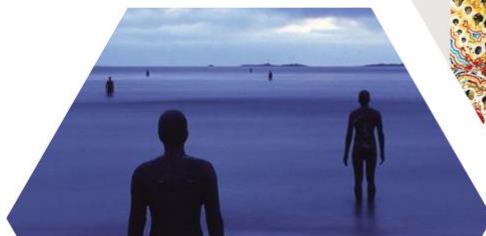


# Art and Design Progression



Arden  
Primary School



## Our Intent

At Arden, we believe that creativity is an essential and universal trait that every child deserves to explore and develop. Our Art curriculum is designed to ignite excitement and a lifelong appreciation for art and design, empowering children to become adults who value art as an enriching part of their lives. We teach children the skills to develop into adults who not only choose to appreciate art in galleries, but also engage with it thoughtfully and expressively, moving beyond simple reactions such as "I like it" or "I don't like it." Through deep, enriching learning experiences, we balance powerful knowledge with practical skills and encourage creative thinking.

Children are empowered to make personal and creative choices in their work, and opportunities for new experiences and personal exploration are carefully balanced with the time needed for mastering technical skills and deepening contextual knowledge. Our approach encourages pupils to express their individual interests, thoughts, and ideas through various artistic media. We believe that art is not just about creating; it is also about understanding. Our curriculum helps children gain a deeper appreciation of how art reflects and shapes societies, history and culture, both locally and globally. We strive to make art a medium through which children can explore and celebrate diversity, using the local area and global cultures as sources of inspiration. By learning to interpret and create art, our pupils develop critical thinking skills and learn to convey important messages, such as those related to environmental issues like climate change. We are proud in our determination to nurture the potential of every child to become confident, imaginative, and culturally aware individuals through our Art and Design curriculum.

## Implementation

At Arden, we deliver a rich and engaging Art and Design curriculum experience that is progressive. We ensure that all pupils repeatedly build upon their knowledge and skills. We know that through Expressive Arts and Design during their time in the EYFS, the foundations are laid for future success in, and engagement with, Art and Design in Key Stage One and beyond. As pupils transition to the National Curriculum in Years 1 - 6, Art and Design is taught across a full term: and every child is gifted their own watercolour palette, which they use across the whole curriculum.

Leaders and teachers ensure that there is a rigorous focus on the knowledge and skills stated in the National Curriculum, and that this knowledge builds progressively - enabling pupils to develop their artistic skills systematically. Pupils develop their knowledge of the seven key elements of line, shape, space, value, form, texture, and colour through repeated encounter, and are encouraged to develop their creativity and mastery of techniques through continuous practice and exploration. Our use of sketchbooks alongside project books underpins this process, allowing pupils to experiment with different materials, record ideas, and form opinions. Systematic skill development occurs across a variety of media, including drawing, painting, printing, collage, sculpture, textiles and CAD Design.

We introduce pupils to a wide range of works by artists, craftspeople, architects, and designers, fostering an appreciation for various styles and encouraging thoughtful discussions about art. This helps pupils articulate their responses to art and use these reflections to inspire their own creations. Pupils learn about significant artists and their cultural contexts, and how art can provoke discussion and convey powerful messages.

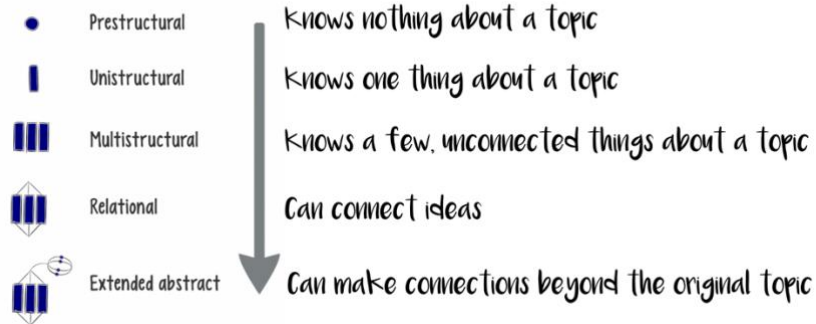
## Planning



Lesson planning is at the heart of our approach, and we know that excellent lessons lead to excellent outcomes. Teachers plan together in staff teams and know to 'begin with the end in mind' (Covey, 2006). Before any planning begins, teachers must be clear on the end point: what do we want pupils to know and remember at the end of the lesson or unit, and how do we want them to demonstrate what they know?

