

PICKHURST ACADEMY ART AND DESIGN PROGRESSION MAP

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

Pickhurst Academy is committed to ensuring all of our pupils are equipped with the knowledge and cultural capital they need to succeed in life.

Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We ensure that we are introducing them to the best that has been thought and said, and it is our mission to engender an appreciation of human creativity and achievement. We want all of our pupils to leave Pickhurst, by the end of KS2, with aspirational goals for their future, without any limitations.

We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu (1986). We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

KNOWLEDGE (what we know)	SKILLS (what we do)	APPRECIATION (what we value)	ASPIRATION (who we want to be)
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INTENT	IMPLEMENTATION	IMPACT	PROGRESSION
Our Art and Design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our lesson plans and resources allow opportunity for children to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond. Using Kapow as a framework, the Art and Design subject leader designed a bespoke curriculum that is suited to the teaching and learning at Pickhurst. The curriculum supports pupils to meet the National curriculum end of key stage attainment targets.	Our bespoke curriculum is organised into 3 units per year group. In our 'Art and Design Skills' and 'Formal Elements' units, pupils have the opportunity to learn and practise core art skills. The knowledge and skills from these units are then applied throughout the other units in the scheme. These key skills are revisited again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Our Progression Map demonstrates the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. Our units are fully scaffolded and support essential and age-appropriate sequenced learning and are flexible enough to be adapted to form cross-curricular links with subjects within our broad and balanced curriculum. Differentiation is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and	Our curriculum is designed in such a way that the children are involved in the evaluation and dialogue about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey and have a growing understanding of how to improve. The impact of our curriculum can be constantly monitored through our use of successful criteria as well as our use of 'hot' and 'cold' tasks. Each unit begins with a 'cold task' that require children to produce a piece of work without being exposed to specific subject knowledge needed. The children then embark on a 6-week unit where they acquire these skills and knowledge and at the end of the unit create a 'hot task'. This demonstrates the children's progression through the unit and showcases each child as an artist on a regular basis.	Skills and knowledge are introduced then revisited in different units and in different contexts. This provides a spiral curriculum in which children can continue to develop and improve their skills. This enables progression to be identified, planned for, developed and monitored. By providing a starting point (cold task), they can each make their own progress whilst on their journeys as artists. All children will be exposed to artists and cultures that will cultivate and nurture a love for being artistic in their individual ways.

	opportunities to stretch pupils' learning are available when required. Creative and independent outcomes are robustly embedded into our units. These support our pupils in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal. Lessons are always practical in nature and encourage experimental and exploratory learning, using sketchbooks to document their ideas. The sketchbooks are introduced as the children's personal journal to document their journeys as artists. Teachers assess the children against the success criteria for that lesson, however no other 'teacher marking' is to be put in the book. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.	The expected impact of our Art and Design curriculum is that children will: • Produce creative work, explore, and record their ideas and experiences. • Be proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using subject-specific language. • Know about a range of artists and the historical and cultural development of their art. • Meet the end of key stage expectations outlined in the National curriculum for Art and design.	
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TEACHER SUBJECT KNOWLEDGE & SUBJECT DEVELOPMENT

The Pickhurst Art and Design curriculum is supported by the Kapow framework. This enables teachers to set high expectations for the quality of teaching within the subject. The lesson plans allow all teachers to access necessary subject knowledge and skills as well as activities for each year group.

	Year 3 By the end of Year 3 pupils will have had the opportunity to:	Year 4 By the end of Year 4 pupils will have had the opportunity to:	Year 5 By the end of Year 5 pupils will have had the opportunity to:	Year 6 By the end of Year 6 pupils will have had the opportunity to:
Drawing	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
	Unit 1: Prehistoric Art Lesson 1&2	Unit 2: Art and Design Skills - Drawing - Still Life	Unit 1: Formal Elements Lesson 1,3,5	Unit 1: Still Life Lesson 1,2,3
	Unit 2: Formal Elements Lesson 1,2,4,5			Unit 3: Make My Voice Heard Lesson 1,2,3
	Unit 3: Art and Design Skills - Shadow puppets			
Painting	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.
	Unit 1: Prehistoric Art Lesson 3,4,5	Unit 3: Every Picture tells a story	Unit 1: Formal Elements Lesson 3	Unit 1: Still Life Lesson 4
	Unit 3: Art and Design Skills - Shadow puppets		Unit 2 : Art and design skills - puppets	Unit 2: Make My Voice Heard Lesson 4

