

Ravenshall Progression Framework – Art



Curriculum Themes

We follow a four-year curriculum cycle. Each topic theme falls under a termly category

- Autumn – Me and My World
- Spring – The Wider World
- Summer – Action and Adventure

The curriculum theme titles are listed in the table below. Teachers use the subject framework to inform the learning intent for their individual classes in the form of medium-term plans. These frameworks ensure that there is a clear progression in skills and knowledge for each subject area.

Autumn - Me and My World	Spring - The Wider World	Summer - Action and Adventure
Year 1		
<i>All About Me</i>	<i>Come Fly with Me</i>	<i>Pirates</i>
Year 2		
<i>Help is at Hand</i>	<i>Going Wild</i>	<i>Time Travel</i>
Year 3		
<i>Unity in the Community</i>	<i>Global Warning</i>	<i>To Infinity and Beyond</i>
Year 4		
<i>Law and Order</i>	<i>Under the Sea</i>	<i>Superheroes</i>

The Art curriculum is broken down into 7 areas. When deciding on their termly learning intent, teachers should ensure that there are opportunities for pupils to learn in all areas and this should be clearly referenced in medium term plans.

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
Drawing						
<p>D.1.1 - Explore drawing materials different pencil types, colour, lead, crayon, pastel, chalk.</p> <p>D.1.2 - Explore large scale outside drawing on playground.</p> <p>D.1.3 - Develop and practice different line types, curved, straight, wavy, thick, thin</p> <p>D.1.4 - Make simple representations of objects familiar to them e.g. my house, my cat, my family</p>	<p>D.2.1 - Learn pencil types, their properties and explore.</p> <p>D.2.2 - Develop control of pencil for detail in their pictures.</p> <p>D.2.3 - Use a pencil to create lines of different thickness in drawings.</p> <p>D.2.4 - Show different tones by using coloured pencils.</p> <p>D.2.5 - Colour own work neatly & stay in lines.</p>	<p>D.3.1 - Continue to add detail to picture and begin to use side of pencil to add shading to detail</p> <p>D.3.2 - Choose and use three different grades of pencil when drawing.</p> <p>D.3.3 - Extend use of drawing materials charcoal, pencil, and pastel to create drawings</p> <p>D.3.4 - Use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>D.3.5 - Show pattern & texture by adding dots & lines.</p>	<p>D.4.1 - Build on skills of tonal shading in their drawing.</p> <p>D.4.2 - Sketch lightly without using a rubber.</p> <p>D.4.3 - Show facial expression in art Use sketches to help produce a final piece of art.</p> <p>D.4.4 - Use different grades of pencils to show tones and textures through hatching & cross hatching.</p> <p>D.4.5 - Use shading to show light & shadow.</p> <p>D.4.6 - Annotate sketches to explain and elaborate.</p> <p>D.4.7 - Use line to replicate geometric patterns</p>	<p>D.5.1 - Begin to make individual choices in their choice of media</p> <p>D.5.2 - Show body language in sketches and paintings</p> <p>D.5.3 - Use line, tone, shape, and colour to represent figures and forms in movement.</p> <p>D.5.4 - Show reflections in art</p> <p>D.5.5 - Use line to replicate geometric patterns</p>	<p>D.6.1 - Begin to include measuring skills to help with proportion in their drawings.</p> <p>D.6.2 - Use shading to create mood and texture. Use a variety of techniques to add effects e.g. reflections, shadow & direction of sunlight.</p> <p>D.6.3 - Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>D.6.4 - Use shading to create mood and feeling. Learn and use technical vocabulary</p> <p>D.6.5 - Evaluate and analyse creative works.</p>	<p>D.7.1 - Explain the different tools used to create art.</p> <p>D.7.2 - Explain personal choices of specific art techniques used.</p> <p>D.7.3 - Draw with precision using different gradient pencils or other mediums for effect</p> <p>D.7.4 - Show shape, proportion and perspective in drawings and artwork</p>
Textiles						
<p>T.1.1 - Join material using glue</p>	<p>T.2.1 - Use weaving to create a pattern</p> <p>T.2.2 - Learn to plait Use dip dye</p> <p>T.2.3 - Join material using glue/stitch</p>	<p>T.3.1 - Use a template to shape Join material using running stitch</p> <p>T.3.2 - Decorate e.g. add sequins</p>	<p>T.4.1 - Join textiles with stitching. Understand the need for a seam allowance</p> <p>T.4.2 - Create weavings</p>	<p>T.5.1 - Dye fabric</p> <p>T.5.2 - Use cross stitch & back stitch</p>	<p>T.6.1 - Choose from a range of stitching techniques</p> <p>T.6.2 - Quilt pad & gather</p>	<p>T.7.1 - Create pieces using previously learned sewing techniques Including seam allowance</p> <p>T.7.2 - Use range of stitches</p>
3D Sculpture						
<p>3DS.1.1 - Use rolled up paper, straws card and clay</p> <p>3DS.1.2 - Use rolling & cutting Manipulate and use playdough/plasticine</p> <p>3DS.1.3 - Experiment with 3d junk modelling</p>	<p>3DS.2.1 - Use rolling, cutting carving & moulding clay</p>	<p>3DS.3.1 - Use clay & other mouldable materials using coiling method Join 2 pieces of clay together</p>	<p>3DS.4.1 - Add materials to provide interesting details</p>	<p>3DS.5.1 - Create and combine shapes e.g. nets or using solid materials</p> <p>3DS.5.2 - Sculpt using clay & other mouldable materials Include texture that conveys expression and movement</p>	<p>3DS.6.1 - Use tools to create texture and pattern</p> <p>3DS.6.2 - Show life like qualities and real-life proportions</p>	<p>3DS.7.1 - Select material to create visual and tactile effects including decorations</p> <p>3DS.7.2 - Use frameworks such as wire and moulds t to provide stability & form</p> <p>3DS.7.3 - Combine visual & tactile qualities</p>

