A light bulb with a tool in the middle of it

Description automatically generatedA red and white circle with a paint brush and a palette

Description automatically generated

#MoorsidePA Art & Design – Curriculum Progression Grid

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | * Explores, uses and refines a variety of artistic effects to express their ideas and feelings. * Builds on their previous learning, refining ideas and developing their ability to represent them. * Uses the names of different tools and taught techniques when creating art. * Creates collaboratively, sharing ideas and resources. | | | * Uses open-ended resources for an intended purpose. * Shares their creations, explaining the process they have used. * Uses and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Exploring and developing ideas** | * Record and explore ideas from first hand observation, experience and imagination. * Ask and answer questions about the starting points for their work, and develop their ideas. * Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. | * Record and explore ideas from first hand observation, experience and imagination. * Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. * Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. | * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas and processes to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas and processes to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. |
| Evaluating and developing work | * Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook * Identify what they might change in their current work or develop in their future work. | * Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook * Identify what they might change in their current work or develop in their future work. * Annotate work in sketchbook. | * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. * Annotate work in sketchbook. | * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. | * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. | * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. |
| Drawing | * Use a variety of tools: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. * Use a sketchbook to gather and collect artwork. * Begin to explore the use of line, shape and colour * Communicate something about themselves in their drawing * Create moods in their drawing * Draw lines of different shapes and thickness, using different graded pencils | * Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. * Understand the basic use of a sketchbook and work out ideas for drawings. * Draw for a sustained period of time from the figure and real objects, including single and grouped objects. * Experiment with the visual elements; line, shape, pattern and colour. * Create different tones using light and dark * Show patterns and texture in drawings * Use viewfinders to focus on a specific part in a drawing | * Experiment with different grades of pencil and other implements. * Plan, refine and alter their drawings as necessary. * Use their sketchbook to collect and record visual information from different sources. * Draw for a sustained period of time at their own level. * Use different media to achieve variations in line, texture, tone, colour, shape and pattern. * Show facial expressions in drawings * Use sketches to produce a final piece of art | * Alter and refine drawings and describe changes using art vocabulary. * Collect images and information independently in a sketchbook. * Use research to inspire drawings from memory and imagination. * Explore relationships between line and tone, pattern and shape, line and texture. * Begin to show facial expression and body language in sketches * Identify and draw simple objects, and use marks and lines to produced texture. * Organise line, tone, shape and colour to represent figures and forms in movement. * Show reflections * Explain why they have chosen a specific material to draw with. | * Use a variety of source material for their work. * Work in a sustained and independent way from observation, experience and imagination. * Use a sketchbook to develop ideas. * Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. * Identify and draw simple objects, and use marks and lines to produced texture. * Organise line, tone, shape and colour to represent figures and forms in movement. * Show reflections * Explain why they have chosen a specific material to draw with. | * Demonstrate a wide variety of ways to make different marks with dry and wet media. * Identify artists who have worked in a similar way to their own work. * Develop ideas using different or mixed media, using a sketchbook. * Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. * Sketches communicate emotions and a sense of self with accuracy and imagination. * Explain why they have combined different tolls to create their drawings. * Explain why they have chosen specific drawing techniques. |
| Painting | * Use a variety of tools and techniques including the use of different brush sizes and types. * Mix and match colours to artefacts and objects. * Work on different scales. * Mix secondary colours and shades * Using different types of paint. * Create different textures e.g. use of sawdust. * Create moods * Choose to use different brushes as appropriate | * Mix a range of secondary colours, shades and tones. * Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. * Name different types of paint and their properties. * Work on a range of scales e.g. large brush on large paper etc. * Mix and match colours using artefacts and objects. * Mix paint to create all secondary colours including brown. * Mix and match colours, predict outcomes * Make tints by adding white and tones by adding black. | * Mix a variety of colours and know which primary colours make secondary colours. * Use a developed colour vocabulary. * Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. * Work confidently on a range of scales e.g. thin brush on small picture etc. * Use a range of brushes to create different effects. | * Make and match colours with increasing accuracy. * Use more specific colour language e.g. tint, tone, shade, hue. * Choose paints and implements appropriately. * Plan and create different effects and textures with paint according to what they need for the task. * Show increasing independence and creativity with the painting process. * Create mood in paintings * Use shading to create mood and feeling | * Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. * Work on preliminary studies to test media and materials. * Create imaginative work from a variety of sources. * Create a range of moods in their painting * Express their emotions accurately through their painting and sketches. | * Create shades and tints using black and white. * Choose appropriate paint, paper and implements to adapt and extend their work. * Carry out preliminary studies, test media and materials and mix appropriate colours. * Work from a variety of sources, inc. those researched independently. * Show an awareness of how paintings are created (composition). * Explain what their own style is * Explain why they have used specific painting techniques |
