

# ART AND DESIGN PROGRESSION

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>DRAWING</b>	<p>Safely explore drawing lines on different surfaces with a range of media in original ways to represent their own ideas, thoughts and feelings.</p> <p><b>Draw shapes of familiar things – people, buildings, animals with mostly correct parts and some evidence of features</b></p>	<p>Draw lines of different sizes and thickness.</p> <p>Recognise the lines of a drawing establish its form; begin to colour own work neatly, staying within the form lines.</p> <p>Show different tones by using appropriate coloured pencils.</p> <p>Draw on different surfaces with a range of media (pencils, rubbers crayons, pastels, felt-tips, charcoal, ballpoints, chalk).</p> <p><b>Draw people and animals with recognisable forms and begin to include clear facial features.</b></p> <p><b>Buildings with recognisable windows/doors</b></p>	<p>Draw lines of different sizes and thickness depending on the need of the drawing.</p> <p>Control the types of marks made with the range of media.</p> <p>Recognise the lines of a drawing establish its form; usually colour own work neatly, staying within the lines.</p> <p>Draw on different surfaces with a range of media (pencils, rubbers crayons, pastels, felt-tips, charcoal, ballpoints, chalk).</p> <p>Begin to show pattern and texture by adding dots and lines.</p> <p><b>Draw people and animals with recognisable form and clear features (e.g. hands, feet, clothes)</b></p>	<p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to recognise when to sketch lightly to avoid need for erasing.</p> <p>Begin to use shading to show light and shadow.</p> <p>Begin to show awareness of objects having a third dimension.</p> <p><b>Draw people's faces with correct proportion and placement of features.</b></p> <p><b>Draw other forms (animals, buildings and flora) with appropriate detail.</b></p>	<p>Use different grades of pencil and other implements to achieve variations in tone.</p> <p>Recognise when to sketch lightly to avoid need for erasing.</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone / texture.</p> <p><b>Draw people with proportion of body parts relative to each other.</b></p> <p><b>Develop expression in face and body.</b></p>	<p>Use dry media to make appropriate marks, lines to complete a recognisable drawing.</p> <p>Begin to use simple perspective, using a focal point and horizon.</p> <p>Use taught techniques to depict movement, perspective, shadows and reflection.</p> <p>Use a variety of techniques to add effects- reflections, shadows, direction of Sunlight.</p> <p><b>Draw people /animals to show movement</b></p> <p><b>Draw buildings /landscapes showing perspective using a focal point</b></p>	<p>Create textures with a range of drawing implements.</p> <p>Use different focal points to create perspective.</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Use a variety of techniques to add effects-reflections, shadows, direction of sunlight.</p> <p><b>Draw people and animals showing movement, expression and different perspectives</b></p> <p><b>Draw buildings /landscapes –show perspective using different focal points</b></p>

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<b>PAINTING</b>	<p>Experiment with a variety of tools and colours and experiment with mixing.</p>	<p>Use thick and thin brushes and discuss the effect they have.</p> <p>Create textured paint by adding sand, small pasta, glitter, plaster.</p> <p>Begin to mix primary colours to make secondary colours.</p>	<p>Mix colours and know which primary colours make secondary colours.</p> <p>Use more specific colour language.</p> <p>Create colour wheels.</p>	<p>Combine type/thickness of brush with type/thickness of paint to create desired effect.</p> <p>Use water colour to produce washes for backgrounds, then add detail.</p> <p>Begin to experiment with paint effects; blocking, colour washes, thickened paint to create textural effects.</p> <p>Experiment with creating mood with colour.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Use water colour to produce washes for backgrounds then add detail.</p> <p>Create a range of moods with colour.</p> <p>Experiment with paint effects; blocking, colour washes, thickened paint to create textural effects.</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p>	<p>Create colour matched to those observed in the natural /built world.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Begin to develop a personal style of painting influenced by other artists.</p> <p>Begin to show an awareness of the composition of paintings.</p>	<p>Create colour palette matched to those observed in the natural /built world.</p> <p>Use brush techniques /different paint for effect.</p> <p>Begin to develop an awareness of composition, scale and proportion - foreground, middle and background.</p> <p>Show an awareness of the composition of paintings by building up own work - eg background before detail or vice versa.</p>

