

RECEPTION				
Early Years	AUTUMN			
	Development Matters Statements	Progression of knowledge and skills	Linked texts	Key vocabulary
	Children aged 3-4 years <ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawings to represent ideas like movement or loud noises • Show different emotions in their drawings 	<u>Drawing: Marvellous marks</u> <ul style="list-style-type: none"> • Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. • Begin to develop observational skills (for example, by using • Mirrors to include the main features of faces) • Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practise looking carefully when drawing. • Combine materials when drawing. 		<i>Bumpy, Chalk, Circle, Colours, Curved, Felt tips, Paint, Pattern, Pencils, Rubbing, Self-portrait, Short, Squiggly, Straight, Wavy, Wax crayons, Zig-zag</i>
	Expectation by the end of:			
	Reception (Early Learning Goals): Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build upon their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.			
SPRING				
Development Matters Statements	Progression of knowledge and skills	Linked texts	Key vocabulary	
Children aged 3-4 years old <ul style="list-style-type: none"> • Explore colour and colour mixing. 	<u>Painting and mixed media: Paint my world</u> <ul style="list-style-type: none"> • Explore paint, using hands as a tool. • Describe colours and textures as they paint. 		<i>Collage, Create, Cut, Dot, Flick, Landscape, Rip,</i>	

<ul style="list-style-type: none"> • Show different emotions in their drawings-happiness ,sadness, fear, etc • Explore different materials freely, to develop their ideas about how to use them • Join different materials and explore different textures • Develop their own ideas and then decide which materials to use to express them • 	<ul style="list-style-type: none"> • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials e.g. paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage. • Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. 		<p><i>Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Swirl, Swish, Tear</i></p>
<p>Expectation by the end of:</p>			
<p>Reception (Early Learning Goals): Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build upon their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>			
<p>SUMMER</p>			
<p>Development Matters Statements</p>	<p>Progression of knowledge and skills</p>	<p>Linked texts</p>	<p>Key vocabulary</p>
<p>Children aged 3-4 years old</p> <ul style="list-style-type: none"> • Explore colour and colour mixing. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Explore different materials freely, to develop their own ideas • Develop their own ideas and then decide which 	<p>Sculpture and 3D: Creation Station</p> <ul style="list-style-type: none"> • Explore the properties of clay. • Use modelling tools to cut and shape soft materials e.g. Playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour. • Use a range of drawing materials, art application techniques, mixed-media scraps and modelling 		<p><i>3D, Bend, Clay, Chop, Collage, Cut, Flatten, Join, Landscape, Pinch, Poke, Pull, Push, Reflect, Roll, Sculpture, Slippery, Smooth, Squash, Squelchy, Wet</i></p>



Higher Walton CE Primary School – Art and Design Curriculum Progression



<p>materials to use to express them</p> <ul style="list-style-type: none">• Join different materials and explore different textures	<p>materials to create child-led art with no set outcome.</p> <ul style="list-style-type: none">• Cut, thread, join and manipulate materials safely, focussing on process over outcome.• Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)		
Expectation by the end of:			
<p>Reception (Early Learning Goals):</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build upon their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>			

KEY STAGE ONE		
Drawing	Pupils should be taught to:	
	<ul style="list-style-type: none"> To use drawing to develop and share their ideas, experiences and imagination. 	
	Expectation by the end of:	
	<u>Year 1 – Make your mark</u> <ul style="list-style-type: none"> That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials e.g. which ones smudge, which ones can be erased, which ones blend. Hold and use drawing tools in different ways to create different lines and marks. Create marks by responding to different stimulus such as music. Overlap shapes to create new ones. Use mark making to replicate texture. Look carefully to make an observational drawing. Complete a continuous line drawing. Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture. Explore their own ideas using a range of media Use sketch books to explore ideas 	<u>Year 2 – Tell a story</u> <ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques Experiment in sketchbooks, using drawing to record ideas How different marks can be used to represent words and sounds How to use marks and lines to show expression on faces How to use drawing to tell a story How to use drawing pens How to manipulate materials and surfaces to create textures (scratching with tools and blending with fingers)
Painting and Mixed Media	Pupils should be taught to:	
	<ul style="list-style-type: none"> To use painting to develop and share their ideas, experiences and imagination. 	
	Expectation by the end of:	
	<u>Year 1: Colour splash</u> <ul style="list-style-type: none"> Combine primary coloured materials to make secondary colours. 	<u>Year 2: Life in colour</u> <ul style="list-style-type: none"> Mix a variety of shades of a secondary colour.

