



Chase Side Primary School – Progression in Art & Design

Expressive Arts and Design (EAD) EYFS: End of Foundation Stage targets (Early Learning Goals- ELG's)

EMM: Exploring and using media and materials:

ELG: To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function.

BI: Being Imaginative

ELG: To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance role play and stories

	By the end of Year R: (for reference only)	Nursery-Reception	EYFS Areas of study:	
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. I can work purposefully responding to colours, shapes, materials etc. 2. I can create simple representations of people and other things	EYFS Areas of study: Exploring and using media and materials (EMM) <u>30-50 months</u> <ul style="list-style-type: none"> To explore how colour and colours can be changed. To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects. To begin to be interested in and describe the texture of things. Being Imaginative (BI) <u>30-50 months.</u> <ul style="list-style-type: none"> To develop a preference for forms of expression. To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	Exploring and using media and materials (EMM) <u>40-60 months</u> <ul style="list-style-type: none"> To explore what happens when they mix colours. To experiment to make different textures. To understand that different media can be combined to create new effects. To manipulate materials to have a planned effect. To construct with a purpose in mind, using a variety of resources. To use simple tools and techniques competently and appropriately. To select appropriate resources and adapt work where necessary. To select tools and techniques needed to shape, assemble and join materials they are using. 	
Making <i>Skills of Making Art, Craft and Design</i>	3. I can work spontaneously and enjoy the act of making/creating 4. I can sustain concentration and control when experimenting with tools and materials		Being Imaginative (BI) <u>30-50 months.</u> <ul style="list-style-type: none"> To develop a preference for forms of expression. To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	Being Imaginative (BI) <u>40-60 months.</u> To recreate simple representations of events people and objects. To choose particular colours for a purpose
Evaluating <i>Skills of Judgement and Evaluation</i>	5. I can recognise and describe key features of my own and others' work			
Knowledge & understanding <i>Acquiring & applying knowledge to inform progress</i>	By the end of Year R pupils: 6. I know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. 7. I know how to explain what I am doing			



Chase Side Primary School – Progression in Art & Design

Assessment:

- 1 is about researching and developing ideas
- 2 is the sketchbook thread, recording and experimenting
- 3 is about exploring and developing skills and techniques
- 4 is about applying and using technical skills and acquiring mastery
- 5 is about making judgements
- 6 is about the knowledge of art, cultural context etc.
- 7 is about the knowledge of media, processes, techniques

Support with planning for progression is on the Access Art progression plan on Office 365. These are suggestions for Art planning direct from Access Art and are intended to supplement the planning we already have. you will need your login to use them. They are suggestions- you may continue to use work linked to Artists and previous planning for your Year group.

[Main EYFS Page > Exploring the Natural World](#)

Primal Painting



The [Primal Painting](#) resource shares a session in which children explore nature as a source of natural pigments. Plants are squashed and ground to produce texture and colour with which to make art.

- Enables an active exploration of the natural world, and to making art.
- Encourages children to look at the world as a place containing elements they can manipulate & transform
- Develops hand eye coordination and dexterity skills
- Opportunity to explore early mark making
- Encourages discovery, conversation and sharing
- Creates a holistic approach to making art

Adapt:

The session originally took place with 5 and 6 year old children. To adapt to EYFS, you may like to swap some of the tools used and work under closer supervision, for example swap a small hammer for a small handheld stone. Obviously care should be taken to ensure children don't put the plants in their mouths.

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Chase Side Primary School – Progression in Art & Design

Art and Design Year 1: National Curriculum Attainment Targets for KS1

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The KS1 Programme of Study requires that pupils should be taught:

- 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
- Know 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.