Craft, design, materials and techniques	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose.	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
	Unit 1: Prehistoric Art Lesson 3	Unit 2: Art and Design Skills Lesson 1,2,3,5	Unit 2: Art and Design Skills Lesson 2,3,4,5	Unit 1: Still Life Lesson 5
	Unit 2: Formal Elements Lesson 3		Unit 1: Formal Elements Lesson 2,4,5	Unit 2: Make My Voice Heard Lesson 1&5
	Unit 3: Art and Design Skills - Shadow puppets			Unit 3: Photography Lesson 1,2,3,4,5
Colour	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.	Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.	Select and mix more complex colours to depict thoughts and feelings.	Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.
	Unit 1: Prehistoric Art Lesson 3	Unit 2: Art and Design Skills Lesson 6	Unit 1: Formal Elements Lesson 3	Unit 1: Still Life Lesson 4
		Unit 3: Every Picture Tells a Story Lesson 1,2,3,4,5	Unit 3: Every Picture Tells a Story Lesson 2&5	
Form	Further develop their ability to describe 3D form in a range of materials, including	Develop their ability to describe and model form in 3D using a range of materials. Analyse and	Further extend their ability to describe and model form in 3D using a range of materials.	Express and articulate a personal message through sculpture.

	drawing.	describe how artists use and apply form in their work.		Analyse and study artists' use of form.
	Unit 3: Art and Design Skills - shadow puppets	Unit 1: Every Picture Tells a Story Lesson 1,2,3,4	Unit 3: Every Picture Tells a Story Lesson 4&5	Unit 1: Still life Lesson 2,3,5
		Unit 2: Art and Design Skills Lesson 5	Unit 2 : Art and design skills - puppets	Unit 2: Make My Voice Heard Lesson 5
Line	Express and describe organic and geometric forms through different types of line.	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.	Extend and develop a greater understanding of applying expression when using line.	Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
	Unit 1: Prehistoric Art Lesson 1	Unit 3: Every Picture Tells a Story Lesson 1,2,3,4,5	Unit 3: Every Picture Tells a Story Lesson 2,3,5	Unit 1: Still Life Lesson 2&3
	Unit 2: Formal Elements Lesson 1&2			Unit 2: Make My Voice Heard Lesson 1&3
Pattern	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding.	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.
	Unit 3: Art and design skills - puppets	Unit 2: Art and Design Skills Lesson 4	Unit 1: Formal Elements Lesson 3	Unit 2: Make My Voice Heard Lesson 1&3

			Unit 3: Every Picture Tells a Story Lesson 5	
Shape	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.	Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.
	Unit 1: Prehistoric Art Lesson 1&2	Unit 3: Every Picture Tells a Story Lesson 1,2,3,4,5	Unit 3: Every Picture Tells a Story Lesson 2,3,5	Unit 1: Still Life Lesson 2&3
	Unit 2: Formal Elements Lesson 1,2,3			Unit 2: Make My Voice Heard Lesson 1
Texture	Analyse and describe texture within artists' work.	Use a range of materials to express complex textures.	Develop understanding of texture through practical making activities.	Understand how artists manipulate materials to create texture.
	Unit 1: Prehistoric Art Lesson 5	Unit 3: Every Picture Tells a Story Lesson 1,2,3,4	Unit 1: Formal Elements Lesson 1,2,3	Unit 1: Still Life Lesson 4
			Unit 3: Every Picture Tells a Story Lesson 5	
Tone	Develop skill and control when using tone. Learn and use simple shading rules.	Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.

	Unit 2: Formal Elements Lesson 4&5	Unit 2: Art and Design Skills Lesson 6	Unit 1: Formal Elements Lesson 1&2	Unit 1: Still Life Lesson 2,3,4
		Unit 3: Every Picture Tells a Story Lesson 1,2,3,4	Unit 3: Every Picture Tells a Story Lesson 4&5	Unit 2: Make My Voice Heard Lesson 2
Sketchbooks	To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.
	Unit 1: Prehistoric Art Lesson 1	Unit 3: Every Picture Tells a Story Lesson 1,2,5	Unit 1: Formal Elements Lesson 1,4,5	Unit 1: Still Life Lesson 1&5
	Unit 3: Art and Design Skills - Shadow Puppets		Unit 3: Every Picture Tells a Story Lesson 2,3,5	Unit 2: Make My Voice Heard Lesson 1
Creating Original Artwork	Create personal artwork using the artwork of others to stimulate them.	Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through

