



*Bishop Cornish CE VA Primary School*  
**ART**  
*Progression Map*



### **Intent**

At Bishop Cornish we pride ourselves in planning and delivering a broad and balanced curriculum, ensuring that its delivery is exciting, interactive and enables children to 'build memories.' It is bespoke to the needs of the children, not only by focusing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility and challenges that take them beyond the classroom and promote a life-long love of learning. We are fortunate that our learning environment allows us to use the outdoors as much as possible and this enhances the children's experiences. Outdoor learning is integral to all subjects – core and foundation. Creative ways are found by the teaching staff to design active opportunities to learn. Our Curriculum has been planned to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart.

### **Ultimately our curriculum is intended to:**

- Develop our head and body: What we learn
- Develop our hearts and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

As educators, we understand the importance of mental health, and aim to create emotionally sound, resilient and well-regulated children. Our curriculum aims to do this using the model of 'PLACE' –being Playful, Loving, Accepting, Curious and Empathic. This way of thinking, feeling, communicating and behaving aims to make each child feel safe and happy, enabling them not only to learn, but to develop a love of learning.

We set the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We foster creativity in our children, and to help them become independent learners. Above all we believe in making learning enjoyable, motivating, fun and purposeful!

## **Implementation**

Children will explore a variety of themes and investigate the work of a range of artists, to ensure continued interest and enthusiasm in the subject as well as acquiring new knowledge. Where appropriate, Art will be linked to class topics, to make learning and experiences relevant and meaningful, as well as provide a broader experience and understanding, making links to other areas of learning. Teaching develops children's use of techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children will also learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## **Impact**

Art and design learning is loved by teachers and children across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

## Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the History National Curriculum.

### **Expressive Arts and Design**

#### **Expressive Arts and Design ELG: Creating with Materials**

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;

#### **Examples of learning activities explored in the Reception class at Bishop Cornish:**

- Christmas clay decorations
- Fossil making
- Salt dough creations
- Bracelets made of natural materials
- Silhouette paintings
- Story plates
- Colour mixing (paint)
- Rubbings
- Flicking paint pictures
- Self portraits
- Caveman paintings
- Spirals
- Chalk and charcoal
- Finger/hand painting
- Printing

## Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## The National Curriculum for Art aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Key Stage 1 National Curriculum Expectations

#### Pupils should be taught about:

- 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.

### Key Stage 2 National Curriculum Expectations

#### Pupils should be taught about:

- 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;
- 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.

Concepts	KS1	LKS2	UKS2
Exploring and Developing Ideas	<p><b>KS1 Art and Design National Curriculum</b> <i>To produce creative work, exploring their ideas and recording experiences.</i></p> <p>Children:</p> <ul style="list-style-type: none"> <li>a respond positively to ideas and starting points;</li> <li>b explore ideas and collect information;</li> <li>c describe differences and similarities and make links to their own work;</li> <li>d try different materials and methods to improve;</li> </ul>	<p><b>KS2 Art and Design National Curriculum</b> <i>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>a use sketchbooks to record ideas;</li> <li>b explore ideas from first-hand observations;</li> <li>c question and make observations about starting points, and respond positively to suggestions;</li> <li>d adapt and refine ideas;</li> </ul>	<p><b>KS2 Art and Design National Curriculum</b> <i>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>a use sketchbooks to record ideas;</li> <li>b review and revisit ideas in their sketchbooks;</li> <li>c explore ideas from first-hand observations;</li> <li>d question and make observations about starting points, and respond positively to suggestions;</li> <li>e adapt and refine ideas;</li> <li>f offer feedback using technical vocabulary;</li> <li>g think critically about their art and design work;</li> </ul>
Drawing	<p><b>KS1 Art and Design National Curriculum</b> <i>To use drawing to develop and share their ideas, experiences and imagination.</i></p> <p>Children:</p> <ul style="list-style-type: none"> <li>a begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes;</li> <li>b use dots and lines to demonstrate pattern and texture;</li> <li>c use different materials to draw, for example pencils, felt tips, charcoal,</li> </ul>	<p><b>KS2 Art and Design National Curriculum</b> <i>To improve their mastery of art and design techniques, including drawing, with a range of materials.</i></p> <p>Children:</p> <ul style="list-style-type: none"> <li>a develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1.</li> <li>b experiment with different hardness of pencils to show line, tone and texture;</li> <li>c use shading to show light and shadow effects;</li> </ul>	<p><b>KS2 Art and Design National Curriculum</b> <i>To improve their mastery of art and design techniques, including drawing, with a range of materials.</i></p> <p>Children:</p> <ul style="list-style-type: none"> <li>a continue to use a variety of drawing tools but are introduced to new techniques,</li> <li>b use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> </ul>