Assessment	By the end of Year 1:	Year 1 progression across mediums	Form/3D:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. I can recognise that ideas can be expressed in artwork. 2. I can experiment with an open mind (for instance, I enthusiastically try out and use all materials that are presented to me)	Drawing: <ul style="list-style-type: none"> • Extend the variety of drawing tools • Explore different textures • Observe and draw landscapes • Observe patterns • Observe anatomy (faces/limbs) Suggested Artists: Van Gogh, Lowry Colour/painting: <ul style="list-style-type: none"> • Name all the colours • Mixing of colours • Find collections of colours • Applying colour with a range of tools Suggested Artists: Klimt, Klee Texture/Textiles: <ul style="list-style-type: none"> • Weaving • Collage • Sort according to specific qualities • How textiles create things Suggested Artists: African/Indian textiles	Form/3D: <ul style="list-style-type: none"> • Construct • Use materials to make known objects for a purpose • Carve • Pinch and roll coils and slabs using modelling media • Make simple joins Suggested artists: Moore, Native American. Printing: <ul style="list-style-type: none"> • Create patterns • Develop impressed images • Relief printing Suggested artists: Warhol, Hokusai Pattern: <ul style="list-style-type: none"> • Awareness of discussion of patterns • Repeating patterns -symmetry
Making <i>Skills of Making Art, Craft and Design</i>	3. I can try out a range of materials and processes and recognise that they have different qualities 4. I can use materials purposefully to achieve particular characteristics or qualities		
Evaluating <i>Skills of Judgement and Evaluation</i>	5. I can show interest in and describe what I think about the work of others		
Knowledge & understanding <i>Acquiring & applying knowledge to inform progress</i>	By the end of Year 1 pupils should know:		
	6. I know how to recognise and describe some simple characteristics of different kinds of art, craft and design 7. I know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that I use		



Chase Side Primary School – Progression in Art & Design

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- 6 is about the knowledge of art, cultural context etc.
- 7 is about the knowledge of media, processes, techniques

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[Main Curriculum Pages](#) > [Year One \(ages 5 & 6\)](#) > Autumn Term 1



Discovering Charcoal Drawing Exercise



The [Discovering Charcoal Exercise](#) helps children explore the potential of using charcoal for mark making. Use this warm-up exercise as an introduction to the media, and follow it with the session idea below.

Drawing Like a Caveman



Introduce children to the beginnings of drawing, and inspire simple mark making, through the medium of [charcoal and handprint art](#). Each child is enabled to follow an individual and empowering exploration.

Learning Targets for these Activities

- Develops drawing skills
- Introduces charcoal as a medium
- Develops hand eye coordination
- Explores tactile & physical drawing skills
- Connects to early caveman art

Sketchbook Work: Choose from these [Warm-Ups and Drawing Exercises](#) to help develop skills and nurture creative thinking

Not quite right for your class? [See all Drawing Resources here](#).

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Chase Side Primary School – Progression in Art & Design

Art and Design Year 2: National Curriculum Attainment Targets for KS1

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The KS1 Programme of Study requires that pupils should be taught:

- 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
- Know about the work of a range of artists, craft makers, designers, describing the differences & similarities between different practices & disciplines, & make links to own work.

Assessment	By the end of Year 2:	Year 2 progression across mediums	Form/3D:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. I can try out different activities and make sensible choices about what to do next 2. I can use drawing to record ideas and experiences	Drawing: <ul style="list-style-type: none"> • Experiment with tools and surfaces • Draw as a way of recording experiences and feelings • Discuss use of shadows, use of light and dark • Sketch to make quick records Suggested Artists: Da Vinci, Cezanne	<ul style="list-style-type: none"> • Awareness of natural and man-made forms • Expression of personal experiences and ideas • To shape and form from direct observation (malleable and rigid materials) • Decorative techniques • Replicate patterns and textures in a 3-D form work and that of other sculptors. Suggested artists: Hepworth, Arp, Nevelson, Gabo.
Making <i>Skills of Making Art, Craft and Design</i>	3. I can work spontaneously and enjoy the act of making/creating 4. I can sustain concentration and control when experimenting with tools and materials		
Evaluating <i>Skills of Judgement and Evaluation</i>	5. I can recognise and describe key features of my own and others' work		
Knowledge & understanding <i>Acquiring & applying knowledge to inform progress</i>	By the end of Year 2: 6. I know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. 7. I know how to explain what I am doing	Colour/painting: <ul style="list-style-type: none"> • Begin to describe colours by objects. • Make as many tones of one colour as possible (using white). • Darken colours without using black. • Use colour on a large scale. Suggested Artists: Pollock, Riley, Monet, Aboriginal	Printing: <ul style="list-style-type: none"> • Print with a growing range of objects. • Identify the different forms printing takes. Suggested artists: Hiroshige, Escher.
		Texture/Textiles: <ul style="list-style-type: none"> • Overlapping and overlaying to create effects. • Use large eyed needles-running stitches. • Simple appliqued work. • Start to explore other simple stitches. • Collage Suggested Artists: Textiles from other countries.	Pattern: <ul style="list-style-type: none"> • Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning • Natural and manmade patterns • Discuss regular and irregular patterns



