



Sequencing in art & design

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Sequencing Skills: Drawing



Typically, from age 2 or 3 upwards



Typically, from EYFS upwards



This image courtesy of Gomersal Primary School

Around Year 2 or 3



Usually, upper KS2 or early KS3



Around KS3

- Grip
- Learning basic geometry – drawing circles, squares, triangles, X-shape.
- Making marks.

Draw shapes

- Combine shapes
- Create more sophisticated forms by drawing & combining basic shapes.
 - Mark Making as expression & gesture.

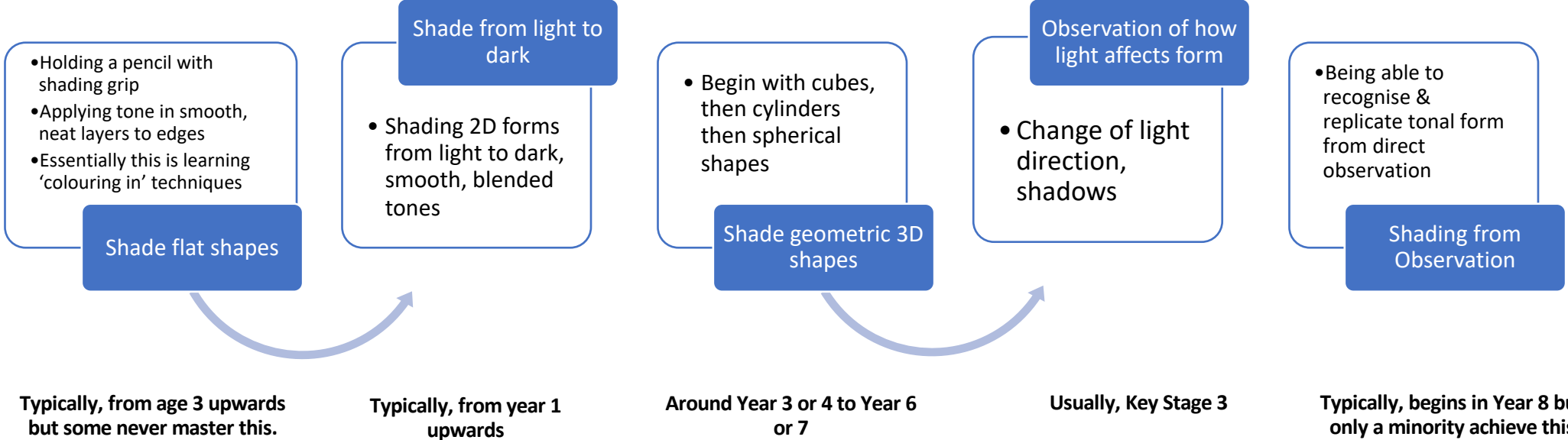
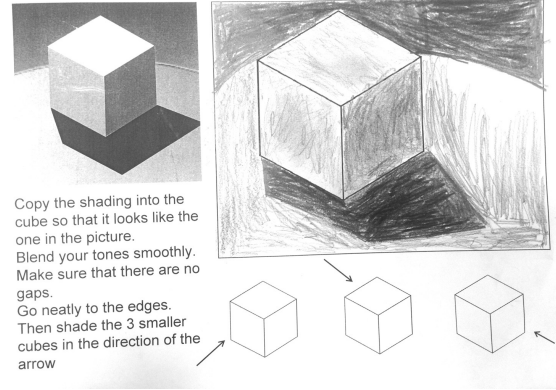
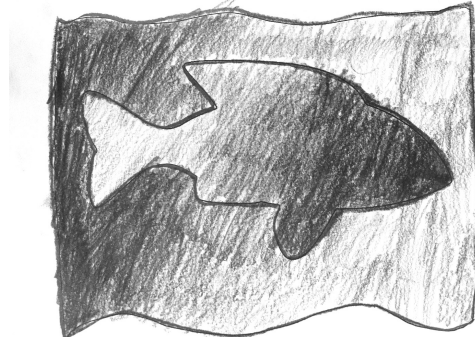
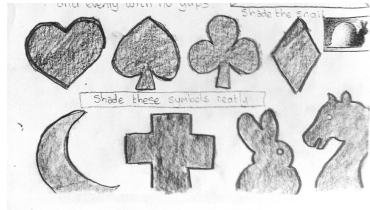
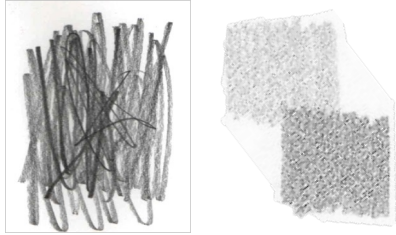
- Spatial Order
- Development of Spatial Order: Scale, orientation, depth of field.
 - Extending & developing mark making potential.
 - Experimenting with other forms of drawing.

