

**Art, Craft and Design - Planning Progression**

**School Vision**

We aim to ensure pupils enjoy learning and feel prepared for life within and outside of school, today and for the future, through a variety of strategies and activities. We offer our pupils new and exciting experiences through timetabled and extra-curricular activities that are designed to build resilience, confidence and self-esteem, preparing them for life beyond the school gates.

'The child who works well, loves well and expects well despite profound life adversity.'

~Werner and Smith 1982

During their time at Over Hall, children increase their resilience through identifying their secure base, improved self-esteem and a strong sense of self efficacy. As a result, they will be able to confidently complete the phrases...

*I have ...*(identifying their support and resources around them enabling them to feel safe and secure)

*I am ...*(identifying personal strengths, attitudes and beliefs)

*I can ...*(identifying social and interpersonal skills; a sense of control and mastery; an understanding of strategies and limitations)

**Art, Craft and Design Vision**

During their time at Over Hall, we aim for pupils to become Competent, Cultured and Creative within the Art, Craft and Design curriculum.

Competent - Pupils are able to identify that Art is a skills-based subject, and explain how it could help to equip them with knowledge and skills for their future. They are determined to improve their skills throughout their time at school.

Cultured - Through regular teaching, pupils will have a deeper level of understanding of culture, through Art. They respect how designers create products and how artists product pieces.

Creative - Pupils will have developed a stronger sense of creativity. They will become more inquisitive, adventurous, take risks and understand that the outcome is only a part of the process.

**End points for Art -**

During their time at Over Hall, we aim for pupils to become Competent, Cultured and Creative within the Art, Craft and Design curriculum. There are 7 key end points for a pupil to reach by the end of their time at Over Hall, which provide pupils with the opportunity to experience a wide breadth of creative mediums. They are as follows:

1. Drawing – Pupils can use line, mark, tone, form, shape and texture to create drawings from observation as well as from imagination. They can draw using a variety of mark making tools.
2. Painting – Pupils understand the varying effects of different types of paint. They have an understanding of the colour wheel, including primary colours, secondary colours, complementary colours and contrasting colours.
3. Printing – Pupils demonstrate the ability to produce printing plates from ranging materials. They can produce prints using the relief method and the impressed method.
4. Collage – Pupils can use a range of media to create collages, using techniques such as tearing, overlapping and layering.
5. Textiles – Pupils can use material creatively. They can dye material, print onto it, weave it and use stitching to add detail and texture.
6. 3D – Pupils can shape, form, model and construct a 3D sculpture from imagination and observation. They can use a variety of sculpting forms, including recycled materials and clay.
7. Digital Media – Pupils can record, collect and store digital information, which they can they manipulate and present.