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[Main Curriculum Pages](#) > [Year Two \(ages 6 & 7\)](#) > Autumn Term 1



Making Elastic Band Sketchbooks



The [Making Elastic Band Sketchbooks](#) resource shares a great way to make sketchbooks with children. Making sketchbooks helps children develop ownership of their creative learning. Use the sketchbooks throughout the school year.

Learning Targets for these Activities

- Introduces Sketchbooks to develop a habit
- Explores Making in a variety of materials
- Explores Design through Making

Sketchbook Work: Choose from these [Warm-Ups and Drawing Exercises](#) to help develop skills and nurture creative thinking.

Not quite right for your class? [See all Making Resources here](#)

[Join AccessArt](#) for full access to over 850 resources

Making Boats That Float



A hands on exploration of a variety of materials and construction techniques are used in the [Making Boats That Float](#) resource. Introduces children to the idea of "design through making".



Chase Side Primary School – Progression in Art & Design

Art and Design Year 3: National Curriculum Attainment Targets for KS2

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key stage 2 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.

The KS2 Programme of Study requires that pupils should be taught:

- 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.

Assessment	By the end of Year 3:	Year 3 progression across mediums	Form/3D:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. I can gather, and review information, references and resources related to my ideas and intentions. 2. I can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	Drawing: <ul style="list-style-type: none"> • Experiment with tools and surfaces • Draw as a way of recording experiences and feelings • Discuss use of shadows, use of light and dark • Sketch to make quick records Suggested Artists: Picasso, Hopper, Surrealism.	<ul style="list-style-type: none"> • Awareness of natural and man-made forms • Expression of personal experiences and ideas • to shape and form from direct observation (malleable and rigid materials) • Decorative techniques • Replicate patterns and textures in a 3-D form • work and that of other sculptors Suggested Artists: Calder, Seagal, Kinetic/recycled/ found object sculptures.
Making <i>Skills of Making Art, Craft and Design</i>	3. I can develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. 4. I can select, and use appropriately, a variety of materials and techniques in order to create my own work	Colour/painting: <ul style="list-style-type: none"> • Begin to describe colours by objects • Make as many tones of one colour as possible (using white) • Darken colours without using black • Use colour on a large scale Suggested Artists: Rothko, Rivera, Indian Miniatures, O'Keeffe, abstract expressionism.	Printing: <ul style="list-style-type: none"> • Print with a growing range of objects • Identify the different forms printing takes
Evaluating <i>Skills of Judgement and Evaluation</i>	5. I can take the time to reflect upon what I like and dislike about my work in order to improve it (<i>for instance they think carefully before explaining to their teacher what they like and what they will do next</i>)	Texture/Textiles: <ul style="list-style-type: none"> • Overlapping and overlaying to create effects • Use large eyed needles – running stitches • Simple appliqué work • Start to explore other simple stitches • Collage Suggested Artists: Adire, Batik art, Tie dye.	Pattern: <ul style="list-style-type: none"> • Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning • Natural and manmade patterns • Discuss regular and irregular Suggested Artists: Morris, Labelling
Knowledge & understanding <i>Acquiring & applying knowledge to inform progress</i>	By the end of Year 3:		
	6. I know about and describe the work of some artists, craftspeople, architects and designers 7. I know and am able to explain how to use some of the tools and techniques I have chosen to work with		



Chase Side Primary School – Progression in Art & Design

Assessment:

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- 4 is about applying and using technical skills and acquiring mastery
- 5 is about making judgements
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[Main Curriculum Pages](#) > [Year Three \(ages 7 & 8\)](#) > Autumn Term 1



Quentin Blake's Drawings as Inspiration!



