

Cranberry Academy Art Progression Map

End of EYFS		
Early Learning Goals	Expressive Arts and Design (Exploring and using Media and Materials).	• Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Expressive Arts and Design (Being imaginative)	Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
	Physical development (Moving and handling)	• Physical Development (Moving and Handling) Children handle equipment and tools effectively, including pencils for writing.

KS1 National Curriculum Expectations	KS2 National Curriculum Expectations
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - 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. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - 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.

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The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- 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.

Intent

At Cranberry Academy, we value and are dedicated to the teaching of Art and Design Technology. We see this as a fundamental part of school life. We are committed to providing an 'Arts Rich Curriculum' for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.



Implementation

As a school, and in accordance with the National Curriculum's expectations, we aim 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

Class teachers are usually responsible for teaching art and design technology, though there may be times when professional artists/helpers will be invited to come in and be involved in the teaching of the art unit. We take every opportunity to develop links with outside agencies and experts, in order to enrich our Art and Design provision.



Impact

Our children enjoy the self-expression that they experience in both Art and Design Technology. They are always keen to learn new skills and work hard to perfect those shown to them. The children's art is very often cross-curricular, and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in history, geography and science. Through their art and design, the children are able to reach out into the community, with our pupil's artwork previously being proudly displayed in the local centres and churches.

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	KS1	LKS2	UPKS2
Drawing			
Generating ideas	<p>Year 1 Unit - Make your mark - Explore their own ideas using a range of media.</p> <p>Year 2 Unit – Tell a story - Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>	<p>Year 3 Unit – Growing artists - Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Year 4 Unit – Power prints - Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p>	<p>Year 5 Unit – I need space - Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Year 6 Unit – Make my voice heard! - Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>
Sketchbooks	<p>Year 1 - Use sketchbooks to explore ideas in an open-ended way</p> <p>Year 2 - Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p>	<p>Year 3 - 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.</p> <p>Year 4 - Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p>	<p>Year 5 - Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Year 6 - Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>
Making skills (including formal elements)	<p>Year 1 - Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. - Develop observational skills to look closely and reflect surface texture through mark-making. -To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p>	<p>Year 3 - 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</p>	<p>Year 5 - 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.</p>

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	<p>Year 2</p> <ul style="list-style-type: none"> - Further develop mark-making within a greater range of media, demonstrating increased control. - Develop observational skills to look closely and reflect surface texture through mark-making. - Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. 	<p>Year 4</p> <ul style="list-style-type: none"> - 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 perspective, continuing to develop use of tone and more intricate mark making. 	<p>Year 6</p> <ul style="list-style-type: none"> - 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	<p>Year 1</p> <ul style="list-style-type: none"> - Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. <p>Year 2</p> <ul style="list-style-type: none"> - Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. 	<p>Year 3</p> <ul style="list-style-type: none"> - Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. <p>Year 4</p> <ul style="list-style-type: none"> - 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. 	<p>Year 5</p> <ul style="list-style-type: none"> - 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. <p>Year 6</p> <ul style="list-style-type: none"> - 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.
Evaluating and analysing	<p>Year 1</p> <ul style="list-style-type: none"> - Describe and compare features of their own and other's art work. <p>Year 2</p> <ul style="list-style-type: none"> - Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work. 	<p>Year 3</p> <ul style="list-style-type: none"> - 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. <p>Year 4</p> <ul style="list-style-type: none"> - 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. 	<p>Year 5</p> <ul style="list-style-type: none"> - 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. <p>Year 6</p> <ul style="list-style-type: none"> - Give reasoned evaluations of their own and others work which takes account of context and intention.

