

## DOGSTHORPE ACADEMY - Progression & sequencing within Art & Design

National Curriculum Key Stage 1:	National Curriculum Key Stage 2:
<p><i>To use a range of materials creatively to design and make products</i></p> <p><i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p><i>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</i></p>	<p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>About great artists, architects and designers in history</p>

Generating ideas	Using sketchbooks	Making skills (inc formal elements)	Knowledge of artists	Analysing and evaluating
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**Application of skills and knowledge:**  
 Sketchbooks are used throughout the process of creating art, to include the practising techniques as well as to develop and evaluate ideas.

**Year group - units of work (based on Kapow)**

**End of unit outcomes:**  
 Our lessons aim to encourage autonomy and place emphasis on children developing their creativity through experimentation and individual responses

<b>Drawing</b> * * * * *	<b>Painting and mixed media</b> * * * * *	<b>Sculpture and 3D</b> * * * * *	<b>Craft and design</b> * * * * *
<ul style="list-style-type: none"> <li>• Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings</li> <li>• Using sketchbooks to record observations and plans as drawings</li> <li>• Learning about how artists develop their ideas using drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Developing painting skills including colour mixing, painting on a range of surfaces and with different tools</li> <li>• Exploring the interplay between different media within artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Investigating ways to express ideas in three dimensions</li> <li>• Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome</li> <li>• Developing drawn ideas into sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Designing and making art for different purposes, considering how this works in creative industries</li> <li>• Learning new making techniques, comparing these and making decisions about which to use to achieve a particular outcome</li> <li>• Developing personal, imaginative responses to a design brief</li> </ul>

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	Autumn	Spring	Summer
Year 3	<b>Drawing: Growing artists (Aut 2)</b> <ul style="list-style-type: none"> <li>use botanical drawings and scientific plant studies as inspiration</li> <li>explore the techniques of artists such as <a href="#">Georgia O'Keefe</a> and <a href="#">Maud Purdy</a> to draw natural forms</li> <li>become aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form</li> </ul>	<b>Craft and design: Ancient Egyptians scrolls (Spr 2)</b> <ul style="list-style-type: none"> <li>learn about the way colour, scale and pattern influenced ancient Egyptian art</li> <li>explore the technique of papermaking to create a papyrus-style scroll</li> <li>create a modern response by designing a 'zine'.</li> </ul>	<b>Sculpture and 3D: Abstract space and shape (Sum 2)</b> <ul style="list-style-type: none"> <li>explore how shapes and negative spaces can be represented by three dimensional forms</li> <li>manipulate a range of materials, learn ways to join</li> <li>create free-standing structures inspired by the work of <a href="#">Anthony Caro</a> and <a href="#">Ruth Asawa</a>.</li> </ul>
Year 4	<b>Drawings: Power prints (Aut 1)</b> <ul style="list-style-type: none"> <li>use everyday electrical items as a starting point</li> <li>develop an awareness of composition in drawing</li> <li>combine media for effect to develop a drawing into a print.</li> </ul>	<b>Painting and mixed media: Light and dark (Spr 1)</b> <ul style="list-style-type: none"> <li>develop colour mixing skills</li> <li>use shades and tints to show form and create three dimensions when painting</li> <li>learn about composition</li> <li>plan their own still life to paint, applying chosen techniques</li> </ul>	<b>Craft and design: Fabric of nature (Sum 1)</b> <ul style="list-style-type: none"> <li>use flora and fauna of tropical rainforests as a starting point</li> <li>develop drawings through experimentation</li> <li>explore textile-based techniques to design a repeating pattern suitable for fabric</li> </ul>
Year 5	<b>Sculpture and 3D: Interactive installation (Aut 2)</b> <ul style="list-style-type: none"> <li>use inspiration of historical monuments and modern installations</li> <li>plan by researching and drawing, a sculpture to fit a design brief</li> <li>investigate scale, the display environment and possibilities for viewer interaction with their piece</li> </ul>	<b>Drawing: I need space (Spr 2)</b> <ul style="list-style-type: none"> <li>develop ideas more independently to consider the purpose of drawings to investigate how imagery was used in the '<a href="#">Space race</a>' that began in the 1950s</li> <li>combine collage and printmaking to create a piece in their own style</li> </ul>	<b>Painting and mixed media: Portraits (Sum 2)</b> <ul style="list-style-type: none"> <li>investigate self-portraits by a <a href="#">range of artists</a></li> <li>use photographs of themselves as a starting point</li> <li>develop their own unique self-portraits in mixed-media</li> </ul>
Year 6	<b>Craft and design: Photo opportunity (Aut 1)</b> <ul style="list-style-type: none"> <li>explore photography as a medium for expressing ideas</li> <li>investigate scale and composition, colour and techniques for adapting finished images</li> <li>use digital media to design and create photographic imagery for a specific design brief</li> </ul>	<b>Drawing: Make my voice heard (Spr 1)</b> <ul style="list-style-type: none"> <li>explore how artists convey a message – from <a href="#">Ancient Maya to modern-day street art</a></li> <li>understand how artists use imagery and symbols</li> <li>understand how artists use drawing techniques like expressive mark making, tone and the dramatic light and dark effect - 'chiaroscuro'</li> </ul>	<b>Sculpture and 3D: Making memories (Sum 1)</b> <ul style="list-style-type: none"> <li>create a personal memory box using a collection of found objects and hand-sculptured forms</li> <li>reflect primary school life with symbolic and personal meaning</li> </ul>

