

Hill West Primary School

Progressive Learning Journey for Art and Design



	Drawing knowledge, Processes, Creating and Evaluating	Painting Knowledge, Processes, Creating and Evaluating
Y e a r 1	<ul style="list-style-type: none"> * Can recognise that ideas and emotions can be expressed in drawing. * Can experiment with drawing materials with an open mind. * Can understand what is meant by 'mark-making'. * Can try out a range of drawing materials and processes and recognise that they have different qualities. * Can use colour in a drawing to convey emotion * Can name some of the drawing tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use in making drawings. * Can explore tone in drawing. * Can use drawing materials purposefully to achieve particular characteristics or qualities. * Can understand how tone creates a sense of three dimensionality. * Can recognise and describe some simple characteristics of different kinds of drawing. * Can show interest in and describe what they think about the drawings of others 	<ul style="list-style-type: none"> * Can recognise that ideas and emotions can be expressed through the medium of paint. * Know how to recognise and describe some simple characteristics of a range of paintings, from different histories and cultures, including contemporary. * Can experiment and explore with a wide variety of tools and materials to create different effects in paint. * Can understand that paint can be made from a variety of ingredients in order to make colours. * Can use a range of paint techniques to demonstrate recognition of different qualities and characteristics of the materials. * Can understand that the medium of paint can be used to explore and visually demonstrate a range of textured surfaces in 2D. * Can transfer knowledge and understanding of exploratory work, to develop personal ideas on a variety of surfaces and scales. * Can understand the importance of the whole: to consider the surface as inherent to the finished piece. * Begin to use the language of art connected to painting in discussions, making it meaningful for children's lived experiences. Can talk about their own work, describing the process and beginning to articulate their own thoughts and ideas

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	Print making: Knowledge, Processes, Creating and Evaluating	Sculpture Knowledge, Processes, Creating and Evaluating
Y e a r 2	<ul style="list-style-type: none"> *Can try out different printmaking activities and make sensible choices about what to do next. *Can explore surface texture as a starting point for observing pattern *Know that different forms of creative works are made by artists, craft makers and designers, from all cultures and times. * *When looking at creative work, can express clear preferences and give some reasons for these (for instance, be able to say 'I like that because...') *Can use drawing to record ideas and experiences to inform printmaking. *Can deliberately choose to use particular printmaking techniques for a given purpose. *Can experiment with stamping to create patterns. *Can develop and exercise some care and control over the range of printmaking materials they use (for instance, they do not accept the first mark but seek to refine and improve). *Can understand the meaning of 'collagraph' and develop a design for one. *Can talk about the printmaking materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use). *Can thoughtfully consider how to display their completed work. 	<ul style="list-style-type: none"> *Can recognise that ideas, thoughts and emotions can be expressed through the medium of sculpture - to understand the physicality of this process and its relationship to our three dimensional world. *Know how to recognise and describe some simple characteristics of a range of sculpture, from different histories and cultures, including contemporary. *Recognising the wide variety of materials and processes involved. *Can experiment and explore with a wide variety of tools and materials to create different results through exploring sculptural processes. *Can learn to manipulate a range of materials to create a structure. Can learn how to join materials in different ways. *Can begin to develop and use materials and joining techniques in response to stimulus. *Children demonstrate a recognition of the qualities and characteristics of the materials. Know the terms connected with the process of sculpture: tools, techniques, and elements, for example: texture; relief; construct; edit; form. *Can create shapes to use in their sculptures. *Can transfer knowledge and understanding of design work to develop skills necessary to work harmoniously together. *Working to solve problems that occur and show perseverance. Can reflect on their own work, and adapt their sculpture by adding colour, texture and pattern to make it more interesting and exciting. *Can talk about their own work, describing the process, and articulate their own thoughts and ideas with developing confidence. *Can use the language of art connected to sculpture in their discussions. Can gain a sense of audience for their work

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	Creative craft Knowledge, Processes, Creating and Evaluating	Ceramics Knowledge, Processes, Creating and Evaluating
Y e a r 3	<ul style="list-style-type: none"> *Know about and describe the work of some craftspeople. *Can use a sketchbook for different purposes, including recording observations, planning and shaping ideas for their craft project. Can experiment with paper weaving. * Can gather and review information, references and resources related to their ideas and intentions. *Can develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. *Can select, and use appropriately, a variety of materials and techniques in order to create their own craft work. *Can experiment with decoupage. *Can take the time to reflect upon what they like and dislike about their work in order to improve it (for instance, they think carefully before explaining to their teacher what they like and what they will do next). *Can add finishing touches to their work and consider how to exhibit it 	<ul style="list-style-type: none"> *Know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as their key process. *Can gather and review information, references and resources and relate these to ideas and intentions for clay work. *Can use a sketchbook for different purposes, including recording observations, planning and shaping ideas. *Can understand basic techniques related to clay work: slabbing, joining and drawing into clay. *Can develop practical skills by experimenting with and testing the qualities of a range of techniques using clay. *Developing practical understanding of specific techniques: pinching and coiling and impressing *Can select, and use appropriately, a variety of ceramics techniques in order to create their own work. *Can utilise the work of an artist to inspire and develop their own ideas to influence making their own artwork. *Can explore free modelling. *Know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as their key process. *Can take the time to reflect upon what they like and what they might need to work on in their piece, in order to develop their ideas further. *Can explore carving, sculpting and creating a vessel. *Can explain how to use some of the tools and techniques they have experienced in their ceramics project. *Can use a sketchbook for different purposes, including documenting their clay project. *Can create a plinth to display their work, adding paint and varnish.