| Printing | * Make marks in print with a variety of objects, including natural and made objects. * Carry out different printing techniques. * Make rubbings. * Build a repeating pattern and recognise pattern in the environment. | * Create a print using pressing, rolling, rubbing and stamping. * Design patterns of increasing complexity and repetition. * Print using a variety of materials, objects and techniques. * Create a print like a designer. | * Print using a variety of materials, objects and techniques including layering. * Make a printing block * Make a 2 colour print * Talk about the processes used to produce a simple print. * To explore pattern and shape, creating designs for printing. | * Research, create and refine a print using a variety of techniques and at least 4 colours * Select broadly the kinds of material to print with in order to get the effect they want * Resist printing including marbling, silkscreen and coldwater paste. | * Explain a few techniques, inc’ the use of poly-blocks, relief, mono and resist printing. * Choose the printing method appropriate to task. * Build up layers and colours/textures. * Organise their work in terms of pattern, repetition, symmetry or random printing styles. * Choose inks and overlay colours. | * Describe varied techniques. * Be familiar with layering prints. * Be confident with printing on paper and fabric. * Alter and modify work. * Work relatively independently. * Overprint using different colours * Look very carefully at the methods they use and make decisions about the effectiveness of their printing method |
| Textiles/ collage | * Use a variety of techniques,   e.g. weaving, finger knitting, fabric crayons, sewing and binca.   * How to thread a needle, cut, glue and trim material. * Create images from imagination, experience or observation. * Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. * Cut and tear paper and card to make collages * Gather and sort materials they will need. | * Use a variety of techniques, e.g. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. * Create textured collages from a variety of media. * Use different types of materials and explain why they have chosen them * Use repeated patterns * Make a simple mosaic. * Stitch, knot and use other manipulative skills. * Join fabrics in different ways | * Use a variety of techniques, e.g. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. * Name the tools and materials they have used. * Develop skills in stitching, cutting and joining. * Experiment with a range of media e.g. overlapping, layering etc. * Cut very accurately * Use mosaic and montage | * Match the tool to the material. * Combine skills more readily. * Choose collage or textiles as a means of extending work already achieved. * Refine and alter ideas and explain choices using an art vocabulary. * Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. * Experiments with paste resist. * Create a ceramic mosaic * Combine visual and tactile qualities | * Join fabrics in different ways, including stitching. * Use different grades and uses of threads and needles. * Extend their work within a specified technique. * Use a range of media to create collage. * Experiment with using batik safely * Combine visual and tactile qualities to express mood and emotion. . | * Awareness of the potential of the uses of material. * Use different techniques, colours and textures etc when designing and making pieces of work. * To be expressive and analytical to adapt, extend and justify their work. * Justify the materials they have chosen. * Combine pattern, tone and shape. |
| 3D form | * Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. * Explore sculpture with a range of malleable media, especially clay. * Experiment with, construct and join recycled, natural and man-made materials. * Explore shape and form. * Add texture by using tools | * Manipulate clay for a variety of purposes, e.g. thumb pots, simple coil pots and models.  * Add line and shape to their work * Understand the safety and basic care of materials and tools | * Join clay adequately and work reasonably independently. * Construct a simple clay base for extending and modelling other shapes. * Cut and join wood safely and effectively. * Make a simple papier mache object. * Plan, design and make models. * Add onto their work to create texture and shape * Work with life size materials * Use a wider variety of stiches | * Make informed choices about the 3D technique chosen. * Show an understanding of shape, space and form. * Plan, design, make and adapt models. * Talk about their work understanding that it has been sculpted, modelled or constructed. * Use a variety of materials. * Experiment with and combine materials and processes to design an make 3D form | * Describe the different qualities involved in modelling, sculpture and construction. * Use recycled, natural and manmade materials to create sculpture. * Plan a sculpture through drawing and other preparatory work. * Experiment with and combine materials and processes to design an make 3D form | * Develop skills in using clay e.g. slabs, coils, slips, etc. * Make a mould and use plaster safely. * Create sculpture and constructions with increasing independence. * Create work which is open to interpretation by the audience * Include both visual and tactile elements in their work |
| Use of IT | * Use a simple painting program to create a picture * Use tools like fill and brushes in a painting package | * Create a picture using IT * Edit their work * Take different photographs of themselves displaying different mood * Change photographic images on a computer | * Use printed images taken on a digital camera and combine them with other media to produce art work * Use IT programs to create a piece of work that includes their work and others. * Use the web to research an artist or style of art | * Present a collection of their work on a slide show * Create a piece of art work which includes the integration of digital images they have taken * Combine graphics and text based on their research | * Create a piece of art work which includes the integration of digital images they have taken * Combine graphics and text based on their research * Use software to alter photos, adapt the and create work with meaning * Create digital images with animation, video and sound to communicate their ideas | * Use software packages to create pieces of digital art to design. * Create pieces of art work which can be used as part of a wider presentation |
| Research, knowledge and analysis | * Describe what they can see and like in the work of another artist, craft makers, designer | * Can link colours to natural and man- made objects. * Say how other artist, craft makers, designer have used colour, pattern and shape * Create a piece of work in response to another artist’s work. | * Compare the work of different artists * Explore work from other cultures * Explore work from other periods of time * Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work | * Experiment with different styles which artists have used * Explain art from other periods of history | * Experiment with different styles which artists have used * Learn about the work of others by looking at a variety of different sources | * Make a record about the styles and qualities in their work * Say what their work is influenced by * Include technical aspects in their work e.g. architectural design |