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			- Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Painting and Mixed Media			
Generating ideas	<p>Year 1 Unit – Colour Splash - Explore their own ideas using a range of media.</p> <p>Year 2 Unit – Beside the seaside - Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>	<p>Year 3 Unit – Prehistoric painting - Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Year 4 Unit – Light and Dark Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p>	<p>Year 5 Unit – Portraits Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Year 6 Unit – Artist study Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>
Sketchbooks	<p>Year 1 - Use sketchbooks to explore ideas in an open-ended way.</p> <p>Year 2 - Experiment in sketchbooks, using drawing to record ideas. - Use sketchbooks to help make decisions about what to try out next.</p>	<p>Year 3 - 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.</p> <p>Year 4 - Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p>	<p>Year 5 - Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Year 6 - Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>
Making skills (including formal elements)	<p>Year 1 - Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint. Investigate colour mixing.</p>	<p>Year 3 - 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.</p>	<p>Year 5 - 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</p>

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	<p>- Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</p> <p>Year 2</p> <ul style="list-style-type: none"> - Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint. - Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. - Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects. 	<p>- Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours.</p> <ul style="list-style-type: none"> - 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. <p>Year 4</p> <ul style="list-style-type: none"> - 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 to create 3D effects. - Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. 	<p>painting surfaces or mixing paint with other materials.</p> <ul style="list-style-type: none"> - Develop a painting from a drawing or other initial stimulus. - Add collage to a painted, printed or drawn background for effect. - Explore how collage can extend original ideas. Combine digital effects with other media. <p>Year 6</p> <ul style="list-style-type: none"> - 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 how colour is used in other artists' work. - Consider materials, scale and techniques when creating collage and other mixed media pieces. - - Create collage in response to a stimulus and work collaboratively on a larger scale.
<p>Knowledge of artists</p>	<p>Year 1</p> <ul style="list-style-type: none"> - Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. <p>Year 2</p> <ul style="list-style-type: none"> - Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. 	<p>Year 3</p> <ul style="list-style-type: none"> - Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. <p>Year 4</p> <ul style="list-style-type: none"> - 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. 	<p>Year 5</p> <ul style="list-style-type: none"> - 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. <p>Year 6</p> <ul style="list-style-type: none"> - 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.
<p>Evaluating and analysing</p>	<p>Year 1</p> <ul style="list-style-type: none"> - Describe and compare features of their own and other's art work. 	<p>Year 3</p> <ul style="list-style-type: none"> - Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use 	<p>Year 5</p> <ul style="list-style-type: none"> - Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.

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	<p>Year 2 - Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>sketchbooks as part of the problem-solving process and make changes to improve their work.</p> <p>Year 4 - 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.</p>	<p>- Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p> <p>Year 6 - 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.</p>
Sculpture and 3D			
Generating ideas	<p>Year 1 Unit – Paper Play - Explore their own ideas using a range of media.</p> <p>Year 2 Unit – Clay Houses - Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>	<p>Year 3 Unit – Abstract space and shape - Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Year 4 Unit – Mega Materials - Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p>	<p>Year 5 Unit – Interactive Installation - Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Year 6 Unit – Making Memories - Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>
Sketchbooks	<p>Year 1 - Use sketchbooks to explore ideas in an open-ended way.</p> <p>Year 2 - Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p>	<p>Year 3 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.</p> <p>Year 4 - Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p>	<p>Year 5 - Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Year 6 - Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>

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<p>Making skills (including formal elements)</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> - Use their hands to manipulate a range of modelling materials. - Create 3D forms to make things from their imagination or recreate things they have seen. <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Develop understanding of 3D forms to construct and model simple forms using a range of materials. - Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. - Develop basic skills for shaping and joining clay, including exploring surface texture. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> - Able to plan and think through the making process to create 3D forms using a range of materials. - Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). - Experiment with combining found objects and recyclable material to create sculpture. <p><u>Year 4</u></p> <ul style="list-style-type: none"> - Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. - Show an understanding of appropriate finish and present work to a good standard. - Respond to a stimulus and begin to make choices about materials used to work in 3D. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> - Investigate scale when creating forms in three dimensions. - Explore a greater range of materials to create 3D forms e.g. wire and found materials. - Plan a sculpture, developing an idea in 2D into a three-dimensional piece. - Persevere when constructions are challenging and work to problem solve more independently <p><u>Year 6</u></p> <ul style="list-style-type: none"> - 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.
<p>Knowledge of artists</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> - Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> - Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. <p><u>Year 4</u></p> <ul style="list-style-type: none"> - 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. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> - 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. <p><u>Year 6</u></p> <ul style="list-style-type: none"> - 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.

