



# St Paul's Art and Design Progression Statements

## Art and Design Intent Statement

At St Paul's CE Primary School, we will "Start children off on the way they should go..." by enabling children to:

- access a high-quality art and design education that engages, inspires and challenges individuals.
- be equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- develop the skills to think critically and gain a more rigorous understanding of art and design.
- gain an understanding that art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- know that art and design is a means of expression and to be confident in expressing themselves through their own work.

# Art & Design: Generating ideas

## EYFS:

- Talk about their ideas and explore different ways to record them.
- Explore different ways to use paint and a range of media according to their interests and ideas.

## Key Stage 1:

- Explore their own ideas using a range of media.
- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

## Year 7:

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.

## Upper Key Stage 2:

- Develop ideas more independently from their own research.
- Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.
- Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

## Lower Key Stage 2:

- Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
- Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.

# Art & Design: Sketchbooks

## EYFS:

- Experiment with mark making in an exploratory way.

## Key Stage 1:

- Use sketchbooks to explore ideas in an open-ended way.
- Experiment in sketchbooks, using drawing to record ideas.
- Use sketchbooks to help make decisions about what to try out next.

## Year 7:

- To sketch using basic shapes as the starting point.
- To use guidelines and mapping to sketch a composition.

## Upper Key Stage 2:

- Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.
- Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

## Lower Key Stage 2:

- Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
- Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.

# Art & Design: Making Skills (Drawing)

## EYFS:

- Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.
- Work on a range of materials of different textures (eg. playground, bark).
- Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.

## Key Stage 1:

- Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.
- Develop observational skills to look closely and reflect surface texture through mark-making.
- To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.
- Further develop mark-making within a greater range of media, demonstrating increased control.
- Develop observational skills to look closely and reflect surface texture through mark-making.
- Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.

## Year 7:

- Learn the use of mark making and colour in describing light, contrast, texture, form, and shape.

## Upper Key Stage 2:

- To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.
- Apply known techniques with a range of media, selecting these independently in response to a stimulus.
- Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.
- Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.
- Apply new drawing techniques to improve their mastery of materials and techniques
- Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.

## Lower Key Stage 2:

- Confidently use of a range of materials, selecting and using these appropriately with more independence.
- Draw with expression and begin to experiment with gestural and quick sketching.
- Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
- Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.
- Use growing knowledge of different drawing materials, combining media for effect.
- Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.

# Art & Design: Making Skills (Paint & Mixed Media)

## EYFS:

- Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)
- Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.
- Use mixed-media scraps to create child-led artwork with no specific outcome.

## Key Stage 1:

- Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint.
- Investigate colour mixing.
- Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.
- Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture.
- Create a range of secondary colours by using different amounts of each starting colour or adding water.
- Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.

## Year 7:

- To increase their proficiency in the handling of different materials.

## Upper Key Stage 2:

- Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials.
- Develop a painting from a drawing or other initial stimulus.
- Add collage to a painted, printed or drawn background for effect.
- Explore how collage can extend original ideas.
- Combine digital effects with other media.
- Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.
- Work in a sustained way over several sessions to complete a piece.
- Analyse and describe how colour is used in other artists' work.
- Consider materials, scale and techniques when creating collage and other mixed media pieces.
- Create collage in response to a stimulus and work collaboratively on a larger scale.

## Lower Key Stage 2:

- Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.
- Mix colours with greater accuracy and begin to consider how colours can be used expressively.
- Explore contrasting and complimentary colours.
- Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.
- Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.
- Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects.
- Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.

# Art & Design: Making Skills (Sculpture and 3D)

## EYFS:

- Push, pull and twist a range of modelling materials to affect the shape.
- Create child-led 3D forms from natural materials.
- Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.

## Key Stage 1:

- Develop understanding of 3D forms to construct and model simple forms using a range of materials.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
- Develop basic skills for shaping and joining clay, including exploring surface texture.

## Year 7:

- To increase their proficiency in the handling of different materials

## Upper Key Stage 2:

- Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.
- Combine materials and techniques appropriately to fit with ideas.
- Confidently problem-solve, edit and refine to create desired effects and end results.

## Lower Key Stage 2:

- Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.
- Show an understanding of appropriate finish and present work to a good standard.
- Respond to a stimulus and begin to make choices about materials used to work in 3D.

# Art & Design: Making Skills (Craft and Design)

## EYFS:

- Able to select materials, colours and textures to suit ideas.

## Key Stage 1:

- Respond to a simple design brief with a range of ideas.
- Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.
- Experiment with techniques when trying out design ideas.
- Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.

## Year 7:

- To increase their proficiency in the handling of different materials

## Upper Key Stage 2:

- Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.
- Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.

## Lower Key Stage 2:

- Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.
- Design and make art for different purposes and begin to consider how this works in creative industries.

# Art & Design: Knowledge of artists

## EYFS:

- Enjoy looking at and talking about art.

## Key Stage 1:

- Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.
- Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.

## Year 7:

- Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

## Upper Key Stage 2:

- Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

## Lower Key Stage 2:

- Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
- Use subject vocabulary confidently to describe and compare creative works.
- Use their own experiences of techniques and making processes to explain how art works may have been made.



# Art & Design: Evaluating and Analysing

## EYFS:

- Talk about their artwork, stating what they feel they did well.

## Key Stage 1:

- Describe and compare features of their own and other's art work.
- Explain their ideas and opinions about their own and other's art work, giving reasons.
- Begin to talk about how they could improve their own work.

## Year 7:

- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

## Upper Key Stage 2:

- Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.
- Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
- Give reasoned evaluations of their own and others work which takes account of context and intention.
- Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

## Lower Key Stage 2:

- Confidently explain their ideas and opinions about their own and other's art work, giving reasons.
- Use sketchbooks as part of the problem-solving process and make changes to improve their work.
- Build a more complex vocabulary when discussing their own and others' art.
- Evaluate their work more regularly and independently during the planning and making process.