



## Intent for Art and Design

At Mary Bassett our Art and Design curriculum is engaging, allowing for all children to succeed in producing creative work and providing children with the opportunity to express themselves, triggering positive emotions and well-being for all.

We build on skills year by year and ensure there is clear progression, where pupils develop their critical thinking and a more rigorous understanding of art and design. At Mary Bassett, we use Access Art pathways in order to support the progression of knowledge and skills across different media and techniques whilst allowing us to have a curriculum that is in line with national expectations.

The pathways allow for many different opportunities to explore art and design disciplines, techniques, materials and approaches. We believe art and design learning offers children the chance to explore and evaluate different creative ideas, as well as study a diverse range of artists, craftspeople and designers to stimulate curiosity and open-mindedness.. Through their learning, children develop a better understanding of how art and design shape and reflect our history and contribute to the culture, creativity and wealth of the UK.

Our aim for our children is to leave Mary Bassett with an appreciation of art, a desire to express themselves through different mediums and the confidence in their skills to do this.

## Art Progression Map

Key skills	Year 1	Year 2	Year 3	Year 4
<b>Drawing and Sketchbooks</b>	<ul style="list-style-type: none"> <li>• Draw from my fingertips, wrist, elbow, shoulder, body.</li> <li>• Make a drawing using a continuous line for a minute or two.</li> <li>• Draw from observation for a few minutes at a time.</li> <li>• Make different marks with different drawing tools. Understand I can make different marks with a range of resources.</li> <li>• Explore how water affects the resources I use.</li> <li>• Use a brush to make new marks.</li> <li>• Make choices about which colours I'd like to use in my drawing.</li> <li>• Explore the work of an artist and listen to how the artist made the work.</li> <li>• Share how I feel about the work.</li> <li>• Talk about what I like in my drawings, and what I'd like to try again.</li> <li>• Take photos of my artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how some artists explore the world around them to help them find inspiration.</li> <li>• Explore my local environment (school, home, etc) and collect things which catch my eye.</li> <li>• Explore composition by arranging the things that I have collected.</li> <li>• Talk about what I collected, and how and why I arranged the things I collected.</li> <li>• Take photographs of my artwork and think about focus and light.</li> <li>• Use careful looking to practice observational drawing, and focus for 5 or 10 minutes.</li> <li>• Hold an object and make a drawing thinking about the way the object <i>feels</i>.</li> <li>• Combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</li> <li>• Work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</li> <li>• Cut out and collage to explore composition.</li> <li>• Talk about the work I have</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how artists use charcoal in their work.</li> <li>• Be able to talk about the marks produced, and how I feel about their work.</li> <li>• Experiment with types of marks I can make with charcoal, using my hands as well as the charcoal.</li> <li>• Work on larger sheets of paper, and I can make loose, gestural sketches using my body.</li> <li>• Understand what Chiaroscuro is and how I can use it in my work.</li> <li>• Use light and dark tonal values in my work, to create a sense of drama.</li> <li>• Use my body as a drawing tool to make drawings inspired by movement, and understand how other artists do the same.</li> <li>• Take photographs of my work, thinking about focus, lighting, and composition.</li> <li>• Share my work with my classmates and talk about what I felt was successful and what I might like to try again.</li> <li>• Voice what I like about my classmates' work and how it makes me feel.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the work of artists who tell stories through imagery.</li> <li>• Respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts.</li> <li>• Work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work.</li> <li>• Use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.</li> <li>• Use line, shape, and colour using a variety of materials to test my ideas.</li> <li>• Think about how I might use composition, sequencing, mark making and some text in my drawings.</li> <li>• Create a finished piece which contains sequenced images to describe a narrative.</li> <li>• Share my work with others and talk about my journey and outcome.</li> <li>• Listen to feedback and take it on board.</li> <li>• Appreciate the work of my classmates and think about</li> </ul>