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<p>Evaluating and analysing</p>	<p>Year 1 - Describe and compare features of their own and other's art work.</p> <p>Year 2 - Explain their ideas and opinions about their own and other's art work, giving reasons. - Begin to talk about how they could improve their own work.</p>	<p>Year 3 - 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.</p> <p>Year 4 - 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.</p>	<p>Year 5 - 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.</p> <p>Year 6 - 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.</p>
<p>Craft and Design</p>			
<p>Generating ideas</p>	<p>Year 1 Unit – Embellishments - Explore their own ideas using a range of media.</p> <p>Year 2 Unit – Map it out - Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>	<p>Year 3 Unit – Ancient Egyptian Scrolls - Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Year 4 Unit – Fabric of nature - Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p>	<p>Year 5 Unit – Architecture - Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Year 6 Unit – Photo opportunity - Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>
<p>Sketchbooks</p>	<p>Year 1 - Use sketchbooks to explore ideas in an open-ended way</p> <p>Year 2 - Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make</p>	<p>Year 3 - 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.</p> <p>Year 4</p>	<p>Year 5 - Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently</p> <p>Year 6</p>

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	decisions about what to try out next.	- Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	- Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including formal elements)	<p><u>Year 1</u></p> <ul style="list-style-type: none"> - Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. - Begin to develop skills such as measuring materials, cutting, and adding decoration. <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Respond to a simple design brief with a range of ideas. - Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. - Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> - 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. <p><u>Year 4</u></p> <ul style="list-style-type: none"> - 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. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> - Design and make art for different purposes and begin to consider how this works in creative industries eg 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. <p><u>Year 6</u></p> <ul style="list-style-type: none"> - 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 influenced their final outcome.
Knowledge of artists	<p><u>Year 1</u></p> <ul style="list-style-type: none"> - Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> - Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. <p><u>Year 4</u></p> <ul style="list-style-type: none"> - 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. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> - 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. <p><u>Year 6</u></p> <ul style="list-style-type: none"> - 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.

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<p>Evaluating and analysing</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none">- Describe and compare features of their own and other's art work. <p><u>Year 2</u></p> <ul style="list-style-type: none">- Explain their ideas and opinions about their own and other's art work, giving reasons.- Begin to talk about how they could improve their own work.	<p><u>Year 3</u></p> <ul style="list-style-type: none">- 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. <p><u>Year 4</u></p> <ul style="list-style-type: none">- 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.	<p><u>Year 5</u></p> <ul style="list-style-type: none">- 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. <p><u>Year 6</u></p> <ul style="list-style-type: none">- 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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KS1 Formal Elements		
	Year 1	Year 2
Pattern	- Know that a pattern is a design in which shapes, colours or lines are repeated.	- Know that surface rubbings can be used to add make patterns. - Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. - Know that patterns can be used to add detail to an artwork.
Texture	- Know that texture means 'what something feels like' - Know that different marks can be used to represent the textures of objects. - Know that different drawing tools make different marks.	- Know that collage materials can be chosen to represent real-life textures. - Know that collage materials can be overlapped and overlaid to add texture. - Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.
Tone	- Know that 'tone' in art means 'light and dark'. - Know that we can add tone to a drawing by shading and filling a shape.	- Know that shading helps make drawn objects look more three dimensional. - Know that different pencil grades make different tones.
Colour	- Know that the primary colours are red, yellow and blue. - Know that primary colours can be mixed to make secondary colours: ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple	- Know that different amounts of paint and water can be used to mix hues of secondary colours. - Know that colours can be mixed to 'match' real life objects or to create things from your imagination. - Know that colour can be used to show how it feels to be in a <u>particular place</u> , e.g. the seaside.
Form	- Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. - To know that three dimensional art is called sculpture.	- Know that 'composition' means how things are arranged on the page. - Know that pieces of clay can be joined using the 'scratch and slip' technique. - Know that a clay surface can be decorated by pressing into it or by joining pieces on.
Shape	- Know that paper can be shaped by cutting and folding it.	- Know that collage materials can be shaped to represent shapes in an image. - Know that shapes can be organic (natural) and irregular. - Know that shapes can geometric if they have mostly straight lines and angles. - Know that patterns can be made using shapes.
Line	- Know that drawing tools can be used in a variety of ways to create different lines. - Know that lines can represent movement in drawings.	- Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.