				messages, graphics, text and images.
	Unit 1: Prehistoric Art Lesson 4	Unit 1: Sculpture Lesson 1,2,3,4,5	Unit 1: Formal Elements Lesson 1,2,3,4,5	Unit 1: Still Life Lesson 5
	Unit 3: Art and Design Skills - Shadow Puppets	Unit 2: Art and Design Skills Lesson 1,2,3	Unit 3: Every Picture Tells a Story Lesson 2,3,5	Unit 2: Make My Voice Heard Lesson 1&5
		Unit 3: Every Picture Tells a Story Lesson 5	Unit 2 : Art and design skills - puppets	Unit 3: Photography Lesson 1,2,3,4,5
Artists, Craftspeople, Designers (Can be subject to change due to teacher input)	Study the work of: Unit 3: Art and Design Skills (focus lesson) <i>Carl Giles (drawing)</i> Unit 3: Art and Design Skills (Lesson 3) <i>Diego Velazques</i>	Study the work of: Unit 1: Sculpture (Lesson 3) <i>Giuseppe Archimboldo</i> Unit 1: Sculpture (Lesson 4) <i>Sokari Douglas Camp</i> Unit 1: Sculpture (Lesson 5) <i>El Anatsui</i> Unit 2: Art and Design Skills (Lesson 3) <i>Barbara Hepworth</i> Unit 2: Art and Design Skills (Lesson 5) <i>Paul Cezanne</i>	Study the work of: Unit 1: Formal Elements (Lesson 3) <i>Hundertwasser</i> Unit 3: Every Picture Tells a Story (Lesson 1) <i>Banksy</i> Unit 3: Every Picture Tells a Story (Lesson 2) <i>Andy Warhol</i> Unit 3: Every Picture Tells a Story (Lesson 4) <i>John Singer Sargent</i> Unit 3: Every Picture Tells a Story (Lesson 5) <i>Magdalene Odundo</i>	Study the work of: Unit 1: Still Life (Lesson 1&2) <i>Paul Cezanne, Jarmir Funke, Ben Nicholson</i> Unit 2: Make My Voice Heard (Lesson 2&5) <i>Kathe Kollwitz</i> Unit 2: Make My Voice Heard (Lesson 3&4) <i>Pablo Picasso</i> Unit 2: Make My Voice Heard (Lesson 5) <i>Mark Wallinger</i>

		Unit 2: Art and Design Skills (Lesson 6) <i>Giorgio Morandi</i> Unit 3: Every Picture Tells a Story (Lesson 1) <i>David Hockney</i> Unit 3: Every Picture Tells a Story (Lesson 2) Paula Rego Unit 3: Every Picture Tells a Story (Lesson 3) <i>Edward Hopper</i> Unit 3: Every Picture Tells a Story (Lesson 4) <i>Pieter Brueghel</i> Unit 3: Every Picture Tells a Story (Lesson 5) <i>Fiona Rae</i>		Unit 3: Photography (Lesson 1) <i>Hannah Hoch, Peter Kennard, Kerry Uelsmann</i> Unit 3: Photography (Lesson 2) <i>Jenny Holzer</i> Unit 3: Photography (Lesson 3) <i>Edward Weston</i> Unit 3: Photography (Lesson 5) <i>Edvard Munch</i>
Identify similarities and differences to others' work	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).	Build a more complex vocabulary when discussing your own and others' art.	Develop a greater understanding of vocabulary when discussing their own and others' work.	Use the language of art with greater sophistication when discussing own and others art.
Reflecting	Reflecting on their own work in order to make improvements.	Use their own and other's opinion of work to identify areas of improvement.	Regularly analysing and reflecting on their intentions and choices.	Give reasoned evaluations of their own and others work which

				takes account of context and intention.
Vocabulary	Some of the artist's names may be challenging for pupils to read at this age. <u>Prehistoric Art</u> Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative. <u>Formal Elements</u> Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch. <u>Art & Design Skills</u> Puppet, shadow- puppet, decorate, detail, observation, tint, shade, light and dark.	Many of the artist's names may be challenging for pupils to read at this age. <u>Sculpture Lessons</u> Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial. <u>Art and Design Skills</u> Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiserie, op-art. <u>Formal Elements</u> Lessons: Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making.	Some of the artist's names may be challenging for some of the children to read. <u>Formal Elements</u> Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy. <u>Every Picture Tells a Story</u> Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist.	Some of the artist's names may be challenging for some of the children to read. <u>Still Life</u> Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture. <u>Make My Voice Heard</u> Graffiti, contrasting, commissioned, Guernica, sculpture. <u>Photography</u> Desaturate, truism, photomontage, abstract, self-expression, crop, contrast.

	Year 3	Year 4	Year 5	Year 6
Unit 1	Prehistoric Art	Sculpture	Formal Elements of Art	Still Life
Unit 2	Formal Elements of Art	Art and Design Skills	Puppets	Make My Voice Heard
Unit 3	Art and Design Skills (Shadow Puppets)	Every Picture Tells a Story	Every Picture Tells a Story	Photography