Spatial Order

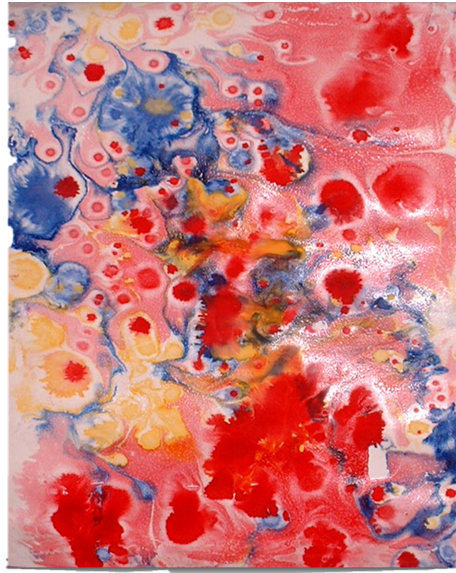
- Emerging
- Emerging ability to represent three dimensions on flat surface.
 - Increased knowledge of abstract mark making forms.
 - Building understanding & confidence in a range of drawing approaches.

- Developing ability to depict perspective, measurement & ratio.
 - Extending mark making into abstraction techniques using a range of media.
 - Developing preferred style of drawing from a range of contemporary & traditional styles.
- Controlled

Sequencing Skills: Tonal Shading



Sequencing Skills: Painting



- **Control:** Grip. Applying paint to surfaces
- **Technique:** Using range of paints, tools & surfaces
- **Formal Elements:** Colour, Line, Texture

EYFS

Key Stage 1

- **Control:** Developing grip. Directional brush strokes. Creating basic shapes & forms.
- **Technique:** Developing understanding of behaviours & properties of paints, tools & surfaces
- **Formal Elements:** Mixing & applying colour. Using line to create forms. Creating texture & patterns.

- **Control:** Controlling brush to paint lines & shape areas. Using different paint & tools for purpose.
- **Technique:** Widening understanding of behaviours & properties of paints, tools & surfaces to create effects & styles.
- **Formal Elements:** Mixing & applying more complex colours. Using more sophisticated line to create detailed forms. Creating texture & patterns for purpose & intentions. Creating light & dark tones.

Lower KS2

Upper KS2

- **Control:** Controlling brush to paint complex forms and shapes. Using different paint & tools for increased range of purposes.
- **Technique:** More sophisticated understanding of behaviours & properties of paints, tools & surfaces to create effects & styles.
- **Formal Elements:** Mixing & applying sophisticated colours in different scenarios. Using line to describe complex forms. Creating texture & patterns for increased purpose & intentions. Basic understanding of creating light & dark tones.