### SOLO TAXONOMY

J. Biggs & K. Collis



N.B.: we are only concerned with using the final three levels when planning our curriculum.

Exemplar verbs associated with each SOLO level are listed on the right. These verbs are used progressively to formulate learning outcomes throughout the learning journey. These verbs are repeated within and across year groups and subjects – below is an example of how such progressive learning outcomes look in Art and Design:

Procedural Knowledge		
Multi-Structural	Relational	Extended Abstract
Look at pieces of artwork and begin to <b>describe</b> what they can see	<b>Demonstrate</b> increased skill with a range of techniques and materials (pencil, crayon, paint, collage)	Begin to use critique to <b>evaluate</b> their work and the work of others
Begin to <b>clarify</b> ideas by recording first-hand observations	Begin to <b>compare</b> some of the techniques used in their own and others' work	<b>Develop</b> an understanding of how artists work
	Begin to <b>analyse</b> pieces of artwork by describing what they can see and explaining what they think or feel about it	Begin to <b>develop</b> their own ideas and change their minds

Teachers use levels of SOLO Taxonomy (Collis, K. and Biggs, J., 1982) to frame their lesson 'spine'. On our medium-term plans, procedural knowledge is grouped into three boxes: **multi-structural, relational, and extended abstract**. Lesson objectives progress through multi-structural, to relational, to extended abstract as the learning journey goes on, and are always tightly linked with the learning outcome: what we want pupils to know and remember. These SOLO levels, and accompanying verbs (see below), are repeated within and across year groups and subjects.

SOLO level	Verbs
<b>Unistructural</b>	define, identify, name, draw, find, label, match, follow a simple procedure
<b>Multistructural</b>	describe, list, outline, complete, continue, combine
<b>Relational</b>	sequence, classify, compare and contrast, explain (cause and effect), analyse, form an analogy, organise, distinguish, question, relate, apply
<b>Extended abstract</b>	generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, prioritise, design, construct, perform

Biggs, J., & Collis, K. (1982). Evaluating the quality of learning: The SOLO taxonomy  
 Covey (2006) Seven Habits of Highly Effective People

### Sources

**“Begin with the end in mind.” (Covey, 2006)**





Before planning begins in KS1 and KS2, leaders and teachers select a final piece for pupils to showcase all they have learnt. An unseen assessment piece is provided at the end of each sequence of lessons and gives us information on pupils' ability to use a combination of **practical**, **theoretical** and **disciplinary** knowledge (Ofsted, 2023). Artworks and other sources are used across the sequence of lessons in art to frame planning and supplement the key National Curriculum content pupils explore throughout the term. The use of artworks ensures that pupils are given purposeful learning opportunities, and we know that an art curriculum that is delivered using sources throughout takes learning up a notch: pupils develop their knowledge and creative skills through a mastery approach to learning. The use of a diverse range of artworks throughout a learning journey enables pupils to embed powerful knowledge and develop their critical thinking skills (Edwards, 2014); framing learning journeys around enquiry questions enables broader connections to be made: questions in Key Stage 1 will be more tightly defined or closed 'what', 'where', and 'when' questions, but in Key Stage 2 a more open-ended approach will be apparent with 'why' and 'how' questions (Smith, 2018).

