

Art and Design progression

		Year 1/2	Year 3/4	Year 5/6
Art and Design	Skills and techniques	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) 	
	Creating ideas	<p>Work from observation and known objects</p> <p>Use imagination to form simple images from given starting points or a description</p> <p>Begin to collect ideas in sketchbooks</p> <p>Work with different materials</p> <p>Begin to think what materials best suit the task</p>	<p>Develop sketch books</p> <p>Use a variety of ways to record ideas including digital cameras and iPads</p> <p>Develop artistic/visual vocabulary to discuss work</p> <p>Begin to suggest improvements to own work</p> <p>Experiment with a wider range of materials</p> <p>Present work in a variety of ways</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>

Art and design	Design/Mark making	<p>Begin to control lines to create simple drawings from observations</p> <p>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</p> <p>Hold a large paint brush correctly</p> <p>Make marks using paint with a variety of tools</p> <p>Consider consistency when applying paint</p> <p>Colour within the line</p> <p>Draw on smaller and larger scales</p> <p>Begin to add detail to line drawings</p>	<p>Use sketchbooks to record drawings from observation</p> <p>Experiment with different tones using graded pencils</p> <p>Include increased detail within work</p> <p>Draw on a range of scales</p> <p>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p> <p>Use a variety of brushes and experiment with ways of marking with them</p> <p>Begin to add detail to line drawings</p> <p>Develop shadows</p> <p>Use of tracing</p>	<p>Use first hand observations using different viewpoints, developing more abstract representations</p> <p>Introduce perspective, fore/back and middle ground</p> <p>Investigate proportions</p> <p>Use a range of mediums on a range of backgrounds</p> <p>Work indoors and outdoors</p> <p>Show tonal qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p>
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<p>Working with colour</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 (create palettes to match images)</p> <p>Lighten and darken tones using black and white</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>Explore complementary and opposing colours in creating patterns</p>	<p>Build on previous work with colour by exploring intensity</p> <p>Develop watercolour techniques Explore using limited colour palettes</p> <p>Investigate working on canvas experiment with colour in creating an effect</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points)</p> <p>Develop fine brush strokes</p> <p>Introduce acrylic paint</p>
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Art and design	Printing	<p>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</p> <p>Develop controlled printing against outline /within cut out shapes</p> <p>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns</p> <p>Experiment with marbling, investigating how ink floats and changes with movement</p>	<p>Use roller and ink printing. Use simple block shapes formed by children</p> <p>Blend two colours when printing</p> <p>Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</p> <p>Form string roller prints to create continuous patterns</p>	<p>Create polystyrene printing blocks to use with roller and ink</p> <p>Explore monoprinting (see below for artists)</p> <p>Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point</p> <p>Experiment with screen printing</p> <p>Design and create motifs to be turned into printing block images</p> <p>Investigate techniques from paper printing to work on fabrics</p>

Sculpture	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</p> <p>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</p> <p>Look at sculptures and try to recreate them using everyday objects/range of materials</p> <p>Begin to form own 3D pieces</p> <p>Consider covering these with papier-mâché</p> <p>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</p> <p>Look at sculptures by known artists and natural objects as starting points for own work</p>	<p>Develop confidence working with clay adding greater detail and texture</p> <p>Add colour once clay is dried</p> <p>Investigate ways of joining clay - scratch and slip</p> <p>Introduce 'modroc'</p> <p>Create work on a larger scale as a group</p> <p>Use pipe cleaners/wire to create sculptures of human forms</p>	<p>Design and create sculpture, both small and large scale</p> <p>Make masks from a range of cultures and traditions, building a collage element into the sculptural process</p> <p>Use objects around us to form sculptures</p> <p>Use wires to create malleable forms</p> <p>Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</p> <p>Create human forms showing movement</p>
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Art and design	Textile and collage	<p>Develop collages, based on a simple drawing, using papers and materials</p> <p>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</p> <p>Weave using recycled materials – paper, carrier bags</p> <p>Investigate a range of textures through rubbings</p> <p>Simple batik work</p> <p>Develop tearing, cutting and layering paper to create different effects</p> <p>Dye fabrics using tea, red cabbage, beetroot, onion, spinach</p> <p>Weave with wool</p>	<p>Research embroidery designs from around the world, create own designs based on these</p> <p>Sew simple stitches using a variety of threads and wool</p> <p>Investigate tie-dyeing</p> <p>Create a collage using fabric as a base</p> <p>Make felt</p> <p>Develop individual and group collages, working on a range of scales</p> <p>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</p>	<p>Introduce fabric block printing</p> <p>Create tie dye pieces combining two colours</p> <p>Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.</p> <p>Weave using paintings as a stimulus / the natural world</p> <p>Experiment with circular embroidery frames</p> <p>Create detailed designs which can be developed into batik pieces</p>
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Art and design	Knowledge about artists	<p>Pupils should be taught:</p> <p>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</p> <p>Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage)</p> <p>Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces</p> <p>Consider specific works such as Richard Long's 'Mud Hand Circle' (printing)</p> <p>Consider works from different cultures e.g. Chinese block prints</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • about great artists, architects and designers in history <p>Use the work of artists to replicate ideas or inspire own work e.g.</p> <p>Look at the work of David Hockney e.g. photo montages (drawing)</p> <p>Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour)</p> <p>Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian</p> <p>Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture)</p> <p>Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing)</p> <p>Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour)</p> <p>Abstract paintings by Picasso (colour)</p> <p>Use the work of artist Stacey Chapman "car" and other images on the internet (print)</p> <p>Look at work of Henry Moore (sculpture)</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • about great artists, architects and designers in history <p>Use the work of artists to replicate ideas or inspire own work e.g.</p> <p>Consider work by artists such as Cezanne, Derain, Van Gogh (colour)</p> <p>Look at the style of Fauve artists Derain, Vlaminck and Braque</p> <p>Consider the work of Seurat (pointillism – colour)</p> <p>Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print)</p> <p>Consider work of Cornelia Parker (sculpture)</p> <p>Consider the work from other cultures e, g Asia</p> <p>Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour)</p> <p>Look at cubist artists such as Picasso, Duchamp to show movement/ layering</p> <p>Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol)</p>

			<p>Consider work by contemporary textile artist Patricia Greaves (textiles).</p>	<p>Artists such as Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points.</p>
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