Key Stage 3

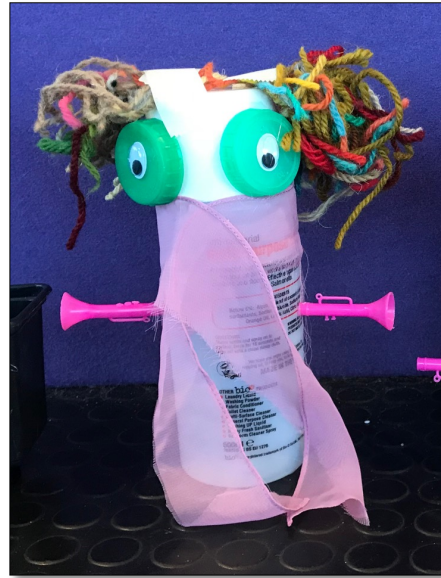
- **Control:** Using brush in different ways to paint sophisticated forms and shapes. Understanding how paint & tools can be used for wide range of purposes.
- **Technique:** Developed understanding of behaviours & properties of a range of paints, tools & surfaces to create effects & styles.
- **Formal Elements:** Mixing & applying increasingly colours to intentions. Using line to describe sophisticated forms. Applying texture & patterns for range of purpose & intentions. Developing understanding of different ways of creating light & dark tonal areas.

Sequencing Skills: Sculpture



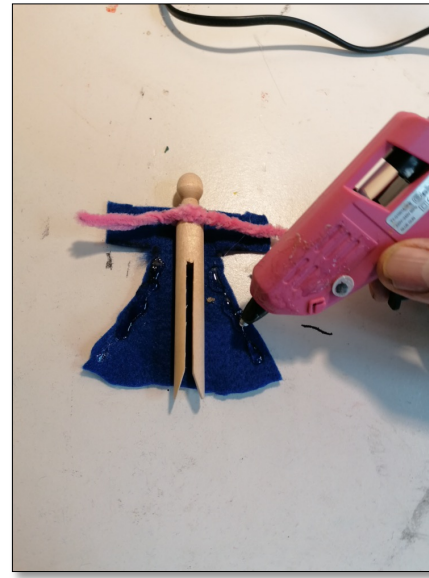
- Construction: Cutting & folding, construct 3D forms.
- Modelling: develop holding, gripping, pinching, squeezing & other fine motor skills.
- Removing: Drawing lines, shapes and patterns into
- Assemblage: Joining found forms.

EYFS



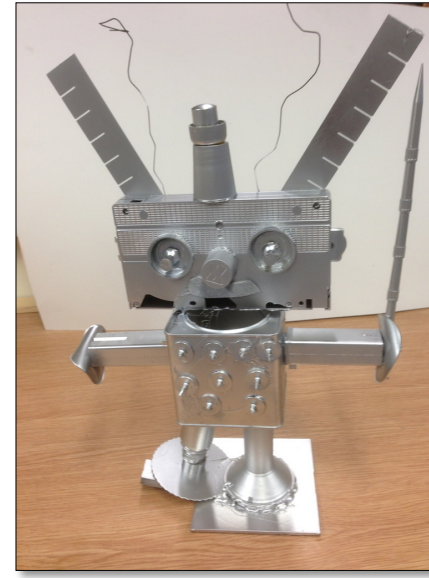
Key Stage 1

- Construction: Cutting & folding paper, card. Using materials to construct 3D forms. Weaving, sewing.
- Modelling: soft materials to intentions to develop pinching and squeezing fine motor skills.
- Removing: Engraving and hollowing lines, shapes.
- Assemblage: Joining found forms such as boxes and cartons to make sculptures.



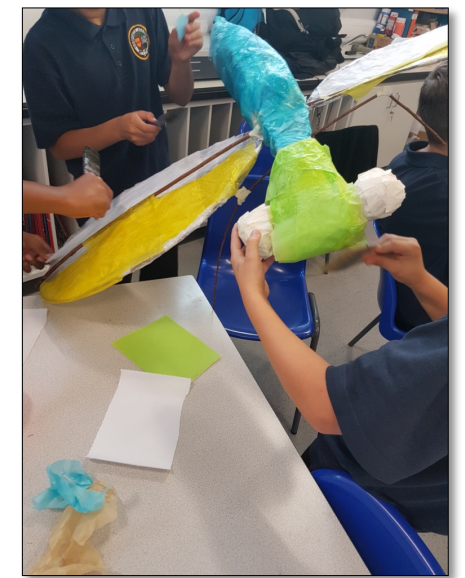
Lower KS2

- Construction: Making sculptures using cutting and folding techniques. Construct 3D forms using a variety of materials. Sewing & Weaving.
- Modelling: Moulding wire, clay or modelling materials to make sophisticated shapes and forms.
- Removing: Engraving and carving into soft materials.
- Assemblage: Adapt and manipulate found forms such as boxes and cartons to design & make sculptures.