The [Quentin Blake's Drawings as Inspiration](#) resource enables children to make figurative drawings from life, inspired by Blake's own work. Encourages children to really look at the figure and its personality/activity in order to make drawings which communicate intention.

Sculptural Characters Inspired by Dahl and Blake



The [Sculptural Characters Inspired by Dahl and Blake](#) resource shares a session in which children make and develop their favourite characters inspired by literature and visual arts.

Learning Targets for these Activities

- Develops drawing skills
- Introduces life drawing
- Explores seeing "big shapes" & gestural drawing
- Explores "intention"
- Explores how drawing inspires making
- Explores visual literacy
- Connects to literature

Sketchbook Work: Choose from these [Warm-Ups and Drawing Exercises](#) to help develop skills and nurture creative thinking.

Not quite right for your class? [See all Drawing Resources here.](#)

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Chase Side Primary School – Progression in Art & Design

Art and Design Year 4: National Curriculum Attainment Targets for KS2

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key stage 2 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.

The KS2 Programme of Study requires that pupils should be taught:



- 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.

Assessment	By the end of Year 4:	Year 4 progression across mediums:	Form/3D:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. I can select and use relevant resources and references to develop my ideas. 2. I can use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i>	Drawing: <ul style="list-style-type: none"> • Identify and draw the effect of light • Scale and proportion • Accurate drawings of whole people including proportion and placement • Work on a variety of scales • Computer generated drawings Suggested Artists: Goya, Sargent, Holbein.	<ul style="list-style-type: none"> • Plan and develop • Experience surface patterns / textures • Discuss own work and work of other sculptors • Analyse and interpret natural and manmade forms of construction Suggested Artists: Egyptian artefacts, Christo.
Making <i>Skills of Making Art, Craft and Design</i>	3. I can investigate the nature and qualities of different materials and processes systematically. 4. I can apply the technical skills I am learning to improve the quality of my work. <i>(for instance, in painting they select and use different brushes for different purposes)</i>	Colour/painting: <ul style="list-style-type: none"> • Colour mixing and matching; tint, tone, shade • Observe colours • Suitable equipment for the task • Colour to reflect mood Suggested Artists: Hopper, Rembrandt	Printing: <ul style="list-style-type: none"> • Use sketchbook for recording textures/patterns • Interpret environmental and manmade patterns • Modify and adapt print Suggested Artists: Rothenstein, Kunisada.
Evaluating <i>Skills of Judgement and Evaluation</i>	5. I can regularly reflect upon my own work and use comparisons with the work of others (pupils and artists) to identify how to improve.	Texture: <ul style="list-style-type: none"> • Use a wider variety of stitches • Observation and design of textural art • Experiment with creating mood, feeling, movement • Compare different fabrics. Suggested Artists: Indian embroiderers.	Pattern: <ul style="list-style-type: none"> • Explore environmental and manmade patterns • Tessellation
Knowledge & understanding <i>Acquiring & applying knowledge to inform progress</i>	By the end of Year 4:		
	6. I know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that I have studied. 7. I know about/am able to demonstrate, how tools		



Chase Side Primary School – Progression in Art & Design

	I have chosen to work with, should be used effectively & safely.		
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<p>Assessment:</p> <ul style="list-style-type: none">1 is about researching and developing ideas2 is the sketchbook thread, recording and experimenting3 is about exploring and developing skills and techniques4 is about applying and using technical skills and acquiring mastery5 is about making judgements6 is about the knowledge of art, cultural context etc.7 is about the knowledge of media, processes, techniques	<p>Support with planning for progression is on the Access Art progression plan on Office 365. These are suggestions for Art planning direct form Access Art and are intended to supplement the planning we already have. you will need your login to use them. They are suggestions- you may continue to use work linked to Artists and previous planning for your Year group.</p>	<p>Main Curriculum Pages > Year Four (ages 8 & 9) > Autumn Term 2</p> <p></p> <p>Quick Clay Figurative Sketches</p>  <p>The Quick Clay Figurative Sketches resource introduces children to think about how we as humans might react to works of art, and how we can create quick clay sculptures which capture those reactions.</p> <p>Learning Targets for these Activities</p> <ul style="list-style-type: none">• Develops clay sketching skills• Explores lateral thinking• Explores scale and context• Explores visual literacy• Connects to museum & gallery visits <p>Sketchbook Work: Choose from these Warm-Ups and Drawing Exercises to help develop skills and nurture creative thinking.</p> <p>Not quite right for your class? See all Sculpture Resources here.</p> <p>Join AccessArt for full access to over 850 resources</p>
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Chase Side Primary School – Progression in Art & Design