	<ul style="list-style-type: none"> • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways e.g. Adding water, adding a lighter colour. • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. 	<ul style="list-style-type: none"> • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it. • Further demonstrate increased control with a greater range of media. • Make choices about which materials and techniques to use to create an effect. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
Sculpture and 3D	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • To use sculpture to develop and share their ideas, experiences and imagination. 	
	<p>Expectation by the end of:</p>	
	<p><u>Year 1: Paper play</u></p> <ul style="list-style-type: none"> • Roll and fold paper • Cut shapes from paper and card • Cut and glue paper to make 3D structures • Decide the best way to glue something 	<p><u>Year 2: Clay houses</u></p> <ul style="list-style-type: none"> • Smooth and flatten clay • Roll clay into a cylinder or ball • Make a different surface marks in clay • Make a clay pinch pot

	<ul style="list-style-type: none"> • Create a variety of shapes in paper, e.g. spiral, zig zag • Make larger structures using newspaper rolls • Explore and analyse a wider variety of ways to join and fix materials in place • Develop some control when using a range of tools to draw, paint and create crafts and sculptures 	<ul style="list-style-type: none"> • Mix clay slip using clay and water • Join two clay pieces using slip • Make a relief clay sculpture • Use hands in different ways as a tool to manipulate clay • Use clay tools to score clay • Use hands and tools with confidence when cutting, shaping and joining malleable materials
Craft and design	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	
	<p>Expectation by the end of:</p>	
	<p><u>Year 1: woven wonders</u></p> <ul style="list-style-type: none"> • Know which materials can be cut, knotted, threaded and plaited • Can wrap objects / shapes with wool • Can measure specific lengths • Can tie a knot, thread and plait • Can make a box loom • Can join knots • Weave with paper on a paper loom • Weave using a combination of materials • Make choices about which materials to use to create an effect • Explore and analyse a wider variety of ways to join and fix materials in place 	<p><u>Year 2: Map it out</u></p> <ul style="list-style-type: none"> • Draw a map to illustrate a journey • Separate wool fibres ready to make felt • Lay wool fibres in opposite directions to make felt • Roll and squeeze the felt to make the fibres stick together • Add details to felt by twisting small amounts of wool • Choose which parts of their drawn map to represent in the stained glass • Overlap cellophane / tissue to create new colours • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface • Apply paint or ink using printing roller • Smooth a printing tile evenly • Use hand tools with confidence when cutting, shaping and joining material

LOWER KEY STAGE TWO				
Drawing	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To improve the mastery of drawing with a range of materials [for example, pencil, charcoal, paint, clay] 			
	<p>Expectation by the end of:</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e6f2ff; width: 50%;"><u>Year 3: Growing artist</u></th> <th style="background-color: #e6f2ff; width: 50%;"><u>Year 4: Power print</u></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Use shapes identified within in objects as a method to draw. Create tone by shading. Achieve even tones when shading. Make texture rubbings. Create art from textured paper. Hold and use a pencil to shade. Tear and shape paper. Use paper shapes to create a drawing. Use drawing tools to take a rubbing. Make careful observations to accurately draw an object. Create abstract compositions to draw more expressively. Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. </td> <td> <ul style="list-style-type: none"> Use pencils of different grades to shade and add tone. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other. Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'. Make choices about arranging cut elements to create a composition. Create a wax resist background. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a print. Create a monoprint. Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style </td> </tr> </tbody> </table>	<u>Year 3: Growing artist</u>	<u>Year 4: Power print</u>	<ul style="list-style-type: none"> Use shapes identified within in objects as a method to draw. Create tone by shading. Achieve even tones when shading. Make texture rubbings. Create art from textured paper. Hold and use a pencil to shade. Tear and shape paper. Use paper shapes to create a drawing. Use drawing tools to take a rubbing. Make careful observations to accurately draw an object. Create abstract compositions to draw more expressively. Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
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Painting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To improve the mastery of painting with a range of materials [for example, pencil, charcoal, paint, clay] Know about great artists in history. 			

