

## Art and Design Progression of Crucial Learning objectives in Key Stage One

<u>Art and Design</u>	Year One	Year Two
<p><b>Progression of crucial learning objectives in Key Stage 1</b></p>	<p><b>NC Content:</b></p> <ol style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>To learn 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>1. To use a range of materials creatively to design and make products.</p>	<p><b>Generating Ideas</b></p> <ul style="list-style-type: none"> <li>I am beginning to understand that ideas can be generated through doing as well as thinking (eg experiment with an open mind - <i>for instance, enthusiastically try out and use all materials that are presented to them</i>)</li> <li>I am beginning to record and talk about my ideas and experiences (sketch book)</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>I know how to use tools and equipment safely and in the correct way</li> <li>I can develop control through using a wider range of media and materials.</li> <li>I can experiment with a range of materials and processes and recognise that they have different qualities</li> </ul> <p><b>Evaluating</b></p> <p>I am beginning to recognise and describe key features of my own and others' work.</p>	<p><b>Generating Ideas</b></p> <ul style="list-style-type: none"> <li>I enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas.</li> <li>I can use drawing to record and discover (generate) ideas and experience (sketch book)</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>I can choose and use tools and equipment safely and in the correct way.</li> <li>I can use increased control in a wider range of media and materials (for instance, they do not accept the first mark but seek to refine and improve)</li> <li>I can experiment using tools to create different effect eg pressure/grade of pencil.</li> <li>I can choose to use particular techniques for a given purpose.</li> </ul> <p><b>Evaluating</b></p> <p>I am beginning to express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")</p>

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<p>2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p><b>Drawing</b></p> <p><i>pattern</i> <i>texture</i> <i>line</i></p>	<ul style="list-style-type: none"> <li>I can use lines (long/short, straight, wavy eg feather), shapes and patterns (continued patterns - animal print or repeated patterns to show texture of - material/sponge) to represent ideas and what seen.</li> <li>I can add detail in my drawings (eg more detail in facial features, anatomy, and different lines to show texture)</li> <li>I can begin to talk about how texture has been created</li> <li>I am beginning to show an order of space/relationships</li> <li>I can begin to use perspective in my drawings e.g. when drawing landscapes, buildings</li> </ul>	<ul style="list-style-type: none"> <li>I can use lines, shapes to create a certain effect eg movement/fire or wind</li> <li>I can use increased detail to my drawings and talk about my choices.</li> <li>I can use different types texture (hatching/cross hatching) to add more detail or to create different effects (eg shadows light/dark effect).</li> <li>I can begin to form 3D appearances – eg candle/house</li> <li>I can use different scale and size to show perspective in my drawing.</li> </ul>
	<p><b>Painting</b></p> <p><i>colour</i> <i>Texture</i></p> <p><i>*additionally see drawing for mark making with paint.</i></p>	<ul style="list-style-type: none"> <li>I know the primary colours and they cannot be made by mixing any other colours.</li> <li>I can explore mixing primary colours to make new colours (secondary)</li> <li>I can group colours into warm or cool colours</li> <li>I can explore the hue of a primary colour by adding tints (white to make it bright)</li> <li>I can explore creating texture through using eg salt, crayon – wax resist</li> </ul>	<ul style="list-style-type: none"> <li>I know primary colours can be mixed to achieve secondary colours.</li> <li>I can choose and use colours for specific purpose/effect eg colour/mood of Great Fire of London</li> <li>I can name the warm and cool colours and talk about purpose/effect</li> <li>I know that one colour can have different hues.</li> <li>I can explore the gradual hue when mixing primary/secondary colours.</li> <li>I can choose and use different textures to enhance paintings (eg previous skills plus layering)</li> </ul>
	<p><b>Sculpture</b></p> <p><i>Shape,</i> <i>form &amp;</i> <i>space</i></p> <p><i>*additionally see drawing for lines, shapes, textures</i></p>	<ul style="list-style-type: none"> <li>I can manipulate malleable materials in a variety of ways (bending, rolling, pinching, kneading).</li> <li>I can shape and model materials for a purpose (bird from observation and imagination).</li> <li>I can use a wider range of media and materials and join them to make an assembled sculpture (style of Cathy Miles)</li> </ul>	<ul style="list-style-type: none"> <li>I can use a wider range of media with increased confidence, ability and for effect (3D fish, sculpture showing movement of fish)</li> <li>I can shape, form (from 2D to 3D eg candle), construct and model from observation and imagination (3D fish)</li> <li>I can add texture and enhancement to represent observations (scales on fish, rubbish from sea – environmental message)</li> </ul>

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<p>4. To learn about the work of a range of artists, craft makers and designers. To compare practices and disciplines (<i>practise; repetition to improve skill (processes) discipline; branch of knowledge, methods used</i>) To make links to their own work.</p>	<p><b>Knowledge and Understanding</b></p> <p>I know about different artists and the practises and disciplines they use.</p> <p>I can begin to talk about the techniques and elements they used (colours, shapes, patterns).</p> <p>I can begin to make links to my own work.</p>	<p><b>Knowledge and Understanding</b></p> <p>I know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p> <p>I can talk about the materials, techniques and processes they have used, using an appropriate vocabulary eg know the names of the tools and colours they use)</p> <p>I can make links to my own work.</p>
<p><b>Assessment by end of Year Two</b></p>	<p>I can use a range of materials creatively to design and make products.</p> <p>I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination.</p> <p>I have developed a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>I know about the work of a range of artists, craft makers and designers and can describe the differences and similarities between different practices and disciplines, and making links to my own work.</p>	