



Key Stage 1 Curriculum Progression

Art



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| Key Stage 1 National Curriculum Programme of Study | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
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| | Year 1 | Year 2 |
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| Work of Artists | <p>A1 study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms</p> <p>A2 evaluate and analyse creative works using the language of art, craft and design.</p> | <p>A1 study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms</p> <p>A2 evaluate and analyse creative works using the language of art, craft and design.</p> |
| Exploring and evaluating ideas | <p>E1 record and explore ideas from first hand observations</p> <p>E2 ask and answer questions about starting points for their work</p> <p>E3 develop and share their ideas, try things out and make changes</p> <p>E4 describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>E5 think critically about their art and design work.</p> | <p>E1 record and explore ideas from first hand observations</p> <p>E2 ask and answer questions about starting points for their work</p> <p>E3 develop and share their ideas, try things out and make changes</p> <p>E4 describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>E5 think critically about their art and design work.</p> |
| Drawing | <p>D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks</p> <p>D2 draw lines and shapes from observations using different surfaces</p> <p>D3 invent lines and shapes in drawing</p> | <p>D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks</p> <p>D2 draw lines and shapes from observations using different surfaces</p> <p>D3 invent lines and shapes in drawing</p> <p>D4 investigate tone by drawing light/dark lines, patterns and shapes</p> <p>D5 investigate pattern and texture by describing, naming, rubbing and copying</p> |
| Digital media | | <p>DM1 explore ideas using digital sources i.e. internet, ipads</p> <p>DM2 record visual information digitally</p> <p>DM3 use a simple graphics package to create images and effects with lines, shapes, colour and texture</p> |
| 3D design | <p>3D1 manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading</p> <p>3D2 explore sculpture with a range of malleable media</p> <p>3D3 work safely with materials and tools</p> <p>3D4 experiment with constructing and joining recycled, natural and manmade materials</p> | <p>3D3 work safely with materials and tools</p> <p>3D4 experiment with constructing and joining recycled, natural and manmade materials</p> |
| Painting | <p>P1 use a variety of tools and techniques i.e. brush sizes and types</p> <p>P2 mix and match colours to artefacts and objects</p> <p>P3 work on different scales</p> <p>P4 experiment with tools and techniques e.g. layering, mixing</p> <p>P5 name and mix primary colours.</p> <p>P6 create textured paint by adding material, i.e. sand or plaster</p> | <p>P1 use a variety of tools and techniques i.e. brush sizes and types</p> <p>P2 mix and match colours to artefacts and objects</p> <p>P3 work on different scales</p> <p>P5 name and mix primary colours, shades and tones</p> |

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| Printing | PR1 print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables PR2 take simple prints i.e. mono-printing PR3 design and build repeating patterns and recognise pattern in the environment PR4 create simple printing blocks for press print PR5 experiment with overprinting motifs and colour | |
| Textiles | | T1 choose fabrics/threads based on colour, texture and shape T2 cut and shape fabric using scissors/snips T3 apply shapes with glue or stitching |
| Collage | C1 create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc C2 collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour C3 arrange and glue materials to different backgrounds C4 fold, crumple, tear and overlap papers | C1 create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc C2 collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour C3 arrange and glue materials to different backgrounds C4 fold, crumple, tear and overlap papers |