Upper KS2

- Construction: Making card and paper sculptures using sophisticated techniques. Construct 3D forms using a variety of materials. Develop skills in sewing, weaving or knitting.
- Modelling: Manipulate wire, clay or modelling materials to create designed forms.
- Removing: Engrave and carve designs and patterns.
- Assemblage: Adapt and manipulate forms to pre-designed intentions. Paint and finish these forms.

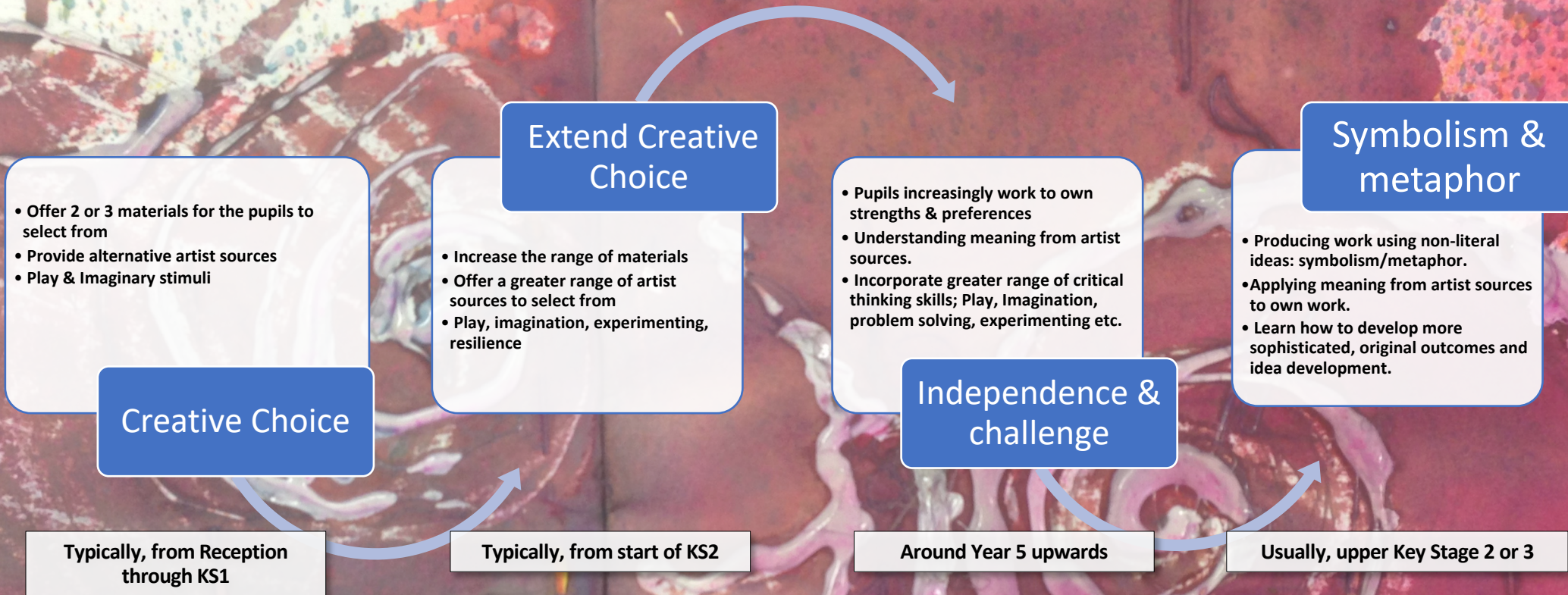


Key Stage 3

- Construction: Making complex card and paper sculptures using paper engineering, folding, scoring. Construct 3D forms. Make relief sculptures. Develop skills in sewing. Apply other textile skills to intentions.
- Modelling: Manipulate wire, clay or modelling materials to create designed forms.
- Removing: Engrave and carve more complex designs.
- Assemblage: Adapt and manipulate found & recycled forms such as boxes and packaging. Paint and finish these forms to a good standard.



