

Cranbrook Primary School- Progression in Art and Design

Art and Design

NC Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

NC Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

ELG Aims in Expressive Arts

Media and Materials: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being Imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

ELG: (PD) To hold a pencil effectively using the tripod grip in almost all cases.

ELG: (PD) To begin to show accuracy and care when drawing.

Intent

At Cranbrook Primary, we intend to engage our children in exploring different forms of art, craft and design in order to enable them to develop knowledge and skills to **experiment, express, and create** their own work. By offering them a wide variety of diverse materials and mediums, we want to enhance their **critical thinking skills**, develop their **cultural capital** and a deeper understanding of the subject of art and design. Our pupils learn about different elements of art through study diverse, modern, classic, male and female artists and artisans, including those with disabilities. We encourage our pupils to be resilient, **global citizens** by thinking about how art has shaped our history, heritage and diverse British culture. Through an enriched, memorable curriculum of self-discovery, we want our pupils to develop a love and appreciation of art and use it as a form of expression, **communication and self- help skill for reflection**.

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Area of Study	N	R	1	2	3	4	5	6
<p>Take inspiration and develop ideas.</p> <p>Review and Evaluate Work</p>	<p>Take inspiration from a range of starting points e.g. artists, outdoors/nature, objects, stories</p> <p>Review: Talk about their art work and share their creations with others. Explain the process they have used and what they made.</p> <p>Express what you like about it?</p>	<p>Take inspiration from a range of starting points e.g. artists, outdoors/nature, objects, stories</p> <p>Review: Talk about their creations, explaining the process they have used and what they made. Express what you think about it, what you like about it and how it makes you feel?</p>	<p>Take inspiration from an artist, designer or artisan. Ask and answer questions about artists and their work. Replicate work by artists studied.</p> <p>Review: Share their creations, explaining the process they have used and what they made. Talk about what they</p>	<p>Take inspiration from artists, artisans as starting point for their work. Ask and answer questions about artists and their work. Recreate and replicate work by artists selecting appropriate materials.</p> <p>Review: Share their creations, explaining the process they have used and</p>	<p>Take inspiration from artists, artisans as starting point for their work.</p> <p>Comment on artworks using, referencing techniques and effects used, colour, style</p> <p>Ask and answer questions about artists and their work and style.</p> <p>Review: Share their creations and compare ideas and approach</p>	<p>Take inspiration from artists, artisans and craft makers as starting points for their work. Create original pieces that are influenced by studies of others.</p> <p>Review:: Share their creations and compare ideas and approach with the methods, or mediums used by others.</p>	<p>Take inspiration from artists, artisans and craft makers as starting points for their work. Compare artists and give details about the style and techniques of artists. Show how the work of those studied impacted society and other artists.</p> <p>Review: Think critically and develop a rigorous understanding of art and design Comment on personal style in using materials with creativity and</p>	<p>Take inspiration from notable artists, artisans and craft makers as starting points for their work. Compare artists and give details about the style and techniques of artists. Show how the work of those studied impacted society and other artists.</p> <p>Review: Think critically and develop a rigorous understanding of art and design Develop a personal style in using materials with creativity</p>

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	<p>How does it make your feel? What do you think about your work?</p> <p>Evaluate: Identify what they might change in their work e.g. different materials, colours,</p>	<p>Evaluate: Identify what they might change in their work e.g. different materials, colours,</p>	<p>think and feel about it.</p> <p>Evaluate: Identify how could you refine your work? What they might you change?</p>	<p>what they made. Talk about what they think and feel about it.</p> <p>Evaluate: Identify what they might change in their current work or develop in their future work.</p>	<p>with the methods, or mediums used by others. Talk about what they think and feel about it.</p> <p>Evaluate: Adapt work and describe how they could refined it by annotating in their sketchbooks.</p>	<p>Talk about what they think and feel about it. Refine, review and revisit ideas.</p> <p>Evaluate: Adapt work and describe how they could refined it by annotating in their sketchbooks.</p>	<p>experimentation, mastery and precision.</p> <p>Evaluate: Adapt their work according to their views and describe how they could further develop by annotating in their sketchbooks.</p>	<p>and experimentation, mastery and precision. Use sketchbooks to record observations and use them to review, and revisit and refine ideas</p> <p>Evaluate: Adapt their work according to their views and describe how they could further develop by annotating in their sketchbooks.</p>
Area of Study Drawing	#N	R	1	2	3	4	5	6