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	Collage Knowledge, Processes, Creating and Evaluating	Textiles Knowledge, Processes, Creating and Evaluating
Y e a r 4	<ul style="list-style-type: none"> *Can investigate the nature and qualities of different collage materials and processes systematically. *Can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. *Can select and use relevant resources and references to develop their ideas for designing and making collages. *Can use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome). *Can regularly reflect upon their own collage work, and use comparisons with the work of others (pupils and artists) to identify how to improve. *Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. *Can experiment with line drawings connected to their collage work. *Can apply the technical skills they are learning to improve the quality of their collage work. *Can create textured surfaces using a variety of different papers and drawing materials. 	<ul style="list-style-type: none"> *Can gather and review information, references and resources related to their ideas and intentions with a focus on textiles. *Can use a sketchbook for planning and shaping ideas for a textiles project. *Can develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. *Can discuss and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople and designers that they have studied. *Can experiment with a range of materials to create a weaving. *Can select, and use appropriately, a variety of materials and techniques in order to create their own work: systematically investigate the nature and qualities of different materials and processes. *Can regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to develop their textile piece. *Can apply the technical skills they are learning and show persistence to improve the quality of their work. *Can design and create a piece of applique work. *Can use their sketchbook for different purposes, including recording observations, noting how their ideas have been shaped. *Are able to demonstrate how tools and materials they have chosen to work with, should be used effectively and with safety. * Can add embellishments to enhance their textile piece.

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	Photography Knowledge, Processes, Creating and Evaluating	Installation – site specific Art Knowledge, Processes, Creating and Evaluating
Y e a r 5	<ul style="list-style-type: none"> *Can research and discuss the ideas and approaches of various photographers taking account of their particular cultural context and intentions. *Can understand and apply some basic knowledge and skills in camera use. *Can engage in open-ended research and exploration in the process of initiating and developing their own personal ideas for photography. *Can describe the processes they are using and how they hope to achieve high quality outcomes. *Can confidently investigate and exploit the potential of new and unfamiliar tools (e.g., apps). *Can use their acquired technical expertise to make work which effectively reflects their ideas and intentions. *Can experiment with manipulation techniques to achieve a creative outcome. *Can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. *Can combine photography with drawing in a mixed media piece. *Can regularly analyse and reflect on their progress taking account of what they hoped to achieve. *Can thoughtfully create a gallery to showcase the unit's work. 	<ul style="list-style-type: none"> *Can engage in open-ended research and exploration in the process of initiating and developing their own personal ideas. *Can confidently use sketchbooks for a variety of purposes, including: recording observations; developing ideas; testing materials; planning and recording information. *Can confidently investigate and exploit the potential of new and unfamiliar materials to communicate to others. *They know how to research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. *They confidently use sketchbooks for developing ideas. *Can use their acquired technical expertise to make work which effectively reflects their ideas and intentions. *Can understand the interaction between craft and the urban landscape. *Can regularly analyse and reflect on their progress taking account of what they hoped to achieve. *Can create a socially-engaged artwork, considering audience. *Know how to describe the processes they are using and how they hope to achieve high quality outcomes. *Can repurpose materials to create a miniature installation.

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	Digital/new media Knowledge, Processes, Creating and Evaluating	Design / Graphic Design Knowledge, Processes, Creating and Evaluating
Y e a r 6	<ul style="list-style-type: none"> *Can independently develop a range of ideas which show curiosity, imagination and originality. *Can design a pixelated art piece to reflect a chosen theme. *Can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. *Can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (For instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used). *Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes. *Can create a larger-scale artwork from last lesson's drawings. *Can independently take action to refine their technical skills in order to improve their mastery of materials and techniques. *Can independently select and effectively use relevant processes in order to create successful and finished work. *Can provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. *Can understand how to make effective use of negative space 	<ul style="list-style-type: none"> *Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. *Can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. *Can independently develop a range of ideas which show curiosity, imagination and originality with a focus on graphic design. *Can take account of the influence of different historical, cultural and social contexts. *Can independently take action to refine their technical and craft skills in order to develop their mastery of materials and techniques. *Can independently select and effectively use relevant processes in order to create satisfying designs. *Know and understand technical vocabulary and techniques for modifying the qualities of different materials and processes. *Can take inspiration from a contemporary graphic artist to develop a personal design. *Can independently take action to refine their technical and craft skills in order to develop their mastery of materials and techniques. *Can consolidate learning about typography and composition. *Can provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. *Can articulate the processes involved in creating their final artwork