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KS2 Formal Elements				
	Year 3	Year 4	Year 5	Year 6
Pattern	<ul style="list-style-type: none"> - To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). - To know that the starting point for a repeating pattern is called a motif, and a motif can 	<ul style="list-style-type: none"> - To know that symmetry can be used to create repeating patterns. - To know that patterns can be irregular, and change in ways you wouldn't expect. 	<ul style="list-style-type: none"> - To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. 	<ul style="list-style-type: none"> - To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
	be arranged in different ways to make varied patterns.			
Texture	<ul style="list-style-type: none"> - To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. 	<ul style="list-style-type: none"> - To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. 	<ul style="list-style-type: none"> - To know how to create texture on different materials. 	<ul style="list-style-type: none"> - To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
Tone	<ul style="list-style-type: none"> - To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. - To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. 	<ul style="list-style-type: none"> - To know that using lighter and darker tints and shades of a colour can create a 3D effect. - To know that tone can be used to create contrast in an artwork. 	<ul style="list-style-type: none"> - To know that tone can help show the foreground and background in an artwork. 	<ul style="list-style-type: none"> - To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.
Colour	<ul style="list-style-type: none"> - Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created. - Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. 	<ul style="list-style-type: none"> - To know that adding black to a colour creates a shade. - To know that adding white to a colour creates a tint. 	<ul style="list-style-type: none"> - To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. 	<ul style="list-style-type: none"> - To know that a 'monochromatic' artwork uses tints and shades of just one colour. - To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	<ul style="list-style-type: none"> - To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). - To know that organic forms can be abstract. 	<ul style="list-style-type: none"> - To know that using lighter and darker tints and shades of a colour can create a 3D effect. - Know that simple structures can be made stronger by 	<ul style="list-style-type: none"> - To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. - To know that the size and scale of three-dimensional art 	<ul style="list-style-type: none"> - To know that the surface textures created by different materials can help suggest form in two-dimensional <u>art work</u>.
		adding layers, folding and rolling.	work changes the effect of the piece.	
Shape	<ul style="list-style-type: none"> - To know that negative shapes show the space around and between objects. 	<ul style="list-style-type: none"> - To know how to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> - To know that a silhouette is a shape filled with a solid flat colour that represents an object. 	<ul style="list-style-type: none"> - To know how an understanding of shape and space can support creating effective composition.
Line	<ul style="list-style-type: none"> - To know that different drawing tools can create different types of lines. 	<ul style="list-style-type: none"> - To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. 	<ul style="list-style-type: none"> - To know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the <u>centre</u> of a drawing. 	<ul style="list-style-type: none"> - To know how line is used beyond drawing and can be applied to other art forms.

Cranberry Academy Art Progression Map



Art: Vocabulary Map

EYFS	KS1	KS2
<p>Drawing: Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip.</p> <p>Painting: Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination, scale, size, fine motor skills</p> <p>Sculpture: Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor</p> <p>Collage:</p>	<p>Year 1 Activities & Techniques: Look, Explore, Play, Enjoy, Discover, Try, Share, Know, Draw, Sketch, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Fold, Cut, Tear, Stick, Collage</p> <p>Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Poster Paint, Watercolour, Card, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Quick Print Foam</p> <p>Concepts: Line, Shape, Dark & Light, Pattern, Texture, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative</p> <p>Tools:</p>	<p>Year 3 Activities & Techniques: Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate</p> <p>Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Quick Print Foam</p> <p>Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Primary</p>

