



**PKF**

# ART

Skills Progression Grids for Parkland Infant and Junior

## INTENT

**“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.” - Quentin Blake**

At the Parkland Federation, we believe that art stimulates creativity, imagination and inventiveness. Art gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences. It also fires their imagination.

Art enables our children to communicate what they see, feel and think. Pupils are encouraged to experiment with their ideas, use of colour, texture, form, pattern and different materials and processes. We aim to provide pupils with the skills to evaluate their own creations to encourage resilience, critical thinking and determination.



Aim high, work hard, dream BIG!

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## IMPLEMENTATION

Teachers use sketchbooks to record experiences and imagination, to help the children develop their ideas and to show progression in their artistic ability. We encourage children to work independently as well as in collaboration with others on projects in two and three dimensions and on small and larger scales.

We have a Therapy of Art Lead Practitioner on site who offers individual Art Therapy to pupils who may benefit from art as a medium of expression to support other areas of their Personal and Social development.

Art Therapy sessions take place for an hour each day in a safe and supportive environment. The school has also worked in partnership with The National Trust to exhibit to the public some of the outstanding work produced by pupils.



At the Parkland Federation, art can be taught in a designated Art lesson as well as in areas where it may be linked to topics and the wider curriculum. This provides the opportunity to bring a topic to life.

Children explore ideas and meanings through the work of artists and designers. We also provide children with opportunities to visit museums and galleries, developing their skills of observation and evaluation. As part of our lessons and assemblies, children have the opportunity to discover the work of a variety of artists both past and present.



| Key Stage   | Year Group | Exploring and developing ideas (ONGOING)   | Evaluating and developing work (ONGOING)  | Drawing  | Painting  | Printing   | Textiles & Collage   | 3D Form   | Breadth of study  |
|-------------|------------|--|---|--|---|--|--|---|---|
| Key Stage 1 | 1          | <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> | <p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook.</p> <p>Identify what they might change in their current work or develop in their future work.</p> | <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour</p> | <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Mix secondary colours and shades using different types of paint.</p> | <p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p> | <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> | <p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p> | <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT</p> <p>Investigate different kinds of art, craft and design.</p> <p>To look at the life and works of <b>Claude Monet</b></p> |

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|-------------|------------|--|--|---|--|--|---|--|--|
| Key Stage 1 | 2          | <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> | <p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Annotate work in sketchbook.</p> | <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> | <p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> | <p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p> | <p>How to thread a needle, cut, glue and trim material.</p> <p>Use a variety of techniques, inc. weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a variety of media.</p> <p>Stitch, knot and use other manipulative skills.</p> | <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p> | <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate different kinds of art, craft and design.</p> <p>To look at the life and works of <b>Paul Klee</b>.</p> |

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| Key Stage 2 | 3          | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> | <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> | <p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> | <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p> | <p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing.</p> | <p>Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching. Cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p> | <p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier mache object.</p> <p>Plan, design and make models.</p> | <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p>To look at the life and works of <b>Leonid Afremov</b></p> |

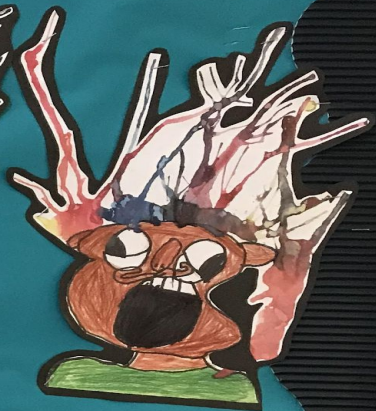
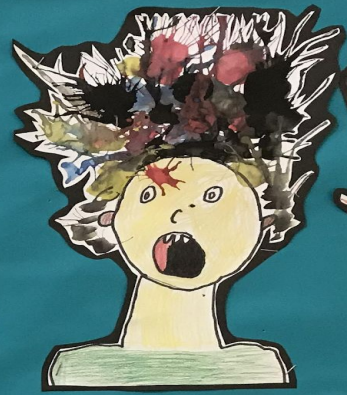
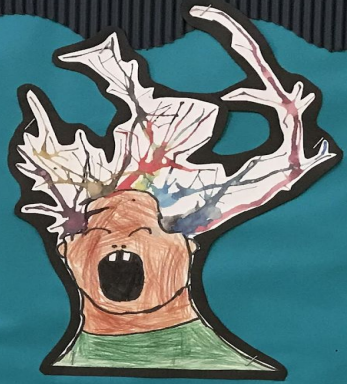
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| Key Stage 2 | 4          | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> | <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> | <p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> | <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p> | <p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p> <p>Resist printing including marbling, silkscreen and coldwater paste.</p> | <p>Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Experiments with paste resist.</p> | <p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p> | <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p>To look at the life and works of <b>Katsushika Hokusai</b></p> |



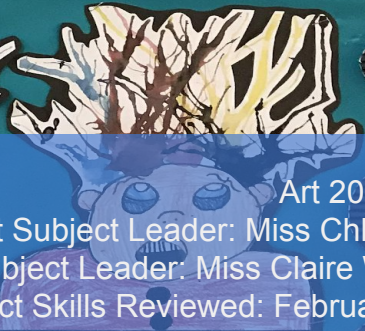
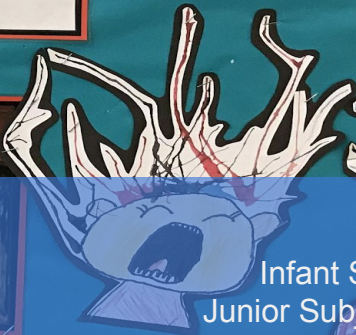
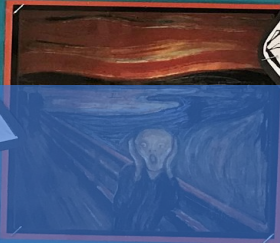
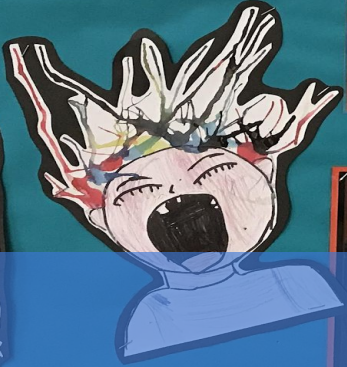
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| Key Stage 2 | 5          | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> | <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> | <p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> | <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p> | <p>Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours.</p> | <p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p> | <p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and manmade materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> | <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p>To look at the life and works of <b>Vincent Van Gogh</b></p> |

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|-----------|------------|---|--|--|--|--|--|--|--|
| Key Stage | 6          | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> | <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> | <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> | <p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p> | <p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p> | <p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p> | <p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p> | <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p>To look at the life and works of <b>Henry Moore and Georgia O'Keefe</b></p> |

# Therapy OF ART CLUB



Art Club looked at Edvard Munch's "The Scream" painting to see how much expression can be created with lines and colour. We decided that blow painting would be perfect for crazy, scary hair too!



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Art 2019-2020  
Infant Subject Leader: Miss Chloe Male  
Junior Subject Leader: Miss Claire Williams  
Subject Skills Reviewed: February 2020