



Art Progressive Pathway

Our intent is to expose children to opportunities to explore a range of artists and art forms; expressing their own ideas, using a range of materials. Pupils will develop their ability to evaluate and think critically, implementing a range of artistic language. We will encourage children to aspire to take ownership of their learning through enjoyment and passion for art and design.

Our Students will have opportunities to

- Create project books with their Art and Design work, recording their observations and use them to review and revisit ideas using a range of mediums.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history.

Key Stage 2 Years 5 and 6	Exploring and developing ideas	Evaluating and developing work	Drawing	Painting	Printing	Textiles /collage	3 D form	Breadth of study
Rolling Programme over two years. Year 1	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to the task.</p> <p>Build up layers and colours/ textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours.</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles. Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and manmade materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>

Key Stage 2 Years 5 and 6	Exploring and developing ideas	Evaluating and developing work	Drawing	Painting	Printing	Textiles /collage	3 D form	Breadth of study
<p>Rolling Programme over two years.</p> <p>Year 2</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to the task.</p> <p>Build up layers and colours/ textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours.</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and manmade materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>

Spiritual, Moral ,Social, Cultural and British Values Curriculum	Art influenced by spiritual, moral, social and cultural differences. Knowledge of artists from around the world, those within Britain and those within Kent.
English	Question and Answer Sessions Self and Peer Assessment Recording Project progress Completing Research from a range of sources
Mathematics	Covering Shape, Space and Measure as well as numeracy for life.
Information Technology	Using powerpoint and word to develop presentations and reports. Creating annotated accounts for visually presented individual work Using internet search engines to support online research projects
Emotional Intelligence and Wellbeing	Using emotionally intelligent language to describe a personal interpretation of any art and design.
Speech, Language and Communication	Presenting and discussing areas of art and design study to others Attend a question and answer session with a local artist
Occupational Therapy	Gross and fine motor skills Deeper understanding of sensory issues
Learning Outside the Classroom	Visits to Art Galleries, and to the local area for resources for projects - e.g. drift wood from the beach, use of seaweed to create art design, recycling centres Enterprise Projects