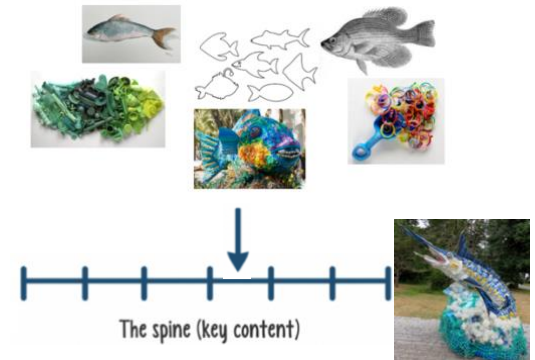
### Step 1: Select the source



### Step 2: with the final source in mind, what steps need to be in place to analyse it successfully?



### Step 3: creating a sequence



Sources underpin planning and supplement the key content pupils will explore throughout each term. The use of sources ensures that pupils are given purposeful learning opportunities.

Covey (2006) Seven Habits of Highly Effective People.

Edwards, D. (2014). Art and Creativity in Education: Empowering Critical Thinking and Creativity. *Journal of Art Education*, 37(1), 45-58.




Ofsted (2023) Research Review Series: Art and Design.

Smith, R. (2018). Enquiry-Based Learning in Art: A Comprehensive Approach. *Art Education Review*, 52(2), 112-130.

### Content and Coverage

Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p><b>Learning Journey</b></p>	<p>Through 'Expressive Arts and Design', pupils develop their creativity and imagination through use of a variety of materials, tools, and techniques. They experiment with <b>colour, texture</b> and <b>form</b> and create their own artwork and expressive creations. Pupils express their ideas, feelings, and experiences, recognise and celebrate cultural diversity and develop an understanding of artistic traditions and practices.</p> 	<p>Pupils study the work of artists who use plastic waste for sculpture, looking in depth at <b>line, colour, shape, form,</b> and <b>texture</b>. Pupils learn different techniques and create relief sculptures of sea creatures out of recycled materials. They will also learn about the environmental impact of plastic pollution. Pupils zoom in on illustrations of sea creatures, looking closely to inform the details in their work. Finally, pupils create a relief sculpture.</p>	<p>Pupils study a variety of portraiture and the idea of using art to communicate the human experience. Beginning with Lowry's landscapes of industrialised Stockport, pupils move on to study the colourful portraiture of Chris Ofili and how colour is used to depict emotions and feelings. A variety of portrait artists are studied and the <b>line, colour, shape</b> and <b>space</b> used in their work enable pupils to understand how these elements combine to convey emotions.</p>	<p>Pupils study illustration, focusing on graphic novels, traditional tales, Anthony Browne's backgrounds and manga. Pupils collage with character pieces to create contrast and add depth, examine famous fairy tales and zoom in on specific elements like Rapunzel's hair, and practice detailed drawing and texture work. Pupils develop skills in perspective and the interplay of <b>line, shape, space, value</b> and <b>texture</b>. Using colour washes, pen, ink, and collage they create their own illustration as a three-part sequence.</p>	<p>Pupils study narrative art and the idea of storytelling through art. They study artists like Faith Ringgold and Eric Carle, learning how big ideas convey stories. Pupils experiment with colour theory using colour wheels and paint. Inspired by Carle's painted tissue paper and Ringgold's quilts, they create a collaborative piece, exhibit it with commentary and demonstrate their understanding of <b>line, shape, colour,</b> and <b>texture</b>. Their final project is a mixed media fabric tapestry, with each child contributing a layer.</p>	<p>Pupils study <b>line, shape, form</b> and <b>texture</b> through sculpture and the human form, starting with the work of Giacometti. They study how artists use line. Emphasis is placed on creating a sense of movement and experimenting with proportion. Pupils create narratives through sculpture, experimenting firstly in 2D with electrician's cable before moving to 3D freestanding forms using artist's wire. They visit Crosby Beach to see Gormley's statues and create their own experimental wire sculptures in situ.</p>	<p>Pupils study the origins of street art, focusing on artists like Banksy, Keith Haring, and Shepard Fairey. They learn about artwork that conveys messages about the wider world. Experimenting with a range of techniques, including CAD design and stencil cutting, pupils study the use of <b>colour</b> intensity and hue, <b>line, shape, space</b> and <b>value</b>. Pupils create a final composition that reflects their own big ideas about equality and peace, culminating in a positivity protest at Stockport Train Station.</p>
<p><b>Diversity</b></p>		<p><b>Angela Hasseltine Pozzi, Judith Laing</b></p>	<p><b>Chris Ofili, Frida Kahlo</b></p>	<p><b>Manga</b></p>	<p><b>Faith Ringgold, Jean-Michael Basquiat</b></p>	<p><b>Nabil Nahas</b></p>	<p><b>Keith Haring, Shepard Fairey, Banksy</b></p>
<p><b>Learning beyond the classroom</b></p>	<p><b>Transient art</b></p> 	<p><b>Project with the Plastic Shed, Stockport bottle top mural</b></p>	<p><b>Stockport art trail visit: viaduct, underbank, Jimi Hendrix mural, garden tiger moth, Royal Oak Yard</b></p>	<p><b>Gallery showcase: invite families in to view</b></p>	<p><b>Stockport/Argentinian mural: La Boca to La Stocka</b></p>	<p><b>Crosby Beach trip to view Gormley's statues and create own sculptures and place in sand</b></p>	<p><b>Positivity protest at Stockport Train Station: spreading kindness through art</b></p>

