



# Art and Design Learning Journey

## Progression of Skills

### YEAR 7

Give reasoned evaluations of their own and others work which takes account of context and intention.



Develop a greater understanding of vocabulary when discussing their own and others' work.

#### Evaluation

Regularly analyse and reflect on their intentions and choices.

Use the language of art with greater sophistication when discussing own and others art.



#### Study the work of the artists:

Hundertwasser, Banksy, Andy Warhol, John Singer Sargent, Magdalene Odundo, Claude Monet, William Morris, Edward Hopper, Kathe Kollwitz, Pablo Picasso, Mark Wallinger, Hannah Hoch, Peter Kennard, Jerry Uelsmann, Jenny Holzer, Edward Weston, Edvard Munch, Paul Cezanne, Jaromir Funke, Ben Nicholson

Control brush strokes and apply tints and shades when painting.

Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.

Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.

#### Generating Ideas

#### Knowledge

Record experiments with media and try out new techniques and processes in sketchbooks.

Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.

Create mixed media art using found and reclaimed materials.

Draw using perspective, mathematical processes, design, detail and line.

#### Making Skills

Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.

### UPPER KEY STAGE 2

Reflect on their own work in order to make improvements.



#### Evaluation

Use their own and other's opinion of work to identify areas of improvement.

Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).

Use literary sources to inspire art.

#### Knowledge

Create personal artwork using the artwork of others to stimulate them.

Use sketchbooks to generate ideas and record thoughts and observations.

Use techniques such as paper weaving, tie dying, sewing and other craft skills to design and make products.

#### Making Skills

Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing.

Further improve skill and control when painting.

Make art from recycled materials, create sculptures, print and create using a range of materials.

#### Generating Ideas

Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.

#### Study the work of the artists:

Beatrice Milhazes, Bridget Riley, David Hockney, Vija Celmins, Louis Wain, Kandinsky, Bernal, Bolotowsky, Vincent Van Gogh, Jasper Johns, Renoir, Sorolla, Kroyer, Louise Bourgeois, Max Ernst, Ed Ruscha, Clarice Cliff, Nancy McCrosky, Damien Hirst, Julian Opie, Edwina Bridgeman

Compare other's work, identifying similarities and differences.

Describe choices and preferences using the language of art

#### Evaluation

Describe what they feel about their work and the art of others.

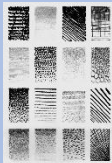
Recognise and describe key features of their own and other's work.

#### Knowledge

Use artist sources to develop their own original artwork.

Explore and create ideas for purposes and intentions.

Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.



#### Making Skills

#### Generating Ideas

Use sketchbooks to record thoughts and ideas and to experiment with materials

Learn about a range of materials and techniques such as clay etching, printing and collage.



Use a range of materials to design and make products including craft, weaving, sculpture and clay.

Develop skill and control when painting.

**ELG: Creating with Materials**  
Share their creations, explaining the process they have used.



**ELG: Fine Motor Skills**  
Begin to show accuracy and care when drawing.

#### ELG: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.



#### Understanding the World

#### Physical Development

#### Personal, Social and Emotional Development

### EYFS

**ELG: The Natural World**  
Explore the natural world around them, making observations and drawing pictures of animals and plants.



**ELG: Fine Motor Skills**  
Use a range of small tools, including scissors, paint brushes and cutlery.



#### ELG: Self-Regulation

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

