National Curriculum, Blooms and NSEAD Coverage

Main Progression targets that build year on year

Drawing Dra			Skill &	Further develop their ability to accurately identify and render 2D and 3D geometric shapes when drawing	
Drawing Drawing			Control		
Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffitt, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions) Techniques Make drawings with pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and materials such as wire, wool, straws, cotton buds, feathers, sticky tape. Purpose Visualise their thoughts, feelings & memories or to express experiences they have had. Describe, copy as imagine other places, cultures and peoples past and present. Draw things they can see and (from nature environment, still life or from photos they have taken) alter the viewpoint of objects. Skill & Control Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surfau Use different types of paint such as poster paint, powder, watercolour or acrylic for example. Know whe use these paints & name some of their properties Techniques Painting Painting Painting Painting Painting Porting Pupils paint now colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists. Design Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games e Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, for weaving, jewellery, batik, modelling etc. Printing Pupils use printing (mono printing, block printing, relief printing etc.) to create both individual images and rep patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. 3D sculpture Design and make in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, they work safely and sensibly, persevering when the work is challenging. Computers: Pupils have opportunit was enabled to pre				Make progress in controlling shading with graphite, chalks and charcoal to describe form and light and	
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			make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.		
Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their i	-	Sketchbooks	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas,		
thoughts, feelings and discoveries.					
Experiences, They might make art from things they can see from observation; their environment, photographs etc. then translate the		Experiences,	They might make art from things they can see from observation; their environment, photographs etc. then translate them		
Generating Ideas Imagination into new materials.		Imagination			
(Conceptual) Develop Ideas Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses	(Conceptual)	Develop Ideas	Make art for	expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.	

Generate and review ideas. Produce creative work.		
Knowledge (Factual) Learn great artists, craftspeople, architects & designers	Learn great artists, craftspeople, architects & designers	Study famous works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).
Evaluation (Metagographical)	Increasing understanding of purpose & intention for art	Orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. Orally describe their thoughts, ideas and intentions.
(Metacognition) Evaluate and Analyse own & others work	Awareness of choices & decisions	Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.