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<b>PRINTING</b>	<p>Experiment printing with hands and feet and a variety of materials.</p> <p>Print with basic printing blocks.</p>	<p>Print with a range of hard and soft materials e.g. corks, pens, sponge, fruit vegetables.</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Begin to use repeating or overlapping shapes.</p> <p>Mimic print from the environment (e.g. wallpapers).</p>	<p>Print with a range of hard and soft materials e.g. corks, pens, sponge, fruit vegetables.</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Use repeating or overlapping shapes – design own patterns for this.</p> <p>Mimic print from the environment (e.g. wallpapers).</p> <p>Imprint onto malleable materials such as clay or dough.</p>	<p>Create printing blocks using a relief method (see handbook).</p> <p>Create repeating patterns.</p> <p>Begin to identify and then replicate patterns observed in natural or built environments.</p> <p>Make simple printing blocks (e.g. from coiled string glued to a block).</p> <p>Make precise repeating patterns.</p>	<p>Create printing blocks using impressed method (see handbook).</p> <p>Create repeating patterns with two colour overlays.</p> <p>Identify and replicate patterns observed in natural or built environments.</p> <p>Design and then make printing blocks (e.g. from coiled string, flat shapes in a range of materials glued to a block).</p>	<p>Create printing blocks by simplifying a sketchbook idea.</p> <p>Use relief or impressed method.</p> <p>Create prints with more than 2 overlays, build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>	<p>Work to further embellish prints as appropriate, with a range of media e.g. further overlays of prints, pens, colour pen, oil pastels and paints.</p>

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<b>TEXTILES</b>	<p>Use imagination, observation and exploration to create effects with a range of textiles.</p>	<p>Use weaving to create a pattern.</p> <p>Join materials using glue and/or a stitch.</p> <p>Use plaiting.</p> <p>Use dip dye techniques.</p> <p>Create and use dyes i.e. onion skins, tea, coffee.</p>	<p>Match and sort fabrics and threads for colour, texture, size and shape.</p> <p>Cut and shape fabrics using snips/scissors.</p> <p>Create cords and plaits for decoration.</p> <p>Begin to adapt /modify threads and fabrics by fraying, knotting, fringing, pulling threads, twisting and plaiting.</p>	<p>Use a variety of techniques e.g. printing, dyeing and weaving to create textural effects.</p> <p>Begin to shape and stitch materials - use basic cross and back stitch.</p> <p>Begin to create fabrics by weaving materials i.e. grass through twigs, bags on a frame or bike wheel.</p> <p>Begin to apply decoration using beads, buttons, feathers etc.</p> <p>Change and modify threads and fabrics.</p>	<p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with paste resist (see handbook).</p> <p>Create different fabrics by weaving a range of materials through a range of frames.</p> <p>Apply decoration as appropriate.</p> <p>Change and modify threads and fabrics.</p>	<p>Use fabrics to create 3D structures.</p> <p>Use different grades of threads.</p> <p>Experiment with batik techniques (like paste resist but with wax, masking tape, white wax crayon).</p> <p>Quilt, pad and gather fabric.</p> <p>Experiment with a range of media to overlap and layer creating interesting colours, textures and effects.</p>	<p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p>

