



Art and design progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating Ideas	<p>Explore different materials.</p> <p>Drawing shapes in their environment.</p>	<p>Work with different materials.</p> <p>Begin to think what materials best suit the task.</p> <p>Work from observation and known objects in sketch books.</p>	<p>Work from observation and known objects.</p> <p>Begin to collect ideas from different real life experience e.g. visit to the park in sketch books.</p>	<p>Select and record from first hand observation, experience and imagination and explore ideas for different purposes.</p>	<p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Begin to suggest improvements to own work.</p> <p>Experiment with a wider range of materials.</p>	<p>Select and develop ideas confidently, using suitable materials confidently</p> <p>Improve quality of sketchbook with mixed media work and annotations</p> <p>Select own images and starting points for work</p>	<p>Develop artistic/visual vocabulary when talking about own work and that of others</p> <p>Begin to explore possibilities, using and combining different styles and techniques.</p> <p>Develop fine brush strokes</p>
Textile and collage	<p>Collect natural materials to create a temporary collage (An autumn tree/ school building using sticks, leaves etc).</p> <p>Weave using recycled materials – paper, carrier bags etc.</p>		<p>Henri Matisse</p> <p>Develop tearing, cutting and layering paper to create different effects</p> <p>Collect, sort, name match colours appropriate for an image.</p> <p>Experiment by arranging, folding, repeating, overlapping.</p>	<p>Textiles – Bayeux Tapestry</p> <p>Sew simple stiches using a variety of threads and wool</p> <p>Choose an appropriate sized needle to sew with embroidery thread and cotton.</p> <p>Running and over stitch.</p>			<p>Textiles _ Shang dynasty</p> <p>Use fabrics to create 3D structures</p> <p>Overlap and layer.</p> <p>Wider a variety of stitches.</p> <p>Compare different fabrics.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Drawing/ Mark making</p>	<p>Drawing and investigating different lines.</p> <p>Encourage accurate drawings of people.</p> <p>Use thick felt tip pens, chinks, pastels, wax, crayons and charcoal.</p>	<p>Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p>Observe and draw shapes from observations.</p>	<p>Name (for example horizontal, vertical, diagonal) match and draw lines/marks from observations.</p> <p>Explore new lines. Investigate tone by drawing light/dark lines, light/dark patterns</p> <p>Observe anatomy (faces, limbs) when drawing portraits. draw a way of recording experiences and feelings</p>	<p>Make marks and lines with a wide range of drawing implements e.g. pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Close observation Pete McKee's artworks to do initial sketches as preparation for painting.</p>	<p>Begin to show an awareness of objects having a third dimension.</p> <p>Develop shadow. (Greek pottery).</p> <p>Work on a variety of scales (Geoff Kersey)</p>	<p>Make marks and lines with a wide range of drawing implements e.g. including charcoal, pencil, crayon, chalk pastels, pens.</p>	<p>Introduce perspective, fore/back and middle ground. Select the most suitable grade of pencil for my sketch</p> <p>Explain idea behind images in sketchbooks</p> <p>Use a variety of different lines to indicate movement in my drawing</p> <p>Use shading to show shadows and reflections on 3D shape</p>
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Working with colour	<p>Name the primary colours.</p> <p>Informal mixing.</p> <p>Use a range of tools to make coloured marks on different coloured paper.</p>	<p>Recognise and name primary and secondary colours</p> <p>Mix primary colours to make secondary colours</p> <p>Share colour charts to compare variations of the same colour</p>	<p>Create and experiment with shades of colour and name some of these</p> <p>Recognise warm and cold colours</p> <p>Create washes to form backgrounds</p> <p>Explore the relationship between mood and colour</p>	<p>Mix and match colours to recreate a Pete McKee style piece of art.</p> <p>Darken colours without using black.</p>	<p>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</p> <p>Experiment with watercolour, exploring intensity of colour to develop shades.</p>	<p>Build on previous work with colour by exploring intensity.</p> <p>Introduce acrylic paint.</p> <p>Explore using limited colour palettes.</p> <p>Techniques- apply colour using dotting, scratching, splashing.</p>	<p>Hue, tint, tone, shades and mood.</p> <p>Explore the use of texture in colour.</p> <p>Colour for purposes – colour to express feelings.</p>
Printing	<p>Rubbings of things in their environment.</p> <p>Finger prints, sponge prints and block prints to make patterns.</p>	<p>Rubbings</p> <p>Print with variety of objects for example finger prints, sponge prints and then move on to block prints.</p> <p>Print with block colours.</p>	<p>Rangoli Patterns</p> <p>Use roller and ink printing. Use simple block shapes formed by children.</p> <p>Blend two colours when printing.</p>		Copper ?	<p>Andy Warhol</p> <p>Use relief method</p> <p>Create prints with three overlays</p>	

Sculpture	Investigate clay/ playdough - pinching, rolling, twisting, scratching and coiling and add details and textures using tools.  Building and destroying.		Diva lamps –  To shape and form from direct observation.  Decorative techniques, including beads, glitter etc.  Manipulate malleable materials in a variety of ways.	Jewellery – fimo and clay.  Join clay adequately.  Construct a simple base.  Create surface patterns and textures.  Expression of personal ideas.  Pinch and roll coils using modelling clay.	Copper – Viking Jewellery. Greek pottery  Investigate ways of joining clay - scratch and slip (For handles on pots).  Shape, form, model and construct malleable and rigid materials.  Awareness of natural and man-made forms.	Roman tile – clay.  Add colour once clay is dried.  Plan a sculpture through drawing and prep work.  Discuss and evaluate own work and that of other Roman sculptors.  Develop skills using clay tools.	Wire and Mod roc – WW2  Use wires to create malleable forms  Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)  Plan and develop ideas.  Properties of media.
Knowledge about Artists	Jackson Pollock Kandinsky	Van Gogh	Kandinsky Henri Matisse	Pete McKee	Geoff Kersey	Andy Warhol Nick Rowland	William Morris
Visitors			Gill (fimo)	Stone sculptor	Jeweller/Silver Smith Farrier		
Objectives need to cover			Textiles –				
CREATIVE ARTS WEEK.	Land Art/ Earth Art	Pointillism	Fauvism	POP art	Impressionism	Abstract	Futurism