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<p>Ongoing</p> <p>Drawing</p> <p>Skills to be developed within each unit of work</p>	To draw from imagination	Understand they can use lines to enclose a space.	Draw from observation.	Draw from observation with greater accuracy.	When drawing use different hardness of pencils to show line, pattern	Improve mastery in drawing from observation.	Use a variety of techniques to add interesting effects in drawings, e.g. Reflections, perspectives	To draw from observation and memory with growing accuracy and mastery.
	Begin to use these shapes to represent objects.	Begin to use these shapes to represent objects and give them meaning.	To use a variety of mark making tools to create more detailed images including pencils, pastels, crayons, chalk.	To use drawing to express ideas and emotions creatively.	Tone, Texture	When drawing, use different hardness of pencils to show; line, tone and texture and form e.g. when shading circles to show form.	Shadows, tone	Use a variety of techniques when drawing to add interesting effects, e.g. reflections, perspectives
	Colour own work using thick pencil crayons, felts, markers, paint,	Develop accuracy in the marks that are made showing control.	Draw lines of different sizes and thickness to create varied textures and surfaces e.g. hair on a self- portrait.	Draw lines of different sizes and thickness.	Drawing animals and symbols using simple 2d shapes e.g. for cave art animals.	Drawing from observation e.g. still life drawings of flowers or buildings with growing accuracy	Texture, direction of sunlight	Use a variety of techniques when drawing to add interesting effects, e.g. reflections, perspectives
	Make marks with thick a variety of mediums e.g. felts, twigs, sponge, crayons	Making observations and drawings of animals and plants	Communicate something about themselves through drawing	Create more detailed patterns and textures in sketches and show light and dark using pencil marks.	Drawing animals and figure drawings by considering; size, angle and proportion	Use a variety of medium including different thickness of, HB pencils and use Chalk Pastel Charcoal	Develop a personal style of painting, drawing upon ideas from other artists	Use a variety of techniques when drawing to add interesting effects, e.g. reflections, perspectives shadows, reflection direction of sunlight, texture. (e.g.. when drawing of landmarks or Ilford Mansion).

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Knowledge to be learnt	Know that artists create work. Know that tools can be used for different purposes to express emotions	Know that artwork can be based on a range of topics and know how to recreate work similar to a notable artist e.g Picasso.	Know about artists can be illustrators such as Hatem Aly who wrote the Proudest Blue and Keturah A Bobo who wrote I am enough.	Know that lines can show movement e.g. ocean drawings by Katsushika Hokusai	Know that the pressure placed on a pencil creates different tones.	Know about varied thickness of pencils and how to make marks tones from light to dark.	Know that drawing lines in different directions can also be used to show shadow and form e.g. cross hatching, stippling	Know that drawing lines in different directions can also be used to show shadow and form e.g cross hatching, stippling
Vocabulary	Line, Mark making Thick, Thin, draw	Line, Marks Thick, thin, zig zag Straight, curved pencil, crayon, chalk, markers	Line,Thick , Thin , Wavy, Straight , zigzag, curved, criss cross, Dark, hard, soft, grip	Wavy, Straight , zigzag, curved, lines Pressure, criss cross, Dark, hard, soft Sketching, outline	Hardness of pencil HB pencil, lighter to darker, pressure, tone, pattern shading, shadow	Hardness of pencil HB, graphite, smudge, tone texture, shading, shadow, cross hatching, stippling, blending, view finder	Swirl, spiral, vertical, horizontal straight, shadow, one point perspective, 2 point perspective,	Perspective, shade, tone, shadow, reflection, preparatory sketch, annotation
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Painting Skills in to be learnt	Begin to explore colour and mixing.	variety of materials, tools and techniques,	Use a range of materials creatively to design and make products	Explore and use a range of paints creatively.	Develop control and their use of materials e.g. experimentation and an awareness of different kinds of art and design.	Develop control and mastery of their use of materials e.g. textiles.	Create a colour palette based upon colours observed in the natural or built world, e.g. value/tone scales	Choose a style of drawing and painting suitable for the work and style being studied e.g realistic, expressionistic Impressionistic, abstract
	Experiment with colour, design, texture, form and function.	experimenting with colour, design, texture, form and function	Use art to share ideas, experiences and imagination	Use painting to develop and share ideas, experiences and imagination.	Comment on artworks including style, colours, and techniques used from modern (matisse, Basquiat, Shemza, John Dyer) and classic art works	Develop use of materials with creativity, experimentation and an awareness of different kinds of art and design.	Combine colours, tones and tints to enhance ideas imaginatively	Create a colour palette based upon colours observed in the natural or built world, Combine colours, tones and tints to enhance the mood of a piece
	Show different emotions in their drawings like happiness, sadness, fear	Share their creations, explaining the process they have used	Develop techniques using colour, e.g. mix primary colours to make secondary colours	Use paints to create tone, from light to dark.	Develop techniques and show textures, and pattern using colour, line, shape form and space,	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns, lines.	Use brush techniques and the qualities of paint to create texture	
	Represent my ideas, thoughts and feelings using art.	children develop their own ideas, make links between ideas, and develop strategies for doing things	Add white to colours to make tints and black to alter tints and shades	Choose appropriate size brushes to	Mix colours effectively, experimenting			