Sequencing Creativity



Sequencing Theoretical & Disciplinary Knowledge

Content - when and where the art was made.

Visual Studies - improve your own ability by closely copying sections of the art.

Close Looking - Identifying as many things in the work of art as you can. This might be things or objects but it could be colours, textures, patterns, lines or shapes.

Mood and Feeling - How do you feel when you look at the work? What makes you feel this way? Sometimes we respond to the subject of the work, other times we feel a particular way because of the colours, shapes, lines, textures or tones the artist has used.

Opinion - What is your opinion of the artwork? Try to say why you think that.

Key Stage 1
Art Investigations

www.paulcarneyarts.com

Typically, from Reception through KS1

Content - Find out some background information about the work. When and where the art was made? What was the artists intended meaning?

Visual Studies - improve your own ability by closely reproducing sections of the art to learn the artists techniques

Close Looking - Study works of art closely and carefully. Identify as many things in the work of art as you can. This might be describing colours, textures, patterns, lines or shapes. What things do you notice that might not be seen easily?

Mood and Feeling - How do you respond emotionally to the work of art? Can you identify what techniques the artist has used to convey mood and feeling? That may be their use of colour, line, shape, textures, tones and patterns, but it could also be the subject of the work or the way they have applied the materials.

Opinion - Give a considered opinion of the artwork, justifying your decisions using art language.

Lower Key Stage 2
Art Investigations

www.paulcarneyarts.com

Typically, from start of KS2

Content - Study the work closely and carefully to describe the subject matter of the work. Find out when and where the art was made. Identifying any social, historical factors that might affect the work. What was the artists intended meaning of the work?

Visual Studies - Make small studies of the artist's work to investigate the techniques & processes the artist used. Apply aspects of these studies to your own work.

Technique - Describe the artists use of art techniques - their brush strokes, the colours they've used, the way they've applied paint, the way they've made marks when drawing, how they've used tone (heavy contrasts or light and delicate), the level of detail they've added.

Process - What is the format of the work? Drawing, painting, sculpture etc. Find out how the art was made.

Composition - analyse the way they've set things out - e.g. creating space in one area and condensing content in another area to look busy. Sometimes artists use the rule of thirds (Golden Section) to create orderly works or perhaps it's chaotic and random.

Formal Elements - analyse the artists use of line, tone, colour, shape, form, composition, pattern, or texture. How do these elements combine to create visual effects, such as mood and feeling?

Opinion - Give a considered opinion of the artwork, justifying your decisions using more sophisticated art language.

Upper KS2 or KS3
Art Investigations

www.paulcarneyarts.com

Around upper KS2 to KS3

Content - when and where the art was made.

Visual Studies - improve your own ability by closely copying sections of the art.

Close Looking - Identifying as many things in the work of art as you can. This might be things or objects but it could be colours, textures, patterns, lines or shapes.

Mood and Feeling - How do you feel when you look at the work? What makes you feel this way? Sometimes we respond to the subject of the work, other times we feel a particular way because of the colours, shapes, lines, textures or tones the artist has used.

Opinion - What is your opinion of the artwork? Try to say why you think that.

Art Investigations

Describe your thoughts and feelings about this work using information you gather.

What is the meaning behind this work? Why was it made? Does it contain hidden meanings or symbols?

Where and when was the art made?

How was the art made? What materials were used?

Describe the artworks appearance. Say how it looks, what is in it, what it's about.

