

We currently have an academisation order in place, which means that we intend to become part of the ELAN MAT in due course. At present ELAN have kindly started to welcome us into their family of schools and we are using the ELAN progression documents to ensure that our curriculum meets the needs of our children.

Banwell Primary School: ELAN Art and design progression: Generating Ideas, Making, Evaluating, Knowledge & Understanding.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating ideas	<p>Introduce sketchbook. Regularly draw/cut/stick in sketchbook. Look at artwork. Respond to visits, seeing, holding & hearing. Hands on. <u>Questions:</u> What can you see? What do you like? Why? How does it make you feel? What would you ask the artist?</p>	<p>Year 1 plus... Develop sketchbook use – draw to discover, what you have seen, to experiment, collecting, sticking, writing notes. Look at artwork inc. different sources: on screen, books, online, galleries museums. Respond to found & manmade objects. Explore what different materials can do. <u>Questions:</u> Year 1 plus... Describe what you see.</p>	<p>KS1 plus... In sketchbook also exploring colour, paint, testing ideas, looking back & forwards. Discuss artist’s intention and reflect upon response. Look at other artforms: literature, drama, music, film. <u>Questions:</u> KS1 plus... Dislikes? Why? What is the artist saying? How does it inspire you in your own art?</p>	<p>Previous plus... In sketchbook also test ideas, reflect & make links. Discuss how other artforms relate to your visual art form. Look at variety of sources of material & understand the differences. <u>Questions:</u> Previous plus... Which other senses can you bring to this artwork? If you could take it home, where would you put it & why?</p>	<p>Previous plus... Use sketchbook to raise questions to be explored / answered outside the sketchbook so that the journey becomes understood & make links. <u>Questions:</u> Previous plus... Who or what else might you look at to help feed your creativity? Take part in small scale crits as part of the creative process.</p>	<p>Previous plus... Increase use of the sketchbook as own exploratory & journey space. Show journey of investigate, research & test in sketchbooks. Work should show curiosity, imagination & originality.</p>
Making	See following making grid for skills in each art , design & craft area					
Evaluating	<p>Listen to other people’s views about artwork. Express and share opinions. What did you enjoy? What do you like about end result?</p>	<p>Year 1 plus... Share in small groups & listen to what others think about what you have made. Take photos of work to capture progression. Discuss how best to present work.</p>	<p>KS1 plus... Think about why the work was made as well as how. Make suggestions about other people’s work. Discuss problems which came up and how they were solved. What might you try next time?</p>	<p>Previous plus... Look to the work of others (pupils & artists) to identify how to feed their own work. Use photographs and videos as a way to re-see work.</p>	<p>Previous plus... Ask questions about process, technique, idea or outcomes. Present work in retrospect, i.e. to class, assembly or parents. Share how other artists inspired you & how your work fits in larger context.</p>	<p>Previous plus... Provide a reasoned evaluation of both their own work & professionals which take into account starting points, intentions & contexts. Regularly analyse & reflect upon progress against intentions.</p>
Knowledge & Understanding	<p>Recognise & describe simple characteristics of</p>	<p>Year 1 plus...</p>	<p>KS1 plus...</p>	<p>Previous plus...</p>	<p>Previous plus...</p>	<p>Previous plus...</p>

	different kinds of art, craft & design. Names of tools, techniques & formal elements. What materials and techniques can offer.	That different forms of works are made by artists, craftspeople & designers from all cultures & times for different purposes. Evaluate using appropriate vocab.	Know & describe work of some artists, craftspeople, architects, designers inc. contemporary, female & various ethnicities. Safe use of tools & techniques.	Use appropriate vocabulary for tools, techniques, formal elements, artforms, genres, processes to share their journey and outcomes with others.	Carry out own research & discuss ideas & approaches of range of artists. Describe processes used & how they hope to achieve high quality outcomes.	Be happy to describe & interpret own and other's work for different purposes.
--	--	--	--	---	---	---