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				complete detail		with creating mood with colour. Use watercolour paint produce washes for backgrounds and then add detail.		
Knowledge to study	Knows that artists create work Know that tools can be used for a purpose e.g – e.g. Mondrian and Jackson Pollock	Children have an awareness that artwork can be based on a range of topics Know how to recreate work similar to a notable artist e.g Picasso and Van Gogh	Know about artists in past and present and make links to own work. Compare the work of different artists and their style, colour palette African artist Keturah A Bobo ‘ I am enough’ and Scottish artist Steven Brown https://www.stevenbrownart.com	Know about artists in past and present and make links to own work. Know the differences and similarities between practices and disciplines e.g diverse illustrator Maurice Sendak – where the wild things are peaceful sea Turbulent sea by Diverse artist	Know about original pieces created by artisans, craftsman and designers in past and present. Know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation. Know about, original pieces created by artisans, craftsman and designers in past and present.	Know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation. Know about original pieces created by artisans, craftsman and designers in past and present. e.g.Great	Know about original pieces created by artisans, craftsman and designers in past and present To take inspiration from the greats e.g Female artist Georgia O’ Keefe	Know about original pieces created by artists, craftsman, architects and designers in past and present. Know how art and design both reflect and shape our history and contribute to the culture, creativity of our nation. e.g take inspiration from greats such as industrial landscape e.g L.S