Write short sentences, use words or descriptive phrases to describe how the artist has used:
Colour - (bright, dull, dark, vivid, warm, cool, pastel, pale, intense, muted)
Line/Shape - (round, curved, smooth, bold, rough, straight, angular)
Tone - (dark, light, contrast, shadow, faded, grey, strong, faint)
Form - (straight, 2D, 3D, flat, relief, rounded, curved, size, scale)
Texture/Pattern - (straight (rough, bumpy, grainy, coarse, repeat, crisp, geometric, informal))

Upper Key Stage 3 into Key Stage 4

- **Content** – basic facts & information
- **Close looking** – studying, identifying
- **Mood & Feeling** – emotions conveyed
- **Opinion** – expressing
- **Recording** – aspects of artwork
- **Language** – basic terminology

Foundation

Beginner

- **Content** – Identifying facts & information from provided sources
- **Close looking** – Describing, identifying
- **Mood & Feeling** – basic formal elements
- **Opinion** – expressing & justifying
- **Recording** – interpreting aspects of artwork & extracting knowledge
- **Language** – developing terminology

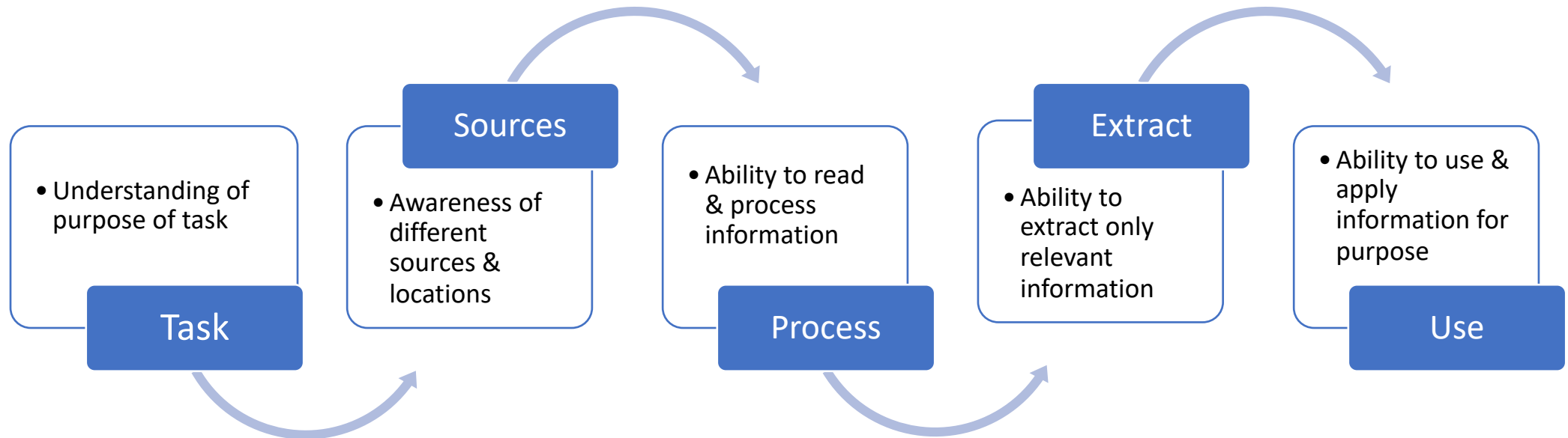
Intermediate

- **Content** – Finding facts & information from multiple sources
- **Close looking** – Describing, identifying
- **Formal elements** – understanding use & application
- **Opinion** – expressing & justifying
- **Recording** – studying artwork, extracting & applying knowledge
- **Language** – progressing terminology
- **Meaning** - identifying meaning & implications

Higher

- **Content** – Finding facts & information from multiple sources
- **Process** – how the art was made, techniques used
- **Formal elements** – how has artist applied them
- **Opinion** – considered & justified
- **Recording** – studying artwork, extracting & applying knowledge to own work
- **Language** – advancing terminology
- **Meaning** - applying meaning & implications

Sequencing Research Skills



- Tasks will vary in complexity, length and expectation.
- Student should be clear about what is expected and what outcomes of research should look like; what format, how much, when by.

