of colours.	<b>Layers of colour are beginning to be used to good effect.</b>	<b>There are some good examples of overlapping colours to create interesting effects.</b>	<b>An impressive understanding of the qualities of inks and paint is used to alter the opacity of layers, which create</b>
	Create an accurate pattern, showing fine detail.	<b>Some accurate patterns are achieved when creating simple prints.</b>	<b>Accurate patterns are achieved with more complex print designs.</b>	<b>Highly accurate and precise patterns are produced in a range of simple and complex print designs.</b>
	Use a range of visual elements to reflect the purpose of the work.	<b>The purpose of work is beginning to be apparent to the viewer.</b>	<b>Generally, choices in techniques reflect well the purpose of a work, which can be explained.</b>	<b>Well-chosen techniques and detailed explanations reflect very well the purpose of work.</b>
To master techniques: TEXTILES	Show precision in techniques.	<b>Techniques show some precision.</b>	<b>Techniques are generally precise.</b>	<b>Techniques are precise and show a high level of control.</b>
	Combine previously learned techniques to create pieces.	<b>With encouragement, techniques are combined.</b>	<b>Generally, techniques are combined to good effect.</b>	<b>Well-chosen techniques are combined to create striking pieces.</b>

Art Curriculum Progression  
Shoscombe Primary School

	Enhance digital media by editing (including sound, video, animation, still images and installations).	<b>There is some enthusiastic experimentation with techniques.</b>	<b>A good range of techniques is generally used.</b>	<b>Bold experimentation and well chosen techniques are used</b>
To master techniques: DIGITAL MEDIA	Enhance digital media by editing (including sound, video, animation, still images and installations).	<b>There is some enthusiastic experimentation with techniques.</b>	<b>A good range of techniques is generally used.</b>	<b>Bold experimentation and well chosen techniques are used</b>
To take inspiration from the greats (classic and modern)	Give details (including own sketches) about the style of some notable artists, artisans and designers.	<b>There is a growing awareness of the style of notable artists across the centuries.</b>	<b>A good awareness of a range of artists is described and explained.</b>	<b>The work of notable artists across the centuries is understood well and described with excellent detail.</b>
	Show how the work of those studied was influential in both society and to other artists.	<b>There is some awareness of the context in which artworks are produced.</b>	<b>There is a growing understanding of art movements, cultural, religious and social contexts.</b>	<b>There is an in-depth understanding that artworks may be viewed within the context in which they were created.</b>
	Create original pieces that show a range of influences and styles.	<b>Some good examples of original works that mimic some styles of others are developing.</b>	<b>Many good examples of original works that are clearly influenced by styles or movements are developing.</b>	<b>Highly original works that lend elements of a variety of styles and movements are developing.</b>