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Painting						
<p>P.1.1 - Learn housekeeping brush care, aprons, drying rack Name and recognise primary colours.</p> <p>P.1.2 - Explore mixing and naming secondary colours.</p> <p>P.1.3 - Understand warm/cold colours</p> <p>P.1.4 - Experience 2 different paint types- e.g. poster and water colour.</p> <p>P.1.5 - Experience adding white to a colour to create tonal shade</p> <p>P.1.6 - Create colour wheels</p>	<p>P.2.1 - Develop ability to control paint and brush.</p> <p>P.2.2 - Use thick & thin brushes -Know and name both primary and secondary colours</p> <p>P.2.3 - Mix, use and apply secondary colours in their work.</p> <p>P.2.4 - Explore white/black added to paint colours</p> <p>P.2.5 - Create moods in artwork by using colours and techniques.</p> <p>P.2.6 - Ask questions and describe what can be seen in a painting.</p> <p>P.2.7 - Ask questions about a piece of artwork</p>	<p>P.3.1 - Experiencing painting with smaller brushes, developing brush control.</p> <p>P.3.2 -Explore what happens what happens when secondary colours are mixed</p> <p>P.3.3 - Mix brown paint by mixing red and green together.</p> <p>P.3.4 - Create tints with paint by adding white.</p> <p>P.3.5 - Create tones with paint by adding black.</p> <p>P.3.6 - Explain ideas of how artists have used colour, pattern, and shape</p> <p>P.3.7 - Create a piece of art in response to the work of an artist</p>	<p>P.4.1 - Know tertiary colours</p> <p>P.4.2 - Further explore tint/ tone shade and apply this in their paintings.</p> <p>P.4.3 - Create a background using a colourwash</p> <p>P.4.4 - Use a range of brushes to create shapes, textures, patterns & lines.</p> <p>P.4.5 - Use watercolour to produce washes for backgrounds and add detail</p> <p>P.4.6 - Identify the techniques used by different artists</p> <p>P.4.7 - Compare the work of different artists.</p> <p>P.4.8 - Recognise when art is from different cultures.</p> <p>P.4.9 - Recognise when art is from different historical periods</p>	<p>P.5.1 - Mix tertiary colours</p> <p>P.5.2 - Know how different colours affect our mood/feelings</p> <p>P.5.3 - Compare/contrast two paintings with separate moods.</p> <p>P.5.4 - Experiment with the styles used by other artists.</p> <p>P.5.5 - Explain some of the features of art from historical periods.</p>	<p>P.6.1 - Use acrylic paint</p> <p>P.6.2 - Use tertiary colour in their paintings</p> <p>P.6.3 - Use the past as a source of artistic inspiration.</p> <p>P.6.4 - Experiment with mood& colour</p> <p>P.6.5 - Sketch lightly before painting</p> <p>P.6.6 - Create a colour palette based on colours observed in natural world</p>	<p>P.7.1 - Use oil paint</p> <p>P.7.2 - Make individual choices regarding choice of media and state why in their work.</p> <p>P.7.3 - Research artwork from different periods of history.</p> <p>P.7.4 - Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used. Identify great artists and how their work has influenced art today</p> <p>P.7.5 - Explain the style work produced and how a famous artist has influenced it.</p> <p>P.7.6 - Use feedback to make amendments and improvements to art.</p>
Inspiration from Greats						
<p>IFG 1.1 - Describe their work</p> <p>IFG 1.2 - Use ideas from the artist/designer to create own work</p>	<p>IFG.2.1 - Describe their work</p> <p>IFG.2.2 - Use ideas from the artist/designer to create own work</p>	<p>IFG.3.1 - Replicate some of the techniques</p> <p>IFG.3.2 - Create original pieces influenced by artist/designer /architect</p>	<p>IFG .4.1 - Replicate some of the techniques</p> <p>IFG.4.2 - Create original pieces influenced by artist designer /architect</p>	<p>IFG.5.1 - Replicate some of the techniques</p> <p>IFG.5.2 - Create original pieces influenced by artist designer /architect</p>	<p>IFG.6.1 - Sketch and give details about the style of notable artists.</p> <p>IFG.6.2 - Show how their artist designer /architect has influenced society</p> <p>IFG.6.3 - Create original pieces that show a range of influences and styles</p>	<p>IFG.7.1 - Sketch and give details about the style of notable artists.</p> <p>IFG.7.2 - Show how their artist designer /architect has influenced society</p> <p>IFG.7.3 - Create original pieces that show a range of influences and styles</p> <p>IFG.7.4 - Study history of art movements from ancient to modernist</p>