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| **Art Planning Overview - Reception** | | | | | | | | | | | | | | |
| Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Use drawing to represent ideas like movement or loud noises.  Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  Explore colour and colour-mixing.  Show different emotions in their drawings – happiness, sadness, fear etc.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively sharing ideas, resources and skills. | | | | | | | | | | | | | | |
| **Art Planning Overview - KS1 (Years 1 and 2)** | | | | | | | | | | | | | | |
| NC: Key stage 1 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 * 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. | | | | | | | | | | | | | | |
| **Each year group will have three main art projects throughout the year, each with a differing focus. One project will be primarily be based around drawing. Children will be developing their understanding of line, mark, tone, form and texture. Another project will focus on a specific artist or designer. Children will analyse their work, explore their methods of working and consider how they can create their own pieces in that particular style. The final project will look at art in a much broader sense. Children will endeavour to produce a piece of work in a different medium.** | | | | | | | | | | | | | | |
| **Exploring and Developing Ideas** | | | | | | | | **Evaluation and Developing Work** | | | | | | |
| Record and explore ideas from first hand observations  Ask and answer questions about the starting points for their work  Develop their ideas – try things out, change their minds  Explore the work or artists, craftspeople and designers from different times and cultures for differences and similarities | | | | | | | | Review what they and others have done and say what they think and feel about it.  Identify what they might change in their current work or develop in future work. | | | | | | |
| **Drawing** | | | | | | | | | | | | | | |
| Experiment with a variety of media pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk  Control the types of marks made with the range of media | | | Lines and Marks  Name, match and draw **lines/marks** from **observations**  Invent new lines  Draw on different surfaces with a range of media | | | Shape  Observe and draw **shapes** from  observations  Draw shapes in between objects  Invent new shapes | | | | Tone  Investigate **tone** by drawing light/dark  lines, light/dark  shapes | | | Texture  Investigate **textures** by describing, naming, rubbing, copying | |
| **Digital Media**  **YEAR 1** | **Painting**  **YEAR 2** | | | **Printing**  **YEAR 2** | | | **Textiles**  **YEAR 1** | | | | **3-D**  **YEAR 2** | | | **Collage**  **YEAR 1** |
| Explore ideas using digital sources i.e. internet, CD-ROMSs.  Record visual information using digital cameras, video recorders  Using a simple graphics package to create images and effects with  **Lines** by changing the size of brushes in response to ideas  **Shapes** using **eraser**, shape and **fill** tools  Colours and Texture using simple **filters** to manipulate and create images  Use basic **selection** and **cropping** tools | Use a variety of tools and techniques including different brush sizes and types  Mix and match colours to artefacts and objects  Work on different **scales**  Experiment with tools and techniques e.g. **layering**, **mixing media**, scrapping through  Name different types of paint and their properties  Colour  Identify **primary colours** by name  Experiment with mixing primary colours  Texture  Create textured paint by adding sand, plaster | | | Print with a range of hard and soft materials e.g. corks, pen barrels, sponge  Make simple marks on rollers and printing palettes  Take simple prints i.e. **mono-printing**  Roll printing ink over found objects to create **patterns** e.g. plastic mesh, stencils  Build **repeating patterns** and recognise pattern in the environment  Create simple **printing blocks** with **press print**  Design more repetitive patterns  Colour  Experiment with overprinting **motifs** and colour  Texture  Make **rubbings** to collect textures and patterns | | | Match and sort **fabrics** and **threads** for colour, texture, length, size and shape  Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting  Cut and shape fabric using scissors/snips  Apply shapes with glue or by **stitching**  Apply decoration using beads, buttons, feathers etc  Colour  Apply colour with printing , dipping , fabric crayons  Create and use **dyes** i.e. onion skins, tea, coffee  Texture  Create fabrics by **weaving** materials i.e. grass through twigs, carrier bags on a wheel | | | | Manipulate malleable **materials** in a variety of ways including rolling and kneading  Explore sculpture with arrange of **malleable** media  Manipulate malleable materials for a purpose, e.g. pot, tile  Understand the safety and basic care of materials and **tools**  Form  Experiment with **constructing** and **joining** recycled, natural and manmade materials  Use simple **2-D** shapes to create a **3-D** form  Texture  Change the **surface** of a malleable material e.g. build a textured tile | | | Create images form a variety of **media** e.g. photocopies material, fabric, crepe paper, magazines etc.  Arrange and glue materials to different **backgrounds**  **Sort** and **group** materials for different purposes e.g. colour texture  Fold, crumple, tear and overlap papers  Work on different **scales**  Colour  Collect, sort , name match colours appropriate for an image  Shape  Create and arranges shapes appropriately  Texture  Create, select and use textured paper for an image |
| **Art Planning Overview - Lower Key Stage 2 ( Years 3 and 4)** | | | | | | | | | | | | | | |
| NC: 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. 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. | | | | | | | | | | | | | | |
| **Each year group will have three main art projects throughout the year, each with a differing focus. One project will be primarily be based around drawing. Children will be developing their understanding of line, mark, tone, form and texture. Another project will focus on a specific artist or designer. Children will analyse their work, explore their methods of working and consider how they can create their own pieces in that particular style. The final project will look at art in a much broader sense. Children will endeavour to produce a piece of work in a different medium.** | | | | | | | | | | | | | | |
| **Exploring and Developing Ideas** | | | | | | | **Evaluating and Developing Work** | | | | | | | |
| Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | | | | | | | Compare ideas, methods and approaches in their own and others’ work and say what they think and  feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook. | | | | | | | |
| **Drawing** | | | | | | | | | | | | | | |
| Experiment with ways in which surface detail can be added to drawings.  Use sketchbooks to collect and record visual information from different sources.  Draw for a sustained period of time at an appropriate level. | | Lines and Marks  Make **marks** and **lines** with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.  Experiment with different **grades** of pencil and other implements to create lines and marks. | | | Form and Shape  Experiment with different grades of pencil and other implements to draw different **forms** and **shapes**.  Begin to show an awareness of objects having a third dimension. | | | | Tone  Experiment with different grades of pencil and other implements to achieve variations in **tone**.  Apply tone in a drawing in a simple way. | | | Texture  Create **textures** with a wide range of drawing implements.  Apply a simple use of pattern and texture in a drawing. | | |
| **Digital Media**  **YEAR 3** | **Painting**  **YEAR 3** | | | **Printing**  **YEAR 4** | | | **Textiles**  **YEAR 4** | | | | **3-D**  **YEAR 4** | | | **Collage**  **YEAR 3** |
| Record, collect and **store** visual information using digital cameras, video recorders  Present recorded visual images using software  Use a graphics package to create images and effect with;  Lines by controlling the **brush tool** with increased precision  Experiment with colours and textures by making an appropriate choice of **special effects** and simple **filters** to manipulate and create images for a particular purpose | Experiment with different effects and **textures** inc. blocking in colour, **washes**, thickened paint creating textural effects  Work on a range of **scales** e.g. thin brush on small picture etc.  Create different effects and textures with paint according to what they need for the task.  Colour  Mix colours and know how mixing 2 **primary colours** makes a **secondary colour**  Use more specific colour language  Mix and use **tints** and **shades** | | | Create printing **blocks** using a **relief** or **impressed** method  Create **repeating patterns**  Print with two colour **overlays** | | | Use a variety of techniques, e.g. **printing**, **dyeing**, **weaving** and **stitching** to create different textual effects  Match the tool to the material  Develop skills in stitching, cutting and joining  Experiment with paste resist | | | | Plan, design and make models from observation or imagination  Join **clay** adequately and construct a simple **base** for extending and modelling other shapes  Create **surface** patterns and textures in a **malleable** material  Use papier mache to create a simple **3D** object | | | Experiment with a range of **collage** techniques such as tearing, overlapping and layering to create images and represent textures  Use collage as a means of collecting ideas and information and building a **visual vocabulary** |

