

Art at Deighton Gates – Curriculum Progression

| Threshold Concept                                                                                          |                               | Year 1 & Year 2 : Milestone 1                                                                                                                                                                                                                 | Year 3 & Year 4 : Milestone 2                                                                                                                                                                                                                                                                                                                                                                                       | Year 5 & Year 6 : Milestone 3                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Develop ideas</b><br>This concept involves understanding how ideas develop through an artistic process. | <b>Explicit in curriculum</b> | Throughout all units: <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul> | Throughout all units: <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language. (for example, line, shape, pattern, colour, texture, form)</li> </ul> | Throughout all units: <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Comment on artworks with a fluent grasp of visual language</li> </ul> |

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| <p><b>Master techniques</b></p> <p>This concept involves developing a skill set so that ideas may be communicated.</p> | <p>Painting</p> <p><b>Explicit in curriculum</b></p>  | <p>Throughout KS1:</p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul> | <p>Throughout Lower KS2:</p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul> | <p>Throughout Lower KS2:</p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> |
|                                                                                                                        | <p>Collage</p> <p>'other art, craft and design technique' not explicitly mentioned in national curriculum.</p>                          | <p>• Use a combination of materials that are cut, torn and glued.</p> <p>• Sort and arrange materials.</p> <p>• Mix materials to create texture.</p>                                                                                                                        | <p>• Select and arrange materials for a striking effect.</p> <p>• Ensure work is precise.</p> <p>• Use techniques such as: coiling, overlapping, tessellation, mosaic and montage</p>                                                                                                                                                                                         | <p>• Mix textures (rough and smooth, plain and patterned).</p> <p>• Combine visual and tactile qualities.</p> <p>• Use ceramic mosaic materials and techniques.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Sculpture

### Explicit in curriculum



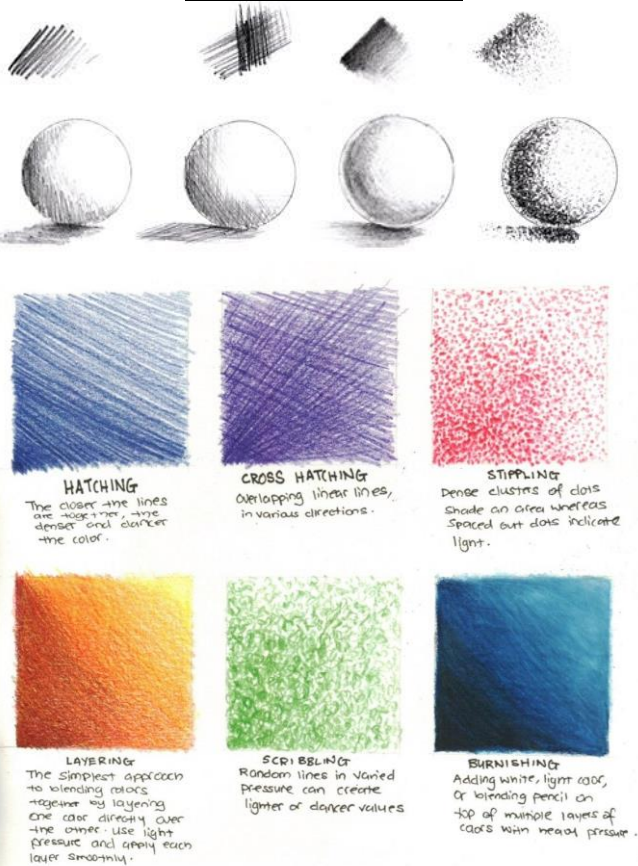
### Techniques to try



- Use a combination of shapes.
- Include lines and texture.
- Use different materials such as: rolled up paper, straws, paper, card and clay.
- Use techniques such as rolling, cutting, moulding and carving.

- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Include texture that conveys feelings, expression or movement.
- Use clay and other mouldable materials.
- Add materials to provide interesting detail.

- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
- Combine visual and tactile qualities.
- Use frameworks (such as wire or moulds) to provide stability and form.

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|  | <p style="text-align: center;"><b>Drawing</b><br/><b>Explicit in curriculum</b></p>  <p><b>HATCHING</b><br/>The closer the lines are together, the denser and darker the color.</p> <p><b>CROSS HATCHING</b><br/>Overlapping linear lines, in various directions.</p> <p><b>STIPPLING</b><br/>Dense clusters of dots shade an area whereas spaced out dots indicate light.</p> <p><b>LAYERING</b><br/>The simplest approach to blending colors together by layering one color directly over the other. Use light pressure and apply each layer smoothly.</p> <p><b>SCRIBBLING</b><br/>Random lines in varied pressure can create lighter or darker values.</p> <p><b>BURNISHING</b><br/>Adding white, light color, or blending pencil on top of multiple layers of color with heavy pressure.</p> | <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul> | <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> </ul> |
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|                                                                                                                                                                                      | <p><b>Print</b></p> <p>'other art, craft and design technique' not explicitly mentioned in national curriculum</p> | <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul> | <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul> | <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>                                                                                                     |
| <p><b>Take inspiration from the greats</b></p> <p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> | <p><b>Explicit in curriculum</b></p>                                                                               | <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>• Take inspiration from and use some of techniques used by notable artists and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>• Take inspiration from and use some of techniques used by notable artists and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul> |