Progression of knowledge and skills





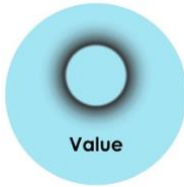
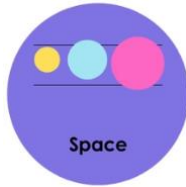

Medium term plans provide learning journeys which are engaging, challenging and rigorous, ordered in such a way to enable progression within pupils' learning through repeated encounter of the key artistic elements over time. To avoid an approach that facilitates a mere accumulation of 'content' (Leat 2000, DfES 2005, Jackson 2006), we have carefully mapped the key 'elements' in Art and Design which pupils encounter throughout KS3 and KS4 study. These elements also provide a framework for pupils to engage with and appreciate art in their adult lives. Through these key elements, content is shaped into rigorous and focussed learning in Art and Design from EYFS to Year 6. This repeated encounter facilitates strong building blocks of artistic knowledge and enables pupils to engage with Art and Design at a high level of sophistication in both their analysis and understanding of Art and Design as and their own skill.




## Disciplinary Knowledge in Art and Design: The 7 Elements








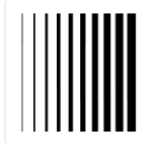

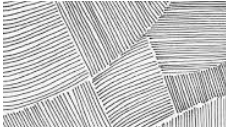


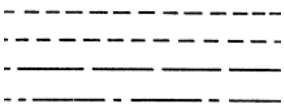



Pupils develop practical knowledge of how to create art, craft, and design by learning the methods and techniques that artists, craft-makers, and designers use. They also build theoretical knowledge of the tools, materials, and history of art, craft, and design. In addition, pupils acquire disciplinary knowledge of the concept of art itself, including the ways it is judged, valued, and evaluated. Pupils make progress in the art curriculum by building **practical**, **theoretical**, and **disciplinary** knowledge and learning the connections between them. Our Art and Design curriculum sequences the knowledge that pupils learn, helping them improve as they move through early years, primary, and secondary education.