Art and Design Year 5: **National Curriculum Attainment Targets for KS2**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key stage 2 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.

The KS2 Programme of Study requires that pupils should be taught:




- 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.

Assessment	By the end of Year 5:	Year 5 progression across mediums:	Form/3D:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. I can engage in open ended research & exploration in the process of initiating & developing my own personal ideas 2. I can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning & recording information.	Year 5 progression across mediums: <u>Drawing:</u> <ul style="list-style-type: none"> • Effect of light on objects and people from different directions • Interpret the texture of a surface • Produce increasingly accurate drawings of people • Concept of perspective Suggested Artists: Rosetti, Klee, Calder, Cassatt <u>Colour/painting:</u> <ul style="list-style-type: none"> • Hue, tint, tone, shades and mood • Explore the use of texture in colour • Colour for purposes • Colour to express feelings Suggested Artists: Matisse, Magritte. <u>Texture/Textiles:</u> <ul style="list-style-type: none"> • Develop experience in embellishing • Apply knowledge of different techniques to express feelings • Work collaboratively on a larger scale Suggested Artists: Nigerian tie dye, java batiks.	<u>Form/3D:</u> <ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors Suggested Artists: Frink, Balla, Andre. <u>Printing:</u> <ul style="list-style-type: none"> • Build up drawings and images of whole or parts of items using various techniques • Screen printing • Explore printing techniques used by various artists Suggested Artists: Advertising, Bowden. <u>Pattern:</u> <ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes
Making <i>Skills of Making Art, Craft and Design</i>	3. I can confidently investigate and exploit the potential of new and unfamiliar materials (e.g. try out several different ways of using tools & materials that are new) 4. I can use my acquired technical expertise to make work which effectively reflects my ideas and intentions		
Evaluating <i>Skills of Judgement and Evaluation</i>	5. regularly analyse and reflect on their progress taking account of what they hoped to achieve.		
Knowledge & understanding <i>Acquiring & applying knowledge to inform progress</i>	By the end of Year 5: 6. I can research & discuss the ideas and approaches of a various artists, craftspeople, designers & architects, taking account of their particular cultural context and intentions. 7. I know how to describe the processes I am using		



Chase Side Primary School – Progression in Art & Design

	and how they hope to achieve high quality outcomes		
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<p>Assessment:</p> <p><i>1 is about researching and developing ideas</i></p> <p><i>2 is the sketchbook thread, recording and experimenting</i></p> <p><i>3 is about exploring and developing skills and techniques</i></p> <p><i>4 is about applying and using technical skills and acquiring mastery</i></p> <p><i>5 is about making judgements</i></p> <p><i>6 is about the knowledge of art, cultural context etc.</i></p> <p><i>7 is about the knowledge of media, processes, techniques</i></p>	<p>Support with planning for progression is on the Access Art progression plan on Office 365. These are suggestions for Art planning direct from Access Art and are intended to supplement the planning we already have. you will need your login to use them. They are suggestions- you may continue to use work linked to Artists and previous planning for your Year group.</p>	<p>Main Curriculum Pages > Year Five (ages 9 & 10) > Autumn Term 1</p> <p style="text-align: right;">Access Art </p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Sketchbook Exploration</p>  <p>Supersize Jewellery</p>  </div> <div style="width: 35%;"> <p>The Sketchbook Exploration resource centres around observational and experimental drawing of gem stones through a variety of drawing exercises. Use as a precursor to the activity below.</p> <p>Inspired by the BFG and fuelled by the sketchbook exploration above, the Supersize Jewellery resource kick starts jewellery design and making on a large scale!</p> </div> <div style="width: 30%;"> <p>Learning Targets for these Activities</p> <ul style="list-style-type: none"> • Develops drawing and sketchbook skills • Explores a variety of media • Encourages independent decision making • Explores making • Connects to design, theatre, fashion <p>Sketchbook Work: Choose from these Warm-Ups and Drawing Exercises to help develop skills and nurture creative thinking</p> <p>Not quite right for your class? See all Drawing Resources here.</p> <p>Join AccessArt for full access to over 850 resources</p> </div> </div>
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Chase Side Primary School – Progression in Art & Design