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Printmaking						
<p>PM.1.1 - Use repeating or overlapping shapes</p> <p>PM.1.2 - Use objects to create print e.g. fruit, sponges</p>	<p>PM.2.1 - Press, roll rub & stamp to create prints</p> <p>PM.2.2 - Mimic print from the environment e.g. wallpaper</p>	<p>PM.3.1 - Create a printed piece of art by pressing, rolling, rubbing and stamping</p>	<p>PM.4.1 - Use layers of two or more colours</p> <p>PM.4.2 - Replicate patterns from nature or built environments</p>	<p>PM.5.1 - Make printing blocks e.g. coiled string glued to a block</p> <p>PM.5.2 - Use greater precision</p> <p>PM.5.3 - Print onto different materials using at least 4 different colours</p>	<p>PM.6.1 - Use images which have been created, scanned and found; altering them where necessary to create art.</p>	<p>PM.7.1 - Use a range of resources to create art.</p> <p>PM.7.2 - Print using relief or etching to create different patterns showing fine detail.</p>
Collage						
<p>C1.1 - Use a combination of materials that are cut torn and glued</p>	<p>C.2.1 - Sort and arrange materials Mix materials to create texture</p>	<p>C.3.1 - Select and arrange materials for a striking effect</p>	<p>C.4.1 - Ensure collage work is precise</p> <p>C.4.2 - Use coiling, overlapping & tessellations</p>	<p>C.5.1 - Ensure collage work is precise</p> <p>C.5.2 - Use mosaic & montage</p>	<p>C.6.1 - Use mixed textures to combine visual & tactile qualities</p>	<p>C.7.1 - Use ceramic mosaic materials & techniques</p>