	Expectation by the end of:	
	<p>Year 3: Prehistoric painting</p> <ul style="list-style-type: none"> • Use simple shapes to scale up a drawing to make it bigger. • Make a cave wall surface. • Paint on a rough surface. • Make a negative and positive image. • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. • Use colour mixing to make natural colours. • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<p>Year 4: Light and dark</p> <ul style="list-style-type: none"> • Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques e.g. stippling, dabbing, and washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials. • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.
Sculpture and 3D	Pupils should be taught to:	
	<ul style="list-style-type: none"> • To improve the mastery of sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great architects in history. 	
	Expectation by the end of:	
	<p>Year 3: Abstract shape and space</p> <ul style="list-style-type: none"> • Join 2D shapes to make a 3D form • Join larger pieces of materials, exploring what gives 3D shapes stability • Shape card in different ways e.g. rolling, folding • Identify and draw negative shapes • Plan a sculpture by drawing • Choose materials and scale up an idea • Create different joins in card e.g. slot, tabs • Add surface details to a sculpture using colour and texture • Display the sculpture • Use hand tools confidently to cut, shape and join materials 	<p>Year 4: Mega materials</p> <ul style="list-style-type: none"> • Use their arm to draw 3D objects on a large scale • Sculpt soap from a drawn design • Smooth a surface of soap using water when carving • Join wire to make shapes by twisting and looping together • Create a neat line in the wire by cutting and twisting the end onto the main piece • Use a range of materials to make 3D artwork • Use recycled materials to make 3D artwork • Demonstrate greater skill and control when drawing and painting depict forms such as showing an awareness of proportion

	<ul style="list-style-type: none"> Confidently use a range of tools selecting and using the most appropriate 	<ul style="list-style-type: none"> Use more complex techniques to shape and join materials such as carving and modelling wire
Craft and design	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To improve the mastery of art and design techniques with a range of materials [for example, pencil, charcoal, paint, clay] About great designers in history. 	
	<p>Expectation by the end of:</p>	
	<p><u>Year 3: Egyptian scrolls</u></p> <ul style="list-style-type: none"> Layer materials in opposite directions making handmade paper stronger Use sketchbooks to research using different techniques to represent ideas Construct a new paper material using water and glue Use symbols to reflect both literal and figurative ideas Produce and select a final design Make a scroll Make a zine Generate ideas from a range of stimuli Use sketch books for a wider range of purposes e.g. recording things, annotating drawings, planning and taking the next steps 	<p><u>Year 4: Fabric by nature</u></p> <ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Know that a mood board is a visual collection with an aim to convey a general feeling or idea That batik is a traditional fabric decoration technique that uses hot wax Select imagery that inspires a design Make a mood board Draw small sections of one image to docs on colour and texture Develop observational drawings into shapes and patterns for design Transfer a design using a tracing method Make a repeating pattern using cut and torn paper shapes Use glue as an alternative batik technique Paint on fabric Wash fabric to remove glue and to finish a decorative fabric piece

UPPER KEY STAGE TWO		
Drawing	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. 	
	Expectation by the end of:	
	<p><u>Year 5: I need space</u></p> <ul style="list-style-type: none"> What print effects different materials make. Analyse an image that considers impact, audience and purpose. Draw the same image in different ways with different materials and techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition. Decide what materials and tools to use based on experience and knowledge. Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. Develop ideas more independently from their own research Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome, more independently. 	<p><u>Year 6: Make my voice heard</u></p> <ul style="list-style-type: none"> Gestural and expressive ways to make marks. Effects different materials make. The effects created when drawing into different surfaces Use symbolism as a way to create imagery. Combine imagery into unique compositions. Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects. Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece. Draw upon their experience of creative work and their research to develop their starting points for creative outcomes Use a systematic and independent approach, research, test and develop ideas and plans in their sketchbooks