**Disciplinary knowledge in Art is taught through the 7 key elements of line, shape, space, colour, form, texture. and value.**


Line	Colour	Shape	Form	Value	Space	Texture
						

Line			
	<b>What are lines?</b>	<b>How are lines made?</b>	<b>How are lines used?</b>
	A mark that spans a distance between two points Can be implied or abstract Are the foundation of drawing Have a huge impact on the rest of the elements of art	Can be made with marks Can be made with outlines	Create shapes Create form Give a sense of structure Give a sense of depth
<b>Types of line</b>			
<b>EYFS/KS1: Red</b>		<b>Lower KS2: Red/Green</b>	<b>Upper KS2: Red/Green/Blue</b>



<p><b>Mark</b></p> 	<p><b>Straight line</b></p> 	<p><b>Curved line</b></p> 	<p><b>Vertical line</b></p> 
<p><b>Horizontal line</b></p> 	<p><b>Diagonal line</b></p> 	<p><b>Length of line</b></p> 	<p><b>Width of line</b></p> 
<p><b>Smooth line</b></p> 	<p><b>Direction</b></p> 	<p><b>Jagged line</b></p> 	<p><b>Continuous line</b></p> 
<p><b>Broken line</b></p> 	<p><b>Outline</b></p> 	<p><b>Implied line</b> Suggests the edge of an object</p> 	<p><b>Abstract line</b> Exist with a degree of independence from visual references</p> 

## Colour

 <p style="text-align: center;">Colour</p>	<p><b>What is colour?</b></p>	<p><b>How is colour made?</b></p>	<p><b>How is colour used?</b></p>
	<p>Colour is light reflected by an object The three building blocks of colour are hue, value and intensity</p>	<p>Primary colours: red, blue and yellow All other colours can be mixed from primary colours</p>	<p>To create emotional impact and convey feeling Can be used symbolically Can be used to create a pattern, contrast or mood</p>

## Types of colour

<p><b>EYFS/KS1: Red</b></p>	<p><b>Lower KS2: Red/Green</b></p>	<p><b>Upper KS2: Red/Green/Blue</b></p>
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<p><b>Primary colours</b> Cannot be made by mixing any other colours</p>	<p><b>Secondary colours</b> Made by mixing two primary colours</p> <p>  +  =  <b>ORANGE</b>   +  =  <b>GREEN</b>   +  =  <b>PURPLE</b> </p>	<p><b>Value</b> The lightness or darkness of colour</p>	<p><b>Mood</b> How colour can create a mood</p>
<p><b>Brown</b> Mix all three primary colours together</p>	<p><b>Diagonal line</b></p>	<p><b>Length of line</b></p>	<p><b>Width of line</b></p>
<p><b>Pattern</b> A design in which lines, shapes, forms or colours are repeated</p>	<p><b>Tertiary colours</b> 6 colours between a primary colour and a secondary colour in the colour wheel.</p>	<p><b>Shade</b> Created by adding black to a colour</p>	<p><b>Tint</b> Created by adding white to a colour</p>
<p><b>Intensity</b> The brightness of a colour</p>	<p><b>Hue</b> Another word for colour</p>	<p><b>Cool colours</b> (green, blue, purple)</p>	<p><b>Warm colours</b> (red, orange, yellow)</p>

## Shape

	<b>What are shapes?</b>	<b>How are shapes made?</b>	<b>How are shapes used?</b>
	<p>A shape is flat A shape is a two-dimensional area Shapes only have height and width</p>	<p>A shape is created by closed lines Might be defined by an outline or through contrast with its surroundings, such as through colour or tone</p>	<p>Shapes can be used to draw the eye to a particular point Shapes can be used to represent something e.g. continuity</p>
<b>Types of shape</b>			
<b>EYFS/KS1: Red</b>	<b>Lower KS2: Red/Green</b>	<b>Upper KS2: Red/Green/Blue</b>	





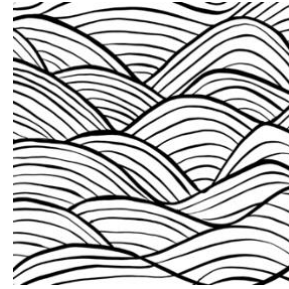
### 2 dimensional shapes

Flat, only has height and width



### Curved shapes

Smooth, flowing lines and rounded edges, rather than sharp angles or straight lines. Found in natural elements like circles, ovals, and waves