Art and Design Year 6: National Curriculum Attainment Targets for KS2

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The KS2 Programme of Study requires that pupils should be taught:



- 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.

Assessment	By the end of Year 6:	Year 6 progression across mediums:	Form/£D:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. I can independently develop a range of ideas which show curiosity, imagination and originality 2. I can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i>	Year 6 progression across mediums: <u>Drawing:</u> <ul style="list-style-type: none"> • Effect of light on objects and people from different directions • Interpret the texture of a surface • Produce increasingly accurate drawings of people • Concept of perspective <u>Colour:</u> <ul style="list-style-type: none"> • Hue, tint, tone, shades and mood • Explore the use of texture in colour • Colour for purposes • Colour to express feelings <u>Texture?textiles:</u> <ul style="list-style-type: none"> • Develops experience in embellishing • Applies knowledge of different techniques to express feelings 	<u>Form/£D:</u> <ul style="list-style-type: none"> • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors <u>Printing:</u> <ul style="list-style-type: none"> • Builds up drawings and images of whole or parts of items using various techniques • Screen printing • Explore printing techniques used by various artists <u>Pattern:</u> <ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes
Making <i>Skills of Making Art, Craft and Design</i>	3. I can independently take action to refine my technical and craft skills in order to improve my mastery of materials and techniques 4. I can independently select and effectively use relevant processes in order to create successful and finished work		
Evaluating <i>Skills of Judgement and Evaluation</i>	5. I can provide a reasoned evaluation of both my own and professionals' work which takes account of the starting points, intentions and context behind the work		
Knowledge &	By the end of Year 6:		



Chase Side Primary School – Progression in Art & Design

understanding <i>Acquiring & applying knowledge to inform progress</i>	6. I know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. 7. I know about the technical vocabulary & techniques for modifying the qualities of different materials & processes.	<ul style="list-style-type: none"> • Work collaboratively on a larger scale 	<p><u>Suggested Artists for all mediums:</u> Have the opportunity to explore modern and traditional artists using ICT and other resources.</p>
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Assessment: <i>1 is about researching and developing ideas</i> <i>2 is the sketchbook thread, recording and experimenting</i> <i>3 is about exploring and developing skills and techniques</i> <i>4 is about applying and using technical skills and acquiring mastery</i> <i>5 is about making judgements</i> <i>6 is about the knowledge of art, cultural context etc.</i> <i>7 is about the knowledge of media, processes, techniques</i>	Support with planning for progression is on the Access Art progression plan on Office 365. These are suggestions for Art planning direct form Access Art and are intended to supplement the planning we already have. you will need your login to use them. They are suggestions- you may continue to use work linked to Artists and previous planning for your Year group.	<div style="text-align: right;"> Main Curriculum Pages > Year Six (ages 10 & 11) > Autumn Term 1 </div> <div style="text-align: right;">  </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Exploring Set Design</p>  </div> <div style="width: 40%;"> <p>The Exploring Set Design resource offers an exciting range of activities including drawing and making, and asks children to consider what makes a "dramatic" image and how they can create a stage set with drama. The project also helps children explore the links between literature, language and the visual arts.</p> </div> <div style="width: 25%;"> <p>Learning Targets for these Activities</p> <ul style="list-style-type: none"> • Develops making skills • Promotes independent creative decision making • Connects to literature, drama, music and design <p>Sketchbook Work: Choose from these Warm-Ups and Drawing Exercises to help develop skills and nurture creative thinking.</p> <p>Not quite right for your class? See all Design-Through-Making Resources here.</p> <p>Join AccessArt for full access to over 850 resources</p> </div> </div>
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