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			co.uk/pages/about-steven-brown	Katsushika Hokusai	Paleolithic Cave art Graffiti artists Keith Harring – abstract Diverse graffiti artist Jean- Michel Basquait (Haitian)	Mexican female diverse artist Frida Kahlo and Rousseaux		Lowry and Claude Lorain Still Life - Observational drawings – Valentines Mansion Visit
	Paint, brush Red, yellow green blue orange, mix, roller, stamp, runny (texture)	Colours, Rainbow Red, yellow green blue orange, mix, paint, brush, artist,	colour pallet, primary, secondary Red, yellow, = orange Red and blue = purple Blue and yellow = green	expressive, emotions moods, sunlight, storm, waves, destructive power of nature, mixing cold colours, tone, primary secondary, wash	Abstract painting Expressive Pop art Modern v classic inspiration	Mixed media, collage, watercolours, painting background, foreground, acrylic paints, classic, expression, interpretation	water colour or pastels value/tone scales using blends, tints, shades, light, medium dark,	Realistic impressionistic abstract colour palette Mood, blend, absorb, pigment
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<p>Printing Skills to be learnt</p>	<p>Use body to make print e.g foot and hand prints Use different materials e.g natural and those found in the environment to make prints e.g leaves and twigs Use a variety of tools e.g to make animal prints and marks Experiment with colour, design, texture, form and function.</p>	<p>Represent my ideas, thoughts and feelings using art Use body to make print e.g foot and hand prints Use different materials e.g natural and those found in the environment to make prints e.g leaves and twigs Use a variety of tools e.g to make animal prints (footprints) and marks e.g potato prints</p>	<p>Use a range of materials creatively to design and make products , share ideas and use imagination Develop techniques using colour, pattern, texture, line, shape, form and space. Use repeating or overlapping shapes Mimic print in the environment e.g. fashion, wallpaper, tiles, flowers, leaves</p>		<p>Design and create printing blocks e.g. collagraph tile using layers of cardboard or glued string to create texture Make repeat prints using collagraph tile Use layers of two or more colours Adapt and refine ideas as they progress using sketchbooks Replicate patterns observed in works by notable artists e.g. shape or nature</p>		<p>Improve mastery of design techniques in printing Use a choice of techniques including lines to depict movement and perspective Use a variety of techniques to add interesting effects e.g. reflections, shadows, direction of sunlight in print Build layers of colours (more than 2) and refine relief print e.g. by using pen, pencil, felt tip, pen, fine liner or fine brush Create an accurate pattern in a relief print showing fine detail.</p>	
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			Use objects to create artistic effects, prints and patterns e.g. block stamps, leaves, stampers,					
Knowledge	Knows that artists create work Know that tools can be used for a purpose e.g – diverse Russian abstract artist Kazmir Malevich,	Children have an awareness that artwork can be based on a range of topics, themes and styles Know about artists e.g suggested artist Kandinsky and Giusepe – making marks with food	Know about artists in past and present and make links to own work. Know the differences and similarities between practices and disciplines e.g. female designer Orla Kiely and Cuban artist Carmen Herrera – geometric		Know about original pieces created by artisans, craftsman and designers in past and present. Know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation. e.g		Know about original pieces created by artisans, craftsman and designers in past and present. To take inspiration from the greats e.g. Frank Llyoyd Wright was a leading architect of modern buildings who incorporated architecture and nature seamlessly. Stephen Wiltshire - Born to caribbean parents, this diverse British	

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			patterns inspired by Mondrian and Rousseau painting for the TIGER in the jungle		diverse abstract artist. Pakistani printer Anwar Jalal Shemza Compare with art by John Dyer from Earth Project		architectural artist draws city scapes from memory (inclusive artist with Autism)	
Vocabulary	Print, press, dab, hand print	Print, press, dab Hard, soft, bendy Nature, natural, sticks, twigs, straw, hard, smooth,	Pattern, block print, finger print Cotton bud, nature, atomic flower, scratching		Collagraph tiles, engraving, pressing, texture, string Nature artist, press, imprint, Abstract print Double layer print,		Relief print, contrast, background, foreground Shadow, Reflection Engrave, Foam tile, detail, score, scratch, carve	
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<p>Sculpture</p> <p>Skills to be learnt</p>	<p>Safely use and explore a variety of materials, tools and techniques, to shape malleable materials e.g play dough and salt dough and other cooking materials.</p> <p>Explore using a variety of tools and techniques e.g when experimenting with colour, design, texture, form and function</p> <p>Share their creations,</p>	<p>Create sculptures of animals, humans and other things using a variety of materials e.g using autumnal leaves and sticks outdoors, pebbles, pine cones</p> <p>Explore the use of different tools to change models and make improvements e.g adding texture.</p> <p>Explore properties of clay or salt dough, recognising how it</p>		<p>Explore and use a range of materials creatively to design and make products e.g. clay</p> <p>Use art to share ideas, experiences and imagination</p> <p>Develop techniques and show textures, and pattern using shape, form, space e.g. rolling, cutting and pinching, squeezing</p> <p>Use a variety of natural and manufactured materials for sculpting e.g</p>		<p>Develop control and mastery of their use of materials e.g clay</p> <p>Use materials with creativity, experimentation and an awareness of different kinds of art and design.</p> <p>Create sketchbooks to record observations and make notes.</p> <p>Create and combine shapes to create recognisable forms e.g. shapes using nets, solid materials or</p>		<p>Think critically and develop a rigorous understanding of art and design</p> <p>Develop a personal style in using materials with creativity and experimentation, mastery and precision</p> <p>Show precision in techniques e.g batik</p> <p>Combine previously learned techniques to create pieces e.g dip dye, batik, wax resist, weaving, stitching and quilting</p> <p>Create original pieces of work that show a range of influences and</p>
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	<p>explaining the process they have used.</p> <p>Create simple representations of animals and people and other things.</p>	<p>changes when dry e.g becoming more fragile, and brittle</p> <p>Explain how artwork was created and share their creations</p>		<p>clay or foil or wire</p> 		<p>recyclable materials</p> <p>Include texture that conveys feelings, expression or movement. Use materials that are mouldable to add interesting detail, texture and create a striking effect</p>		<p>styles e.g. Folk Art Design and African batik</p>
Knowledge	<p>Know about artists such as female British artist Barbara Hepworth</p>	<p>Know about artists such as Anthony Gormley and Female artist Beate Kuhn https://www.jasonjacques.com/historic/beate-kuhn</p>		<p>Know and understand historical and cultural development of the art form being studied. Know about artists in past and present and make links to own work. Know the differences and similarities between</p>		<p>Know about techniques used by great artists architects, and designers from past and present. Know how to develop and improve mastery of art and design techniques inspired by African</p>		<p>Know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation. Contemporary diverse African artist, Martin Bulinyas who is a</p>