### Geometric shapes

Precise, regular forms that follow mathematical rules. Characterized by clear lines and angles



### Abstract shapes

Do not represent specific objects or things from the real world; used to evoke emotions or concepts without depicting something recognisable



### Organic shapes

Take cues from nature; tends to be curved and abstract



### Amorphous shape

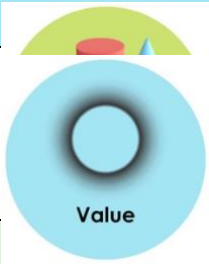
A shape without a clear definition





# Form

## Value



### What is value?

Refers to the lightness or darkness of a colour  
The lightest value is white and the darkest value (black) is defined as contrast

### How is value made?

The lightest value is white and the darkest value is black

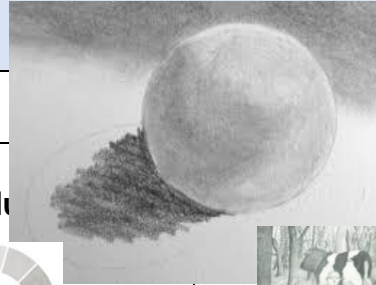
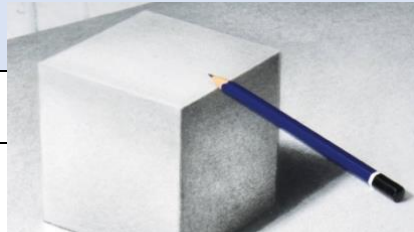
### How is value used?

Creates contrast, depth, and emphasis, making objects look more 3D and realistic  
Playing with value can change certain forms and influence the mood of artwork

### Types of form

### VALUE SCALE:

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phere

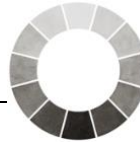


**Black**  
Darkest value

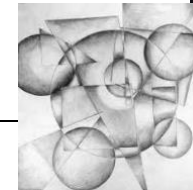
Upper K  
n/Blue

**Contrast**

ance between the lightest v... darkest value



**Pyramid**



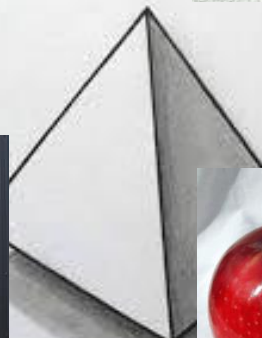
**Morph**  
thout... on

A term create



**Chiaroscuro**

ns that refers to the use of a piece of art



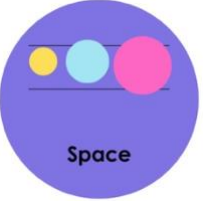
e this apple. If  
d recognize it  
the apple. If v  
in see where v  
e:



e  
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o



## Space

	What is space?	How is space made?	How is space used?
	<p>The area around, between, and within objects It can be positive (the areas occupied by objects) or negative (the empty areas around and between objects)</p>	<p>Using techniques like perspective, overlapping, size variation, and placement Adding detail, texture, and using colour and value also help depict depth, making objects appear closer or further away</p>	<p>Space helps create a sense of depth, perspective, and composition in a work of art To give a sense of three-dimensionality on a flat surface</p>

## Types of space

<b>EYFS/KS1: Red</b>	<b>Lower KS2: Red/Green</b>	<b>Upper KS2: Red/Green/Blue</b>
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### Foreground / Background / Middle Ground