- May be books, images, websites, journals etc.
- Does the student know how to locate & qualify the source?

- Dependent on reading age. Is the information able to be read and decoded by the learner?

- Can the student extract only relevant information, then process that into a suitable format.
- Do they show an understanding of the source and translate that into own written & visual language?

- How does the student apply what they have learned?
- How does it inform future practice?

Stages of Experiential Learning

Experiential learning focusses on the process of making art, rather than highlighting quality of outcomes. In a practical subject such as art, we can gain knowledge through exploring & experimenting. Motivation to learn is of importance for this type of learning. Teachers are facilitators, directing learning experiences, rather than top-down instructors. Reflection is a crucial part of the experiential learning process.

Open

Typically, EYFS

Characterised by: Playful, instinctive, & fearless making that is intrinsic, emotional, & often arbitrary.

Teach through: Directed play, structured self-exploration of selected materials & media on loose themes, and sensory activities. Oral articulation of personal intent and to express feelings/emotions. Teachers should not attempt to define concrete outcomes or imply literal responses.

These stages are my own work based on personal experience and research. For further study of [experiential learning](#) & learning by doing, follow the link.

Awareness

Typically, KS1

Characterised by: Playful & instinctive making, but becoming more aware of external influences, codes & conventions, and own intentions. Art is still made tacitly but now more considered. Evidence of unorthodox combinations of media that is exploratory & inquisitive.

Teach through: Introduction of wider range of materials, more controlled play, structured self-exploration of self-selected materials & media on focussed themes. Provide sensory activities and opportunities for oral articulation of personal intentions, feelings & emotions. Teachers should guide pupils into self-discovery and own responses without stipulating concrete outcomes.

Meaning

Around upper KS1 to KS2

Characterised by: A growing awareness of symbolic codes & conventions when representing thoughts and ideas, which is ingrained culturally. However, pupil's actual making often pertains to memories & experiences, and can be gestural, verbal & multi-sensory. Storytelling through making is clearly evident.

Teach through: Providing a diverse range of sensory art stimuli and starting points with open outcomes. Encourage non-literal, abstract responses to overcome the reliance on symbolism. Teachers should facilitate learning through loosely structured activities that focus on process & engagement.

Symbolic

Upper Key Stage 2 into Key Stage 3

Characterised by: Use of media is more considered. There is evidence of increased complexity, greater attention to detail & spatial organisation. Making employs a growing repertoire of prior experiences to draw on and resolve problems. Tendency to resort to cultural, symbolic iconography to describe thoughts and intentions. There may be increased anxiety about correctness.

Teach through: Providing creative choice over materials, techniques and artist sources. Activities should be structured but open ended, with personal exploration & the process as the primary focus rather than the outcome. Raise the profile of abstract methods of working.

Persistent

Upper Key Stage 3 into Key Stage 4

Characterised by: There are strong preconceptions that art is linked to 'ability'. Success within the domain is viewed as being made up of concrete, inert outcomes, rather than through process. As a result, there is often a reluctance, or anxiety about working outside of familiar parameters. Persistent practice is needed to overcome these barriers.

Teach through: Building motivation & confidence. Providing greater creative choice over materials, techniques and artist sources. Activities should be process-led and even more open ended & challenging, with personal exploration as the primary focus rather than the outcome. Raise the profile of abstract methods of working.

Actualising

Typically, Key Stage 4 into Key Stage 5

Characterised by: A self-actualising, confident phase which begins to emerge for those that have persisted with the techniques. There are usually favoured mediums for exploration, but a greater conviction and sureness is evident in the experimental stage.

Teach through: Provide personal choice over materials, techniques and artist sources. Activities should begin from starting points, be challenging & open ended, with personal exploration and abstraction integral ways of working.



Evidence of Impact

- Increased Skills
- Greater knowledge via increasingly sophisticated language
- Observed behaviours
- Increased self-regulation
- Supporting each other in the learning process