Key Stage 2 Curriculum Progression

Art



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| Key Stage 2 National Curriculum Programme of Study | <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history |
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| | Year 3 | Year 4 |
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| Work of Artists | <p>A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>A2 evaluate and analyse creative works using the language of art, craft and design.</p> | <p>A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>A2 evaluate and analyse creative works using the language of art, craft and design.</p> |
| Exploring and evaluating ideas | <p>E1 create sketch books to record their observations and use them to review and revisit ideas.</p> <p>E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</p> <p>E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>E4 think critically about their art and design work.</p> | <p>E1 create sketch books to record their observations and use them to review and revisit ideas.</p> <p>E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</p> <p>E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>E4 think critically about their art and design work.</p> |
| Drawing | <p>D1 draw for a sustained periods of time.</p> <p>D2 use a sketchbook to collect and develop ideas from a range of sources</p> <p>D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc</p> <p>D4 experiment with different grades of pencil to achieve varied tone</p> | <p>D1 draw for a sustained periods of time.</p> <p>D2 use a sketchbook to collect and develop ideas from a range of sources</p> <p>D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc</p> <p>D5 create texture and pattern in drawing with a range of implements.</p> |
| Digital media | | <p>DM1 explore ideas using digital sources i.e. internet, ipads</p> <p>DM4 use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.</p> |
| 3D design | <p>3D1 plan, design and make models from observation or imagination.</p> <p>3D2 develop skills in joining, extending and modelling clay.</p> <p>3D5 create textures and patterns in malleable materials including clay.</p> | <p>3D1 plan, design and make models from observation or imagination.</p> <p>3D2 develop skills in joining, extending and modelling clay.</p> <p>3D3 use papier mache to create simple 3D effects</p> <p>3D4 experiment with constructing and joining recycled, natural and manmade materials.</p> |
| Painting | <p>P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.</p> <p>P2 create different effects and textures with paint</p> <p>P3 use language of and mix primary and secondary colours and use tints and shades</p> | <p>P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.</p> <p>P2 create different effects and textures with paint</p> <p>P3 use language of and mix primary and secondary colours and use tints and shades</p> |
| Printing | <p>PR1 create printing blocks using relief or impressed method</p> | <p>PR1 create printing blocks using relief or impressed method</p> |

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| | PR2 develop print techniques i.e. mono-printing, block printing, relief or impressed method PR3 create repeating patterns PR4 print with two colour overlays. | PR2 develop print techniques i.e. mono-printing, block printing, relief or impressed method PR3 create repeating patterns PR4 print with two colour overlays. |
| Textiles | | T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. |
| Collage | | C1 experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. C2 use collage as a means of collecting ideas and information and building up a visual vocabulary. |

| | Year 5 | Year 6 |
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| Work of Artists | A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. A2 evaluate and analyse creative works using the language of art, craft and design. | A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. A2 evaluate and analyse creative works using the language of art, craft and design. |
| Exploring and evaluating ideas | E1 create sketch books to record their observations and use them to review and revisit ideas. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work. | E1 create sketch books to record their observations and use them to review and revisit ideas. E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work. |
| Drawing | D1 draw for a sustained periods of time. D2 use a sketchbook to collect and develop ideas from a range of sources D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc D4 experiment with different grades of pencil to achieve varied tone D5 create texture and pattern in drawing with a range of implements. | D1 draw for a sustained periods of time. D2 use a sketchbook to collect and develop ideas from a range of sources D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc D4 experiment with different grades of pencil to achieve varied tone D5 create texture and pattern in drawing with a range of implements. |
| Digital media | DM1 explore ideas using digital sources i.e. internet, ipads | DM1 explore ideas using digital sources i.e. internet, ipads DM2 record, collect and store visual information digitally |
| 3D design | 3D1 plan, design and make models from observation or imagination. 3D2 develop skills in joining, extending and modelling clay. 3D3 use papier mache to create simple 3D effects 3D4 experiment with constructing and joining recycled, natural and manmade materials. 3D5 create textures and patterns in malleable materials including clay. | 3D1 plan, design and make models from observation or imagination. 3D2 develop skills in joining, extending and modelling clay. 3D3 use papier mache to create simple 3D effects 3D5 create textures and patterns in malleable materials including clay. |
| Painting | P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. P2 create different effects and textures with paint P3 use language of and mix primary and secondary colours and use tints and shades | P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. P2 create different effects and textures with paint P3 use language of and mix primary and secondary colours and use tints and shades |

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| Textiles | | <p>T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>T2 develop skills in stitching, cutting and joining</p> |
| Collage | | <p>C2 use collage as a means of collecting ideas and information and building up a visual vocabulary.</p> |