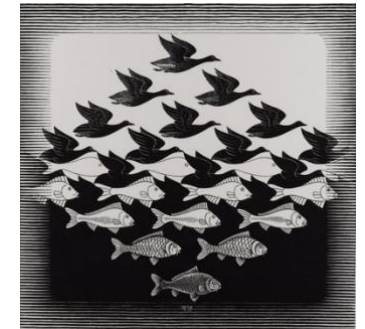


### Positive space

An area occupied by an object of form

### Negative space

An area that runs between, thorough, around or within objects



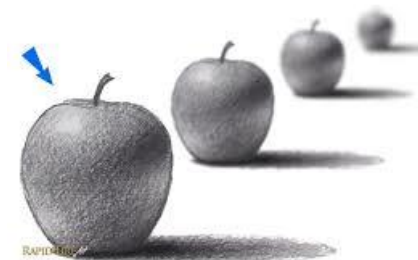
### Perspective

Used to represent three-dimensional objects and space on a 2D surface, creating the illusion of depth and distance




### Depth

Drawing objects closer to your eye level line as they get farther away to create the illusion of 3D space and distance within a 2D artwork.


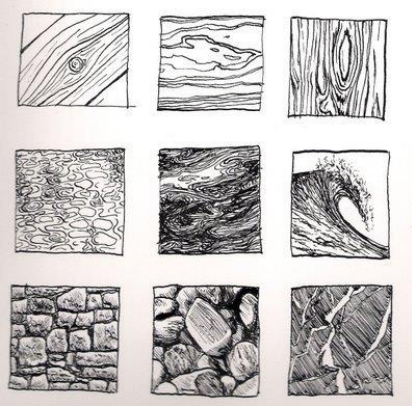






## Texture

 Texture	<b>What is texture?</b>	<b>How is texture made?</b>	<b>How is texture used?</b>
	Texture is the way something feels or looks or looks like it would feel Texture is an element of art that also plays to our sense of touch	Sometimes texture is an actual texture in an artwork that can be felt Sometimes texture is implied and the artist creates an illusion of texture	Texture is used to encourage different responses from the people looking at the artwork Texture is used to create different results e.g. to make something look realistic or surreal

### Types of texture

<b>EYFS/KS1: Red</b>	<b>Lower KS2: Red/Green</b>		<b>Upper KS2: Red/Green/Blue</b>
<b>Smooth</b>	<b>Rough</b>	<b>Hard</b>	<b>Soft</b>
<b>Furry</b>	<b>Fluffy</b>	<b>Bumpy</b>	<b>Coarse</b>
<p style="text-align: center;"><b>Actual texture</b></p> <p>This relates to the actual texture of the artwork and can be felt when it is touched e.g. smooth, rough, coarse</p> 	<p style="text-align: center;"><b>Implied texture</b></p> <p>Using materials/media to create the illusion of texture</p> 	<p style="text-align: center;"><b>Realistic</b></p> <p>Works that aim to depict subjects accurately and true to life, with detailed and lifelike representations</p> 	<p style="text-align: center;"><b>Surreal</b></p> <p>Dreamlike, fantastical scenes and bizarre, imaginative imagery, often defying reality and logical coherence.</p> 



- **MEDIUM**

- Can be the type of art e.g. painting, sculpture or printmaking
- Can be the materials an artwork is made from e.g. oil paint, clay, pastel
- Mixed media is when a variety of media is combined in a single artwork

- **COMPOSITION**

- The placement or arrangement of visual elements or 'ingredients' in a work of art, as distinct from the subject
- Artists can show depth and distance through overlapping and changing the scale of objects.
- Artists can crop, rotate and off-centre parts of the work to create interest and movement.
- Artists can draw attention to a specific part of the image (focal point) through use of colour, contrast and space.
- 

- **PERSPECTIVE**

- The representation of 3D objects on a 2D surface in a way that looks natural or realistic.
- Perspective can create an illusion of space and depth on a flat surface (or the picture plane)
- Perspective can be created through linear perspective: this is optical illusion using converging lines and vanishing points that make objects appear smaller the farther away from the viewer they go