


Progression of Art and Design

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>KS1 pupils should be taught to use drawing to develop and share their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.</p>						
<p>Area of learning</p> <p>Developing ideas</p>	<p>Look and talk about what they have produced, describing simple techniques and media used. •</p>	<p>Start to record simple media explorations in a sketch book</p>	<ul style="list-style-type: none"> Use a sketchbook to plan and develop simple ideas. Use a sketchbook to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform other work. 	<p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <ul style="list-style-type: none"> Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Identify interesting aspects of objects as a starting point for work. Use a sketch book to express feelings about a subject. Make notes in a sketch book about techniques used by artists. Annotate ideas for improving their work through keeping notes in a sketch book. 	<ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Express likes and dislikes through annotations. Use a sketch book to adapt and improve original ideas. Keep notes to indicate their intentions/purpose of a piece of work. 	<p>Use sketchbooks Plan a sculpture through drawing and other preparatory work.</p> <ul style="list-style-type: none"> Use the sketch book to plan how to join parts of the sculpture. Keep notes which consider how a piece of work may be developed further. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why. 	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook.</p> <ul style="list-style-type: none"> Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.
<p>Drawing</p>	<p>Use a variety of tools to mark make</p>	<p>Use a variety of tools to mark make and become precise with a pencil. Draw light and dark lines (tone) Create rubbings (texture) Observe and draw shapes. Observe and draw patterns.</p>	<p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <ul style="list-style-type: none"> Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B) 	<p>Develop intricate patterns/ marks with a variety of media.</p> <ul style="list-style-type: none"> Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to show consideration in the choice of pencil grade they use. 	<p>Draw for a sustained period of time at an appropriate level.</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to 	<p>Work in a sustained and independent way to create a detailed drawing.</p> <ul style="list-style-type: none"> Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. 	<p>Work in a sustained and independent way to develop their own style of drawing.</p> <ul style="list-style-type: none"> This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style using tonal contrast and mixed.
<p>Use of colour and painting.</p>	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <ul style="list-style-type: none"> Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. 	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <ul style="list-style-type: none"> Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. 	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <ul style="list-style-type: none"> Build confidence in mixing colour. Continue to control the types of marks made with the range of media. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. 	<ul style="list-style-type: none"> Be able to mix all the secondary colours using primary colours confidently. Developing a colour wheel and being able to form tints and shades confidently. Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a wash 	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist. 	<p>Confidently control the types of marks made and experiment with different effects and textures i.e. blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media. 	<p>To become more independent in developing their own style of painting through a range of inspirations. This style may be through the development of: colour, tone and shade.</p> <ul style="list-style-type: none"> Purposely control the types of marks made and experiment with different effects and textures i.e. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.

Sculpture/ 3-D	Enjoy using a variety of malleable media such as clay and salt dough. Impress and apply simple decoration. • Cut shapes using scissors and other modelling tools. • Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	Experiment in a variety of malleable media such as clay, salt dough and natural outdoor materials. • Shape and model materials for a purpose from observation and imagination. • Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Impress and apply simple decoration techniques, including painting. • Use tools and equipment safely and in the correct way.	To plan, design and make models from observation or imagination. Use equipment and media with increasing confidence. • Use clay, modroc or other malleable material to create an imaginary or realistic form.	To plan, design and make models. Use equipment and media with confidence. • Begin to show an awareness of objects having a third dimension and perspective. • Learn to secure work to continue at a later date. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. • Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. • Produce more intricate surface patterns and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. • Continue to explore carving as a form of 3D art. • Use language appropriate to skill and technique.	Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date. • Make a slip to join to pieces of clay. • Decorate, coil, confidently when necessary. • Model over an armature: newspaper frame for modroc. • Use recycled, natural and man made materials to create sculptures. • To begin to adapt work as and when necessary and explain why. • Gain more confidence in carving, as a form of 3D art. • Use language appropriate to skill and technique. • Demonstrate awareness in environmental sculpture and found object art. • Show awareness of the effect of time upon sculptures.	To plan design and evaluate with notes in sketch book. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: paint, polish. • Gain experience in model ling over an armature: newspaper frame for modroc. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Show increasing confidence to carve a simple form. • Use language appropriate to skill and technique.	To plan design and evaluate independently with notes in sketch book. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: glaze, paint, polish. • Gain experience in model ling over an armature: newspaper frame for modroc. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Show increasing confidence to carve a simple form. • Use language appropriate to skill and technique.
Printing	Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. • Develop simple patterns by using objects. • Enjoy using stencils to create a picture.	Explore printing simple pictures with a range of hard and soft materials. • Experience impressed printing: e.g. printing from objects. • Use equipment and media correctly and be able to produce a clean printed image. • Explore printing in relief. Use printmaking to create a repeating pattern.	Continue to explore printing simple pictures with a range of hard and soft materials. • Use equipment and media correctly and be able to produce a clean printed image. • Make simple marks on rollers and printing palettes. • Take simple prints i.e. mono - printing.	Print simple pictures using different printing techniques. • Continue to explore both mono-printing and relief printing. • Demonstrate experience in 3 colour printing. • Demonstrate experience in combining prints taken from different objects to produce an end piece.	Demonstrate experience in fabric printing. • Continue to experience in combining prints taken from different objects to produce an end piece. • Create repeating patterns.	Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints.	Demonstrate experience in a range of printmaking techniques. • Describe techniques and processes. • Adapt their work according to their views and describe how they might develop it further. • Develop their own style using tonal contrast and mixed media.
Textiles and collage	Enjoy playing with and using a variety of textiles and fabric. • Decorate a piece of fabric	Investigate textures by describing, naming, and copying patterns. Texture Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel.	Investigate textures by describing, naming, and copying patterns. Texture Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Consider natural materials for texture and pattern.	Create textures and patterns with a wide range of drawing implements. • Create art works from natural materials to show an awareness of different viewpoints of the same object. To show link between colour and emotion.	To create collages using tearing and overlapping to create a 3-D picture portrait. To further develop own imagination through abstract images to create a portrait. To use complementary and contrasting colours for effect and emotion. To consider pattern and fabric for purpose.	To identify how artists use textiles. Create work using textiles using a range of skills such as overlapping and weaving to show texture, emotion and imagination.	Use fabrics to create 3D structures. Experiment with techniques to create emotion through art which builds on ideas from the children's sketch books. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
Famous artists				David Hockney Georgia O'Keefe	Kandinsky Van Gogh Guiseppe Arcimboldo	Van Gogh Edward Much	