<p>Experiment, media, understand, glue, sticking, paper, fabric, natural materials, textural effects, observation, imagination</p> <p>Textiles: <u>Practise</u>, threading skills, basic running stitches, understand, join, fabric, decorate</p> <p>Printing: Experiment, printing, media, understand, techniques</p>	<p>Scissors, Brushes, Palettes, Rollers, Hands</p> <p>Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be)</p> <p>Year 2 Activities & Techniques: Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Quick Print Foam</p> <p>Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine</p> <p>Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Model, Space,</p> <p>Tools: Scissors, Brushes, Palettes, Rollers, Hands</p> <p>Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class</p>	<p>Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography,</p> <p>Tools: Scissors, Pliers, Brushes, Palettes, Rollers, Hands</p> <p>Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revist (Revisit previous experiences in new contexts), Purpose (What is it for? E.g. personal wellbeing, social benefit, community cohesion, design),</p> <p>Year 4 Activities & Techniques: Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media,</p> <p>Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam</p> <p>Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open</p>
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Cranberry Academy Art Progression Map



	<p>(A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be)</p>	<p>ended, Creative Response, Visual Literacy, Design through Making, Fashion, Tools: Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revist (Revist previous experiences in new contexts), Purpose (What is it for? E.g. personal wellbeing, social benefit, community cohesion, design), Year 5 Activities & Techniques: Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media, Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion, Relationships to other Artforms, Aesthetic, Tools:</p>
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		<p>Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revist (Revist previous experiences in new contexts), Purpose (What is it for? E.g. personal wellbeing, social benefit, community cohesion, design), Creative Risk Taking v Playing Safe (Which feels right for me?) Year 6 Activities & Techniques: Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media, Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion, Relationships to other Artforms, Aesthetic, Set Design, Puppetry, Tools:</p>
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Cranberry Academy Art Progression Map



		<p>Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands</p> <p>Approaches:</p> <p>Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revist (Revist previous experiences in new contexts), Purpose (What is it for? E.g. personal wellbeing, social benefit, community cohesion, design), Creative Risk Taking v Playing Safe (Which feels right for me?),</p>
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Cranberry Academy Art/DT

Long Term Plan 26-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Drawing: Exploring line and shape Art	Structures: Stable structures *covered in outdoor learning* DT	Sculpture and 3D: Paper play Art	Textiles: Simple stitches DT	Learning about paint and brush control Art	Mechanisms: Wheels and axels DT
Year 2	Cooking and Nutrition: Balanced diet *covered in outdoor learning* DT	Drawing: Understanding tone and texture Art	Mechanisms: Levers - fairground wheel DT	Colour mixing Art	Structures: Make a famous landmark DT	Sculpture and 3D: Clay houses Art
Year 3	Drawing: Developing drawing skills Art	Cooking and Nutrition: Eating seasonally *covered in outdoor learning* DT	Craft and design: Ancient Egyptian scrolls Art	Structures: Product Packaging DT	Sculpture and 3D: Abstract shape and space Art	Digital World: Wearable Technology DT
Year 4	Mechanical: Mechanical cars DT	Drawing: Exploring tone, texture and proportion Art	Cooking and Nutrition: Adapting a recipe *covered in outdoor learning* DT	Painting and mixed media: Light and dark Art	Electrical systems: Exploring electrical systems DT	Craft and design: Fabric of nature Art

Cranberry Academy Art/DT

Long Term Plan 26-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Sculpture and 3D: Interactive installation Art	Structures: Bridges *covered in outdoor learning* DT	Drawing: Depth, emotion and movement Art	Mechanisms: gears and pulleys DT	Portraits Art	Electrical Systems: Wobble bots DT
Year 6	Textiles: Making a waistcoat DT	Craft and design: Photo opportunity Art	Cooking and Nutrition Farm to fork *covered in outdoor learning* DT	Drawing: Expressing ideas Art		Digital World: Navigating the digital world Sculpture and 3D: Making memories Art/DT