		made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.		similarities and differences between our work. <ul style="list-style-type: none"> <li>• Share my feedback on my classmates' work.</li> <li>• Take a photograph of my work, thinking about lighting and focus.</li> </ul>
<b>Surface and Colour</b>	<ul style="list-style-type: none"> <li>• Make simple prints using my hands and feet.</li> <li>• Explore my environment and take rubbings of textures I find.</li> <li>• Use rubbings to make an image.</li> <li>• Push objects I find into plasticine and make prints.</li> <li>• Cut shapes out of foam board and stick them on a block to make a plate.</li> <li>• Draw into the surface of the foam board.</li> <li>• Print from a plate.</li> <li>• Use colour, shape, and line to make my prints interesting.</li> <li>• Create a repeat print.</li> <li>• Create a symmetrical or sequenced print.</li> <li>• Use my sketchbook to collect my prints and test ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour.</li> <li>• Start to share my response to the work of other artists.</li> <li>• Use my sketchbook to explore colour and brush marks, inspired by other artists.</li> <li>• Recognise primary colours and mix secondary colours.</li> <li>• Experiment with hues by changing the amount of primary colours added.</li> <li>• Use various home made tools to apply paint in abstract patterns. I can be inventive.</li> <li>• Make a loose drawing from a still life.</li> <li>• See colours and shapes in a still life.</li> <li>• Use gestural mark making with paint, and incorporate the colours and shapes in a still life to make an expressive painting.</li> <li>• Share experiments and final piece with others.</li> <li>• Describe what I liked and what went well.</li> <li>• Enjoy the work of my</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how artists combine media and use them in unusual ways to make art.</li> <li>• Share my response to artists' work I explore.</li> <li>• Use my sketchbook to make visual notes capturing ideas that interest me.</li> <li>• Use my sketchbook to test ideas and explore colour and mark making.</li> <li>• Use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</li> <li>• Use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.</li> <li>• Share my work with others and share my thoughts about the process and outcome.</li> <li>• Listen to feedback from others and take it onboard.</li> <li>• Appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome.</li> <li>• Explore the work of an artist who creates artwork inspired by pattern.</li> <li>• Think about where we use pattern in our life to make our worlds brighter.</li> <li>• Work in my sketchbook to explore how I can make drawings inspired by "rules."</li> <li>• Generate lots of different types of patterns.</li> <li>• Make a tessellated design and think about colour and shape, exploring positive and negative shapes.</li> <li>• Explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape and composition.</li> <li>• Fold paper and use pattern to make an object which other people can respond to.</li> <li>• Present and share my work.</li> <li>• Reflect and share my thoughts with others.</li> <li>• Listen to the reflections of my</li> </ul>

		<p>classmates and understand that all the work is different. Share my response to some of my classmates' work.</p> <ul style="list-style-type: none"> <li>• Take a photograph of my final piece, thinking about focus and lighting.</li> </ul>	<ul style="list-style-type: none"> <li>• Share my feedback on the work of my classmates.</li> <li>• Take photographs of my work, thinking about lighting and focus.</li> </ul>	<p>classmates and feedback on their work.</p> <ul style="list-style-type: none"> <li>• Take photographs of my work.</li> </ul>
<p><b>Working in Three Dimensions</b></p>	<ul style="list-style-type: none"> <li>• Look carefully at photos and films of birds, take in the details and overall shapes, and then make drawings of what I have noticed.</li> <li>• Draw from life looking closely.</li> <li>• Experiment with a variety of drawing materials and test ways to make marks that describe what I see.</li> <li>• Use colour in my drawings and mix two or more different media together.</li> <li>• Look at the work of other artists who have been inspired by birds and share my response to their work.</li> <li>• Fold, tear, crumple and collage paper to transform it from 2d to 3d.</li> <li>• Use a variety of materials to make my own sculpture, and take on the challenge of making my sculpture balance and stand.</li> <li>• Explore how my sculpture can be part of a class artwork.</li> <li>• Understand how all the sculptures are individual.</li> <li>• Share work with my classmates and teachers, and consider</li> </ul>	<ul style="list-style-type: none"> <li>• Take a familiar object like a stick, and use my imagination to think about what it might become.</li> <li>• Use my sketchbook to generate ideas and to test ideas.</li> <li>• Use a variety of materials to transform my object thinking about form and colour.</li> <li>• Cut materials with simple tools and fasten materials together to construct my sculpture.</li> <li>• Share my sketchbook and sculpture with the class and talk about how I made it and what I liked.</li> <li>• Listen to my classmates' feedback about my work.</li> <li>• Listen to my classmates talk about their own artwork and share my thoughts about their work.</li> <li>• Take a photograph of my sculpture, thinking about focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and understand how artists are inspired by other artists often working in differing artforms.</li> <li>• Understand how artists sometimes use sketchbooks to explore their own response to an artist's work.</li> <li>• Use my own sketchbook to explore my response to a chosen book/film, making visual notes, jotting down ideas and testing materials.</li> <li>• Make a sculpture using materials to model or construct inspired by a character in a book or film.</li> <li>• Reflect and share how the way I made my sculpture helps capture my feelings about the original character.</li> <li>• Enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.</li> <li>• Share feedback about my classmates' work.</li> <li>• Take photographs of my work thinking about focus,</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and understand how some artists choose to display their work on "plinths".</li> <li>• Understand how the way a work is displayed can affect the way the audience sees the work.</li> <li>• Use my sketchbook to collect ideas about how other artists consider how their work is displayed.</li> <li>• Use my sketchbook to generate, test and develop ideas.</li> <li>• Use clay to make three dimensional sketches of figures sitting on "plinths".</li> <li>• Use clay to capture character/emotion of the body.</li> <li>• Reflect and share how the way I made my sculpture demonstrates emotions.</li> <li>• Enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.</li> <li>• Confidently share feedback about my classmates' work.</li> </ul>

	what was successful for me.		background and lighting.	<ul style="list-style-type: none"><li>• Take photographs of my work thinking about focus, background and lighting.</li></ul>
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