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| **Art Planning Overview - Upper Key Stage 2 (Years 5 and 6)** | | | | | |
| NC: 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. 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. | | | | | |
| **Each year group will have three main art projects throughout the year, each with a differing focus. One project will be primarily be based around drawing. Children will be developing their understanding of line, mark, tone, form and texture. Another project will focus on a specific artist or designer. Children will analyse their work, explore their methods of working and consider how they can create their own pieces in that particular style. The final project will look at art in a much broader sense. Children will endeavour to produce a piece of work in a different medium.** | | | | | |
| **Exploring and Developing Ideas** | | | **Evaluation and Developing Work** | | |
| Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | | | Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook. | | |
| **Drawing** | | | | | |
| Work from a variety of sources including observations, photographs and digital images.  Work in a sustained and independent way to create a detailed drawing.  Develop close observations skills using a variety of view finders.  Use a sketchbook to collect and develop ideas.  Identify artists who have worked in a similar way to their own work. | | Lines, Marks, Tone, Form and Texture  Use **dry media** to make different **marks**, **lines**, **patterns** and **shapes** within a drawing. Experiment with **wet media** to make different marks, lines, patterns, **textures** and shapes.  Explore colour mixing and **blending** techniques with coloured pencils and pastels.  .Use different techniques for different purposes i.e. **shading**, **hatching**, using a rubber with charcoal within their own work.  Start to develop their own style using tonal contrast and mixed media. | | Composition  Begin to develop an awareness of **composition**, **scale** and **proportion** in their paintings e.g. **foreground**, **middle ground** and **background**.  Show an awareness of how paintings are created i.e. **composition**. | |
| **Digital Media**  **YEAR 5** | **Painting**  **YEAR 5** | **Printing**  **YEAR 6** | **Textiles**  **YEAR 6** | **3-D**  **YEAR 6** | **Collage**  **YEAR 5** |
| Record, collect and **store** visual information using digital cameras, video recorders  Present recorded visual images using software  Use a graphics package to create and **manipulate** new images  Be able to **import** an image (scanned, retrieved, taken) into a graphics package  Understand that a digital image is created by **layering**  Create layered images from original ideas (sketch books etc.) | Develop a painting from a drawing  Carry out preliminary **studies**, trying out different media and materials and mixing appropriate colours  Create imaginative work from a variety of sources e.g. **observational drawing**, themes, poetry, music  Colour  Be able to identify **primary**, **secondary**, **complementary** and **contrasting** colours  Use a limited palette to mix a range of colours | Create printing **blocks** by simplifying an initial sketch book idea  Use **relief** or **impressed** method  Work into prints with a range of media e.g. pens, colour pens and paints | Use fabrics to create 3D **structures**  Use different grades of **threads** and needles  Experiment with **batik** techniques  Experiment with a range of media to **overlap** and layer creating interesting colours and textures and effects | **Shape**, **form**, **model** and **construct** from observation or imagination  Use recycled, natural and manmade materials to create sculptures  Plan a sculpture through drawing and other preparatory work  Develop skills in using clay e.g . slabs, coils, etc.  Produce intricate **patterns** and textures in a **malleable** media | Add **collage** to a painted, printed or drawn **background**  Use a range of media to create collages  Use different techniques, colours and textures etc., when designing and making pieces of work  Use collage as a means of extending work from **initial ideas** |