	<p>crayons, chalk and pastels;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: line, thick, thin, pattern, shape, light, dark, texture</p>	<p>d use a range of materials to draw, e.g. pastels, chalk, felt tips;</p> <p>e show an awareness of space when drawing;</p> <p>f use key vocabulary to demonstrate knowledge and understanding in this strand: line, thick, thin, pattern, shape, light, dark, texture shadow, tone, outline.</p>	<p>c depict movement and perspective in drawings;</p> <p>d use a variety of tools and select the most appropriate;</p> <p>e use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy,</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Painting</p>	<p><b>KS1 Art and Design National Curriculum</b></p> <p><i>To use painting to develop and share their ideas, experiences and imagination.</i></p> <p>Children:</p> <p>a name the primary colours;</p> <p>b are introduced to the term ‘secondary colours’</p> <p>c mix primary colours to make secondary colours;</p> <p>d add white and black to alter shades;</p> <p>e experiment with different brushes and brushstrokes;</p> <p>f use key vocabulary to demonstrate knowledge and understanding in this strand: watercolour, primary colours, secondary colours, mix, shades, brush strokes, sweeping strokes, dabbing,</p>	<p><b>KS2 Art and Design National Curriculum</b></p> <p><i>To improve their mastery of art and design techniques, including painting with a range of materials.</i></p> <p>Children:</p> <p>a use varied brush techniques to create shapes, textures, patterns and lines;</p> <p>b mix colours effectively using the correct language, e.g. shade, primary and secondary;</p> <p>c create different textures and effects with paint;</p> <p>d begin to experiment with colour for effect and mood.</p> <p>e use key vocabulary to demonstrate knowledge and understanding in this strand: watercolour, primary colours, secondary colours, mix, shades, brush strokes, sweeping strokes, dabbing, warm colours, cool colours, foreground, middle ground, background, blend, mix, mood, effect</p>	<p><b>KS2 Art and Design National Curriculum</b></p> <p><i>To improve their mastery of art and design techniques, including painting with a range of materials.</i></p> <p>Children:</p> <p>a continue exploring a variety of different brushes to see what effects they can create</p> <p>b create a colour palette, demonstrating mixing techniques;</p> <p>c use a range of paints to create visually interesting pieces;</p> <p>d work more expressively with colour, associating colours with moods.</p> <p>e use key vocabulary to demonstrate knowledge and understanding in this strand: watercolour, primary colours, secondary colours, mix, shades, brush strokes, sweeping strokes, dabbing, warm colours, cool colours, foreground, middle ground, background, blend, mix, mood, effect, line, tone, shape, abstract, absorb,</p>

Sculpture

**KS1 Art and Design National Curriculum**

*To use sculpture to develop and share their ideas, experiences and imagination.*

Children:

- a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, junk materials,
- b use a variety of techniques, e.g. rolling, cutting, pinching, joining
- c use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, 3D, sculptor, carve, shape, join, roll, cut, pinch

**KS2 Art and Design National Curriculum**

*To improve their mastery of art and design techniques, including sculpting with a range of materials.*

Children:

- a use a variety of materials for sculpting.
- b experiment with joining and construction
- c cut, make and combine shapes to create recognisable forms;
- d use clay and other malleable materials and practise joining techniques;
- e add materials to the sculpture to create detail and decoration;
- f use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, 3D, sculptor, sculpt, carve, shape, join, roll, cut, pinch **light and shadow, detail, decoration**

**KS2 Art and Design National Curriculum**

*To improve their mastery of art and design techniques, including sculpting with a range of materials.*

Children:

- a still use a variety of materials for sculpting and experiment with joining and constructing.
- b begin to understand more about clay modelling and using different tools with clay.
- c plan and design a sculpture;
- d use tools and materials to carve, add shape, add texture and pattern;
- e develop cutting and joining skills, e.g. using slips;
- f use materials other than clay to create a 3D sculpture;
- g use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, 3D, sculptor, sculpt, carve, shape, join, roll, cut, pinch light and shadow, detail, decoration **form, structure, texture, shape, mark, cast.**

**KS1 Art and Design National Curriculum**

*To understand 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.*

Children:

- a describe the work of famous, notable artists and designers;
- b express an opinion on the work of famous, notable artists;
- c use inspiration from famous, notable artists to create their own work and compare;
- d use key vocabulary to demonstrate knowledge and understanding in this strand.

**KS2 Art and Design National Curriculum**

To learn about great artists, architects and designers in history.

Children:

- a use inspiration from famous artists to replicate a piece of work;
- b reflect upon their work inspired by a famous notable artist and the development of their art skills;
- c express an opinion on the work of famous, notable artists and refer to techniques and effect;
- d use key vocabulary to demonstrate knowledge and understanding in this strand.

**KS2 Art and Design National Curriculum**

To learn about great artists, architects and designers in history.

Children:

- a give detailed observations about notable artists', artisans' and designers' work;
- b offer facts about notable artists', architects' and designers' lives;
- c use key vocabulary to demonstrate knowledge and understanding in this strand.

**Further opportunities and experiences in Art and Design**

Children at Bishop Cornish School will also have the opportunity to experience a variety and wide range of art and design techniques using different materials including: Collage, textiles, printing and outdoor art e.g. tree face sculptures using dough or colour collecting using natural materials etc.