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				practices and disciplines e.g Italian artist Giacometti , British Anthony Gormley.		Sculpturist (recylcd cans and masks) Romauld Hazoume artist and .Joan Miro		painter of textiles.
Vocabular y	Mould, clay, salt dough, press, push	Play dough, clay, tool, glue, mould, fragile, sculpt, salt dough,		Shape, mould, Sculpt, positive space, negative space, model, 3D form, carve, roll, fold, squeeze, pinch, pressure, fragile, soft, hard,		mood, montage, influenced, distinctive, coiling, adapt, , overlapping, layers, refine, replicate surrealist, carve, shape, texture, pattern, slip cutting, joining, malleable, glaze, polish		Batik, wax resist, wax resist, layers, undyed fabric, cotton,, patterns, lines, shape, form, t
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<p>collage Skills to be learnt</p>	<p>Safely use and explore a variety of materials, tools and techniques,</p> <p>experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>children develop their own ideas, make links between ideas, and develop strategies for doing things</p>	<p>Safely use and explore a variety of materials, tools and techniques,</p> <p>experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>children develop their own ideas, make links between ideas, and develop strategies for doing things</p>	<p>Develop control and their use of materials e.g. collage with creativity, experimentation and an awareness of different kinds of art and design.</p> <p>Develop control of different media and explore ideas in a variety of ways.</p> <p>Comment on artworks making reference to techniques and effects used, style, and colour</p>		<p>Develop control and their use of materials e.g. collage with creativity, experimentation and an awareness of different kinds of art and design.</p> <p>Develop control of different media and explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language making reference to techniques and effects used, style, and colour</p>		<p>Think critically and develop a rigorous understanding of art and design</p> <p>Comment on artworks with a fluent grasp of visual language</p> <p>Create original pieces of work that show a range of influences and styles</p> <p>Develop a personal style,, drawing upon ideas from other artists</p> <p>Mix textures rough and smooth, plain and patterned to create collage.</p> <p>Use ceramic mosaic materials and techniques, refining work for precision e.g using grouting, cut tiles</p> <p>Create original pieces of work that shows a range of</p>	
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			<p>Select and arrange material for striking effect, creating own collage paper (by painting, printing patterns)</p> <p>Use a variety collage techniques of overlapping, tessellation, placing, rotating, positive space and negative space.</p>		<p>Select and arrange material for striking effect</p> <p>Use a variety collage techniques of overlapping, tessellation, placing, rotating, positive space and negative space,</p>		<p>influences and styles e.g. Roman Mosaic, Gaudi.</p> <p>To select materials according to style being studied and give reasons for their choices.</p>	
Knowledge	Know about artists and craftsman Peter Thorpe (space and rockets artist)	Know about artist and craftsman e.g. Paul Klee	<p>Know about original pieces created by artists and collage makers e.g. French artist Jean Harp</p>		<p>Know about original pieces created by artisans, craftsman and designers in past and present. Know how art and</p>		<p>Know about original pieces created by artisans, craftsman and designers in past and present</p> <p>Know how art and design both reflect and shape our history and</p>	

