

#MoorsidePA Art & Design – Curriculum Progression Grid

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| **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.
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|  | **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.

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| 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.
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* 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.
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| 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.
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| 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
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| 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
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| 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.
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| 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

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| 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
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| 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
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