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Drawing	Year 3	Year 4	Year 5	Year 6
Generating ideas	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.	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.
Using sketchbooks	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.	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.
Making skills (inc formal elements)	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 continuing to develop use of tone and more intricate mark making.	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.
Knowledge of artists	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.	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.
Analysing and evaluating	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.	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.

## DOGSTHORPE ACADEMY - Progression & sequencing within Art & Design

Painting & mixed media	Year 3	Year 4	Year 5	Year 6
Generating ideas	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.	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.
Using sketchbooks	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.	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.
Making skills (inc formal elements)	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. 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 by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	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. Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects.	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 the elements of other artists' work, e.g. the effect of colour or composition. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale.
Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how artworks 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	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.
Analysing and evaluating	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.	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.	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.

## DOGSTHORPE ACADEMY - Progression & sequencing within Art & Design

Sculpture & 3D	Year 3	Year 4	Year 5	Year 6
Generating ideas	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.	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.
Using sketchbooks	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.	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.
Making skills (inc formal elements)	Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D.	Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.	Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently.	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.
Knowledge of artists	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.	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.
Analysing and evaluating	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.	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.

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Craft & design	Year 3	Year 4	Year 5	Year 6
Generating ideas	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.	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.
Using sketchbooks	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.	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.
Making skills (inc formal elements)	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.	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. Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context.	Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.	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 influence their final outcome.
Knowledge of artists	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.	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.
Analysing and evaluating	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.	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.	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.

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## Vocabulary

	Autumn	Spring	Summer
<b>Year 3</b>	<b>Drawing: Growing artists (Aut 2)</b> Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder	<b>Craft and design: Ancient Egyptians scrolls (Spr 2)</b> Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform	<b>Sculpture and 3D: Abstract space and shape (Sum 2)</b> Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space
<b>Year 4</b>	<b>Drawings: Power prints (Aut 1)</b> Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print	<b>Painting and mixed media: Light and dark (Spr 1)</b> Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism	<b>Craft and design: Fabric of nature (Sum 1)</b> Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry
<b>Year 5</b>	<b>Sculpture and 3D: Interactive installation (Aut 2)</b> Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive	<b>Drawing: I need space (Spr 2)</b> Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop	<b>Painting and mixed media: Portraits (Sum 2)</b> Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium
<b>Year 6</b>	<b>Craft and design: Photo opportunity (Aut 1)</b> Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion	<b>Drawing: Make my voice heard (Spr 1)</b> Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience	<b>Sculpture and 3D: Making memories (Sum 1)</b> Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection