Sytchampton Endowed Primary School
Art and Design Threshold Concepts and Learning Lens Progression

Threshold Concept	Learning Lens	EYFS	KS1	LKS2	UKS2
Making Skills (Procedural Knowledge)		Expressive Arts And Design • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. Physical Development • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use a comfortable grip with good control when holding pens and pencils.	• Draw lines of varying thickness and style • Draw and create 2D shapes • Begin to apply tone to describe form • Develop increasing skill and control with a range of drawing materials for example pencils, chalk, felt tips	• Develop drawing skills from direct observation • Draw still life from observation • Apply drawing skills using geometry and tonal shading • Experiment with showing line, tone and texture with different hardness of pencils • Begin to apply mathematical proportion when drawing • Use shading to show light and shadow effects • Develop increasing skill and control with a wider range of materials including charcoal and pastels	• Further develop drawing from observation • Draw using perspective, mathematical processes, design, detail and line • Learn and apply new drawing techniques (‘halo’ and ‘chiaroscuro’)
		Physical Development • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use a comfortable	• Develop skill and control when painting. • Paint with creativity and expression.	• Increase skill and control when painting • Apply greater expression and creativity to own paintings • Analyse painting by artists	• Control brush strokes and apply tints and shades when painting. • Paint with greater skill and control, applying tonal techniques and

		grip with good control when holding pens and pencils.			more complex colour theory to own work.
		Expressive Arts and Design • Explore different materials freely, in order to develop their ideas about how to use them and what to make. Physical Development • Use one-handed tools and equipment, for example, making snips in paper with scissors.	• Learn and then use a range of materials to design and make products. • Learn techniques such as clay, etching, printing, weaving, printmaking, sculpture and collage	• Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products • Make art from recycled materials • Create sculptures • Print and create using a range of materials • Learn how to display and present work.	• Create mixed media art using found and reclaimed materials • Select materials for a purpose • Create photomontages, • Create digital art and 3D sculptural forms
		Expressive Arts and Design • Explore colour and colour mixing.	• Remember the primary colours and how to mix them to create secondary colours. • Create shades of a colour and choose and justify colours for purpose • Mix, apply and refine colour mixing for purpose using wet and dry media. • Describe their colour selections.	• Increase awareness and understanding of mixing and applying colour, including use of natural pigments • Use aspects of colour such as tints and shades, for different purposes • Analyse and describe colour and painting techniques in artists work • Manipulate colour for print	• Select and mix more complex colours to depict thoughts and feelings • Mix and apply colours to represent still life objects from observation • Express feelings and emotions through colour • Study colours used by Impressionist painters.

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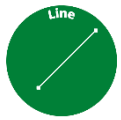
			• Learn about form and space through making sculptures and developing language. • Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing	• Further develop their ability to describe 3D form in a range of materials, including drawing • Develop their ability to describe and model form in 3D using a range of materials • Analyse and describe how artists use and apply form in their work	• Further extend their ability to describe and model form in 3D using a range of materials • Express and articulate a personal message through sculpture. • Analyse and study artists' use of form.
		Expressive Arts and Design • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	• Use, express and experiment with line for purpose, then use appropriate language to describe lines. • Draw lines with increased skill and confidence. Use line for expression when drawing portraits	• Express and describe organic and geometric forms through different types of line • Learn and apply symmetry to draw accurate shapes • Analyse and describe how artists use line in their work	• Extend and develop a greater understanding of applying expression when using line • Deepen knowledge and understanding of using line when drawing portraits • Develop greater skill and control • Study and apply the techniques of other artists
			• Understand patterns in nature • Design and make patterns in a range of materials • Learn a range of techniques to make	• Construct a variety of patterns through craft methods • Further develop knowledge and understanding of pattern	• Construct patterns through various methods to develop their understanding • Represent feelings and emotions through patterns

			repeating and nonrepeating patterns. • Identify natural and man-made patterns. • Create patterns of their own.	• Create original designs for patterns using geometric repeating shapes • Analyse and describe how other artists use pattern.	• Create sophisticated artwork using their knowledge of pattern
			• Identify, describe and use shape for purpose • Compose geometric designs by adapting the work of other artists to suit their own ideas	• Identify, draw and label shapes within images and objects • Create and form shapes from 3D materials • Create geometric compositions using mathematical shapes • Analyse and describe the use of shape in artist's work.	• Composing original designs by adapting and synthesising the work of others • Analyse and evaluate artists' use of shape • Fluently sketch key shapes of objects when drawing • Create abstract compositions using knowledge of other artists' work
		Expressive Arts and Design • Join different materials and explore different textures.	• Use materials to create textures • Identify and describe different textures • Select and use appropriate materials to create textures.	• Analyse and describe texture within artists' work • Use a range of materials to express complex textures	• Develop understanding of texture through practical making activities • Understand how artists manipulate materials to create texture.
			• Understand what tone is and how to apply this to their own work • Experiment with pencils to create tone	• Develop skill and control when using tone • Learn and use simple shading rules	• Develop an increasing sophistication when using tone to describe objects when drawing