ELAN Art & design progression: Making

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing & Design (Highlights show progression of drawing exercises)	Explore materials: pencil, graphite, pen, chalk, pastel, wax, charcoal. Mark making practise. Observational drawing. Experimental (what can you feel) drawing. Drawing exercises to build skill – pattern & texture. Explore pattern, line, shape & texture.	Make drawings on different surfaces & paper sizes, with different tools. Sketchbook & drawing exercises: shadows, light & dark. Variety of starting points: observational, memory & imagination, experiences & feelings. Sketch quick records.	Observational drawing – careful looking, see shapes but also quick sketching to record. Drawings fed by observation, imagination & typography. Continue sketchbook exercises: variety of pencils, spaces of shapes. Larger scale drawings.	Continue sketchbook / drawing exercises: effect of light, scale & proportion. Explore experiential drawing following own interests. Mix drawing media. Develop creative journeys in sketchbooks from starting points.	Continue key drawing exercises: effect of light on objects/people from different directions. Explore relationships of line, form, colour. Explore mark making to show textures of surfaces. Explore scaling up drawings. Concept of perspective.	Continue key drawing exercises: form of people. Revisit still life developing observational skills. Explore drawing & mark making on new surfaces. Explore geometric design, pattern & structure and develop into a project. Develop narrative / novels into set design.
Painting & Colour	Primary colours. Experience colour mixing to make secondary colours & name them. Apply mark making to painting using a range of tools.	Apply colour mixing skills to a project. Make as many tones as possible by mixing white. Apply to paint & other media e.g. pastels, plasticine.	Colour mixing wheels. Apply colour mixing & mark-making to think about how outcome is affected. Brush range. Paint on wider range of surfaces e.g. clay tiles.	Colour mixing & matching. Practise tints, tones & shades. Observe colours, reflect of effect. Colour to reflect mood.	Hue, tint, tone, shades & mood. Explore texture in colour. Colour for purposes. Paint on new surfaces e.g. stone, fabric, walls, floors & work collaboratively.	Develop for planned purpose: hue, tint, tone, shades, mood, texture. Explore painting to express feelings & representation of this.
Collage / Textiles / Mixed Media	Mix materials – e.g. wax & watercolour. Use textiles to create e.g. simple weaving.	Collage: overlapping / over laying for effect. Running stitch for simple applique & patterns.	Tie dying, batik. Finer needles & stiches. Explore combining materials.	Mixed media projects. Fashion design & make. Variety of stitches. Compare fabrics for use.	Use stories, music, poems as stimuli. Embellish fabric works for chosen effects.	Puppets for narrative using tools to cut intricate shapes, fastenings & create moving parts.
Printmaking	Create patterns. Simple printing using found materials. Press tools into plasticine to make texture.	Print using objects chosen for purpose & effect. Create work using observation drawing skills & mark making.	Practise textures/patterns Relief & impressed prints. Recording textures & patterns.	Interpret environment and manmade patterns. Press-printing using rollers to apply pressure and transfer images.	Mono printing e.g. using carbon paper / ink rolled on to paper, of a designed image. Combining print forms.	Build up images using various techniques. Screen printing a design that has followed a project.

	Relief printing.	Block printing.	Colour mixing through overlapping colour prints.			
3D, Sculpture & Architecture	Explore, discover & invent ways for 2d to transform into 3d for a purpose. Explore modelling e.g. pinch/ roll clay, plasticine, in open-ended manner. Use basic tools to carve. Make simple joins.	Cut simple shapes to construct architectural forms. Decorative techniques. Study of natural & man-made forms. Shape and form from observations.	Make an armature as a basis for modelling e.g. using Modroc or other malleable materials. Clay – slab pieces decorate using relief patterns.	Use modelling material (clay/plasticine) to create quick figurative pieces e.g. pinch pots, from life or imagination. Combine literacy links to tell a story. Mixed material builds.	Explore architecture of another time. Work in response to studies, evolving ideas through design & making. Use literature as starting point for sculpture project. Own choices.	Develop clay (& drawing) skills by creating based on still life observation, using tools to shape. Set design based on narrative using large scale materials.
Digital Media & Animation	Begin to take photographs.	Film & still photos to create records.	Study patterns using ICT – photo from environments. Symmetry.	Take photographs & videos to re-see & evaluate work.	Dissect & reconstruct drawings to make characters move. Record.	Use digital media to record narratives e.g. shadow puppets.