Painting and Mixed Media	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To improve the mastery of painting with a range of materials [for example, pencil, charcoal, paint, clay] Know about great artists in history. 	
	<p>Expectation by the end of:</p>	
	<p>Year 5: Portraits</p> <ul style="list-style-type: none"> Develop a drawing into a painting. Create a drawing using text as lines and tone. Experiment with materials and create different backgrounds to draw onto. Use a photograph as a starting point for a mixed-media artwork. Take an interesting portrait photograph, exploring different angles. Adapt an image to create a new one. Combine materials to create an effect. Choose colours to represent an idea or atmosphere. Develop a final composition from sketchbook ideas. Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form 	<p>Year 6: Artist study</p> <ul style="list-style-type: none"> Use sketchbooks to research and present information. Develop ideas into a plan for a final piece. Make a personal response to the artwork of another artist. Use different methods to analyse artwork such as drama, discussion and questioning. Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.
Sculpture and 3D	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To improve the mastery of sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Know about great architects in history. 	
	<p>Expectation by the end of:</p>	

	<p><u>Year 5: Interactive installation</u></p> <ul style="list-style-type: none"> • Make an explosion drawing in the style of Cai Guo-Qiang exploring the effect of different materials • Try out ideas on a small scale to assess their effect • Use everyday objects to form a sculpture • Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them • Try out ideas for making sculpture interactive • Plan an installation proposal, making choices about light, sound and display • Work with a range of media with control in different ways to achieve different effects including experimenting with the techniques used by other artists 	<p><u>Year 6: Making memories</u></p> <ul style="list-style-type: none"> • To translate 2D image into 3D form • Manipulate cardboard to create 2D forms (tearing, cutting, folding, bending, ripping) • Manipulate cardboard to create different textures • Make a cardboard relief sculpture • Make visual ideas for a final piece • Translate ideas into sculptural forms • Draw upon their experience of creative work and their research to develop their starting point for creative outcomes • Create expressively in their own personal style and in response to their choice of stimulus • Combine materials and techniques appropriate to fit with ideas • Work in a sustained way over several sessions to complete a piece of work
Craft and design	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • To improve the mastery of art and design techniques with a range of materials [for example, pencil, charcoal, paint, clay] • Know about great designers in history. 	
	<p>Expectation by the end of:</p>	
	<p><u>Year 5: Architecture</u></p> <ul style="list-style-type: none"> • Know the steps to make a monoprint when a roller is sufficiently inked • Make an observational drawing of a house • Use shapes and measuring as methods to draw accurate proportions • Select a small section of a drawing to use as a print • Develop drawings further to use as a design for a print • Design a building that fits a specific brief • Draw an idea in the style of an architect that is annotated to explain the key features • Draw from different views, such as a front or side elevation 	<p><u>Year 6: Photo opportunity</u></p> <ul style="list-style-type: none"> • Know how different materials can be used to produce photorealistic artwork • Know that macro photography is showing a subject as larger than it is in real life • Create a photomontage • Create artwork for a design brief • Use a camera or tablet for photography • Identify parts of a camera • Take a macro photo, choosing an interesting composition • Manipulate a photograph using photo editing tools • Take a portrait photograph



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	<ul style="list-style-type: none">• Use sketchbooks to research and present information about an artist• Interpret an idea into a design for a structure• Work with a range of media with control in different ways to achieve different effects• Create in a more sustained way, revisiting artwork overtime and applying their understanding of tone, texture, line, colour and form	<ul style="list-style-type: none">• Create expressively in their own personal style and in response to their choice of stimulus• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks• Draw upon their experiences of creative work and their research to develop their own starting point for creative outcomes
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