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			<p>Know about techniques used and replicate a piece of work e.g. chance collage and the work of and illustrator Eric Carle</p>		<p>design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation. Know about techniques used and replicate a piece of work e.g. Female Diverse architect Zaha Hadid (Iraq) , wheelchair bound artist Matisse</p>		<p>contribute to the culture, creativity and wealth of our nation. To take inspiration from the greats e.g. Spanish artist Gaudi v Isaiah Zagar from Philadelphia https://vimeo.com/ondemand/inadream</p>	
Vocabulary	Cut stick	Cut, stick, collage, paper, layers, share ideas	<p>Painting with scissors, overlapping, layering, foreground, background, negative space, positive space,</p>		<p>Collage, montage, overlapping, layering, foreground, background, negative space, positive space,</p>		<p>Roman influence, tessellating shapes, grout, mosaic can be clay, stone, tile or glass, placing, rotating, composition</p>	

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			tessellation, mosaic, montage, composition,		tessellation, mosaic, composition,			
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Textiles Skills to be learnt	<p>Safely use and explore a variety of materials, tools and techniques,</p> <p>experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p>	<p>Safely use and explore a variety of materials, tools and techniques,</p> <p>experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>children have and develop their own</p>		<p>Explore and use a range of materials creatively to design and make products e.g. tie and dye tshirt,</p> <p>Use art to share ideas, experiences and imagination</p> <p>Develop techniques and show line, shape, textures, colour</p>	<p>Develop control and use of materials with creativity, experimentation and an awareness of different kinds of art and design.</p> <p>Comment on artworks using visual language, techniques and effects used.</p> <p>Use sketchbooks to</p>			<p>Develop control and their use of materials e.g. textiles with creativity, experimentation and an awareness of different kinds of art and design.</p> <p>Comment on artworks using visual language, techniques and effects used</p> <p>Improve mastery in design techniques using textiles e.g batik</p>

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	children have and develop their own ideas, make links between ideas, and develop strategies for doing things	ideas, make links between ideas, and develop strategies for doing things		<p>Use weaving to create a patterns (Kente cloth)</p> <p>Join materials using glue use variety of techniques such as plaiting, knotting,</p> <p>Use a variety of techniques to add colour to fabric e.g. Dip dye, fabric paint, pens and ink</p>	<p>record observations and plan ideas e.g. for a textile piece using binca</p> <p>Shape and stich materials, e.g. use basic cross stitch, running stitch, threading needle</p>			Add detail to final batik, e.g by adding ink, or stich or applique
Knowledge	Know about artists in past and present and make links to own work	Know about artists in past and present and make links to own work		Know and understand historical and cultural development of the art form being studied. Know about artists in past and present	<p>Know about original pieces created by artisans, craftsman and designers in past and present</p> <p>Know how art and design</p>			Know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

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				and make links to own work. Know the differences and similarities between practices and disciplines. Take Inspiration from The spider weaver story by African American 'Margaret Musgrove' and The Ghanian goldilocks. Weaving by Argentine Alexandra Kehayoglou	both reflect and shape our history and contribute to the culture, creativity and wealth of our nation. Create a textile piece inspired by Diverse graffiti artist Jean-Michel Basquait (Haitian)			Contemporary diverse African artist, Martin Bulinyas who is a painter of textiles.
Vocabulary	Fabric Plastic, cut, stick	Material, fabric, plastic, felt, cotton, stick, cut		Weave, loom, fabric, Plaiting, Kente cloth, pattern, line, space, shape, dip dye, wool, arrange,	Embroidery, backstitch, running stitch, cross stitch, binca , thread, needle, cotton, textiles			Batik, wax resist, wax resist, layers, cotton, patterns, lines, shape, form, textiles, decorate, embellish

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