			• Use tone to create form when drawing	• Use a variety of tones to create different effects • Understand tone in more depth to create 3D effects • Analyse and describe use of tone in artists' work.	• Analyse artists' use of tone • Increase awareness of using tone to describe light and shade, contrast, highlight and shadow • Manipulate tone for halo and chiaroscuro techniques.
Generating Ideas (Conceptual Knowledge)		Expressive Arts and Design • Develop their own ideas and then decide which materials to use to express them.	• To use sketchbooks through teacher modelling • Use sketchbooks to record thoughts and ideas and to experiment with materials	• To use sketchbooks to generate ideas and record thoughts and observations • Make records of visual experiments • Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique	• Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks • Make personal investigations and record observations in sketchbooks • Record experiments with media and try out new techniques and processes in sketchbooks
		Expressive Arts and Design • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Develop their own ideas and then decide which	• Explore and create ideas for purposes and intentions • Use artist sources to develop their own original artwork.	• Create personal artwork using the artwork of others to stimulate them • Use literary sources to inspire art • Express thoughts and feelings through the tactile creation of art	• Express thoughts and feelings about familiar products • Design new architectural forms • Design and invent new products • Link artwork to literary sources

		materials to use to express them. Physical Development • Choose the right resources to carry out their own plan.	• Gain inspiration for artwork from the natural world	• Manipulate materials to achieve desired effects • Represent ideas from multiple perspectives	• Create and invent for purposes. • Develop personal, imaginative responses to a theme • Produce personal interpretations of cherished objects • Show thoughts and feelings through pattern • Create imaginative 3D forms to create meaning • Express ideas about art through messages, graphics, text and images
Knowledge (Factual Knowledge)			Beatrice Milhazes Bridget Riley David Hockney Vija Celmins Kandinsky, Bernal, Bolotowsky Vincent Van Gough Renata Bernal Jasper Johns Louise Bourgeois Max Ernst Ed Ruscha Clarice Cliff Nancy McCrosky Damien Hurst Julian Opie Edwina Bridgeman	Deigo Velazquez Prehistoric Artists Luz Perez Ojeda Paul Cezanne Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Brueghel Fiona Rae Guiseppe Archimboldo Sokari Douglas Camp El Anatsui	Hundertwasser Banksy Andy Warhol John Singer Sargent Magdalene Odumdo Claude Monet Kathe Kollwitz Pablo Picasso Mark Wallinger Hannah Hoch Peter Kennard Jerry Uelsmann Jenny Holzer Edward Weston Edvard Munch Paul Cezanne Jaromir Funke

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					Ben Nicholson
Evaluation (Metacognitive Knowledge)			• Recognise and describe key features of their own and other's work • Compare other's work, identifying similarities and differences.	• Discuss own and other's work using an increasingly sophisticated use of art language (formal elements) • Build a more complex vocabulary when discussing your own and others' art.	• Develop a greater understanding of vocabulary when discussing their own and others' work • Use the language of art with greater sophistication when discussing own and others art
			• Describe what they feel about their work and the art of others • Describe choices and preferences using the language of art	• Reflecting on their own work in order to make improvements • Use their own and other's opinion of work to identify areas of improvement	• Regularly analysing and reflecting on their intentions and choices • Give reasoned evaluations of their own and others work which takes account of context and intention
Vocabulary			Formal Elements: Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern. Sculpture & Collage:	Formal Elements: Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch, texture, symmetrical, mark making. Art & Design Skills: Detail, observation, tint, shade, light and dark, curator, montage, carving,	Formal Elements: Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy Every Picture Tells a Story: Democracy, law, rule, liberty, respect, tolerance, belief,

			Shells (exoskeletons) salt dough, plasticine, 3 dimensional, sculpture, natural materials carnivore, herbivore, omnivore, creature, Landscapes: Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape. Art & Design Skills: Geometry, printmaking, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay. Human Form: Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate Sculpture & Mixed Media: Pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin.	modelling, casting, constructing, pierced form, upright form, chinoiseries, op-art. Prehistoric Art: Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative Craft: Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board Sculpture: Collage, recycled, geometric, contrasting, memorial	emoji, symmetry, ceramics, ceramicist Design For A Purpose: Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria Art & Design Skills: Annotate, visualise, scale, collage, Impressionism, prototype, appreciation. Still Life Lessons: Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture Make My Voice Heard: Graffiti, contrasting, commissioned, Guernica, sculpture Photography: Desaturate, truism, photomontage, abstract, self-expression, crop, contrast.

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