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<b>COLLAGE</b>	<p>Create simple compositions using a variety of materials.</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, cut or torn magazines that are glued.</p> <p>Sort, arrange, glue materials to diff backgrounds.</p> <p>Mix materials to create texture.</p>	<p>Sort/ group materials for different purposes e.g. colour, texture.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Create, select and use textured paper as appropriate to a theme.</p>	<p>Begin to select and arrange materials for a striking effect.</p> <p>Begin to consider precision for effect.</p> <p>Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Begin to work on different scales.</p>	<p>Use collage as a means of collecting ideas and information in order to build a visual vocabulary.</p> <p>Ensure work is precise in presentation and scale.</p>	<p>Add collage to a painted, printed, or drawn background.</p> <p>Mix textures-rough, smooth, plain and patterned.</p> <p>Begin to combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques.</p>	<p>Use different techniques/colours/textures when designing and making pieces of work.</p> <p>Combine visual and tactile qualities.</p> <p>Use collage as a means of extending work from initial ideas.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SCULPTURE</p>	<p>Manipulate malleable materials.</p> <p>Build and destroy constructions.</p> <p>Shape and model with different materials.</p>	<p>Manipulate malleable materials by rolling, kneading, cutting and carving.</p> <p>Use rolled up paper, straws, card and clay as materials.</p> <p>Use a combination of shapes.</p> <p>Include lines and texture.</p>	<p>Manipulate malleable materials for a purpose -pot or tile.</p> <p>Begin to join clay effectively.</p> <p>Change the surface of a malleable material e.g. a textured tile.</p> <p>Understand the safety and basic care of materials and tools.</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Combine shapes to create recognisable forms -from nets or solid materials.</p> <p>Create surface patterns/ textures in a malleable material.</p> <p>Join clay more effectively.</p>	<p>Use papier mache to create 3D object.</p> <p>Include texture that conveys feelings, expression or Movement.</p> <p>Add extra materials to provide interesting detail.</p>	<p>Shape, form, model and construct from observation or imagination.</p> <p>Use natural and manmade materials to create structures- clay or Modoc.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Join clay effectively.</p>	<p>Show life-like qualities &amp; real-life proportions or, if more abstract, provoke different Interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.</p>
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<b>COLOUR</b>	<p>Experiment with the use of primary colours.</p> <p>Experiment by mixing colours together.</p> <p><b>Ready mix and powder paints.</b></p>	<p>Mix and match colours to artefacts and objects.</p> <p>Identify primary colours by name.</p> <p>Apply colour by painting, printing, dipping, fabric crayons etc.</p> <p>Comment on effects of different mediums for colour.</p>	<p>Mix primary shades and tones with a range of mediums.</p> <p>Know which primary colours make secondary colours.</p> <p>Collect, sort name match colours appropriate for the image.</p>	<p>Mix colours using a range of mediums - know which primary colours make secondary colours.</p> <p>Match colours to those in the natural/man made world.</p> <p>Comment on the effect of colour mixing using different mediums.</p>	<p>Use more specific colour language.</p> <p>Know which primary colours make secondary colours,</p> <p>Mix secondary colours to make tertiary colours.</p> <p>Mix and use tertiary colours and use tints and shades with purpose.</p> <p>Add white to colours to make tints, add black to colours to make tones.</p>	<p>Mix and match colours to create atmosphere /mood and light effects.</p> <p>Be able to identify primary, secondary, tertiary, complementary and contrasting colours.</p> <p>Create colour matched to those observed in the natural /built world.</p> <p>Work with complementary colours.</p> <p>Select, mix and apply colour, using appropriate medium, purposefully to a range of art work to create maximum effect.</p>	<p>Mix and match colours to create atmosphere/mood and light effects.</p> <p>Be able to identify primary, secondary, tertiary, complementary and contrasting colours.</p> <p>Create colour matched to those observed in the natural /built world.</p> <p>Work with complementary colours.</p> <p>Select, mix and apply colour, using appropriate medium, purposefully to a range of art work to create maximum effect.</p>

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<b>DESIGN &amp; DEVELOP IDEAS</b>	<p>Respond to ideas and starting points, asking and answering questions.</p> <p>Explore ideas and collect visual information, investigating possibilities of a range of materials and processes.</p> <p>Explore different methods and materials as ideas develop.</p> <p>Begin to understand &amp; use the visual and tactile elements and associated terminology:</p> <ul style="list-style-type: none"> <li>● Colour</li> <li>● Pattern</li> <li>● Shade</li> <li>● Line</li> <li>● Tone</li> <li>● Texture</li> <li>● Form</li> <li>● Shade</li> </ul> <p>Review what they and others have done, identifying what they might change.</p>			<p>Develop ideas from starting points throughout the curriculum, keeping a journal where inspiration is developed to encourage ongoing creativity.</p> <p>Collect information, sketches and resources in a personal journal.</p> <p>Adapt annotate and refine ideas as they progress. Explore ideas in a variety of ways.</p> <p>Comment on artworks (theirs, peers and Masters) using visual language.</p> <p>Continue to understand &amp; use the visual and tactile elements and associated terminology.</p>		<p>Develop and imaginatively extend ideas from starting points throughout the curriculum, continuing their journal, whilst including annotations to critique their ideas.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a personal journal.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks (theirs, peers and Masters) with a fluent grasp of visual language.</p> <p>Continue to understand &amp; use the visual and tactile elements and associated terminology. Choose a style of drawing suitable for the work - realistic or impressionistic</p>		