

Art & Design Progression

By the end of Year 6 children will:

- produce creative art and design work through: recording first-hand observations and experiences; exploring the work of others and selecting and combining a wide range of ideas and approaches/methods
- be proficient in drawing, painting, printing and other art, craft and design techniques
- look closely and methodically when analysing a range of creative works
- be able to analyse creative works using knowledge and the language of the seven elements of art: line, shape, value, colour, texture, space and form
- compare and contrast methods, approaches and techniques in their own and others' work
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- talk about art and design and be able to give reasons for their views about artists and their work
- evaluate creative works using the language of art, craft and design

EYFS links:

Physical Development

In Reception

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors

Fine Motor Skills ELG

- Use a range of small tools i.e. paintbrushes
- Begin to show accuracy and care when drawing

Expressive Arts and Design

In Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively sharing ideas, resources, and skills

Creating with Materials ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Studying the work of artists / art movements / cultural & historical art	Turner Rousseau	Arcimboldo Stan Lee (Comic Book art)	Da Vinci Modigliani Ancient Egyptians	Paul Seurat (Pointillism) Realism Mayan Art	Peter Thorpe Britto (Symbolism) Viking/Saxon art	Propaganda art Warhol (Pop Art)
Draw: Pencil, Charcoal, Inks, Chalks, Pastels, ICT software	<p>Use ICT to draw objects, observational drawings of objects with details modelled by teacher.</p> <p>Begin to experiment with different mediums, charcoal, pastels and chalks.</p> <p>Observe, draw and discuss, in simple terms, proportion (e.g. where the sky meets the sea).</p>	<p>Continue to experiment with tools and surfaces.</p> <p>Use a range of drawing tools to practise sketching bold lines and colour blocking.</p> <p>Experiment with capturing feelings in their characters.</p> <p>Build on experiences in Year 1 to develop skills with a pencil and paintbrush and understand that grip and technique can be loose and free.</p>	<p>Make initial sketches as a preparation and to build confidence.</p> <p>Draw both the positive and negative shapes i.e. the outline of the shape and the shapes contained within it.</p> <p>Experiment with the potential of various pencils i.e. HB – 2B, to show tone and texture.</p> <p>Encourage close observation of objects in both the natural and manmade world.</p>	<p>Identify and draw the effect of light and shadow on a surface.</p> <p>Introduce the concepts of scale and properties.</p> <p>Encourage more accurate drawings of whole people including proportion and placement and shape of body.</p>	<p>Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.</p> <p>Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly.</p> <p>Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing.</p> <p>Draw for a range of purposes, thinking, designing, creating, realising, imagining.</p>	<p>Look at the effect of light on an object from different directions.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Introduce the concept of perspective.</p> <p>Work on a variety of scales and also work collaboratively.</p>
Colour: Painting, ink, dye, textiles, pencils, crayon, pastels	<p>Experiment with mixing and naming colours.</p> <p>Try applying colours with different tools.</p> <p>Find collections of colour – different sorts of green, blue, red etc.</p> <p>Use language to evaluate – light/dark.</p>	<p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</p> <p>Make as many tones of one colour as possible using primary colours and white.</p> <p>Darken colours without using black.</p> <p>Mix colours to match those of the natural world – colours that might have a less defined name.</p>	<p>Ensure they know the names of all the colours.</p> <p>Begin to introduce mixing of colours to make new colours.</p> <p>Find collections of less common colours – different sorts of purple, orange, brown</p> <p>Continue to explore applying colour with a range of tools for enjoyment</p>	<p>Observe colours on hands and faces - mix flesh colours.</p> <p>Make the colours shown on a commercial colour chart.</p> <p>Mix and match colours to those in a work of art.</p> <p>Work with one colour against a variety of backgrounds.</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>Use colour to reflect mood.</p>	<p>Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands.</p> <p>Experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.</p> <p>Control and experiment with particular qualities of tone, shades, hue and mood.</p> <p>Consider colour for purposes</p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint</p> <p>Develop ability to control colour when painting; for blending, reducing hue and improving the translucency of colour.</p> <p>Know colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel).</p>	<p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Use colour to express moods and feelings.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p>

<p>Texture: Textiles, clay, sand, plaster, stone</p>	<p>Experiment with glue in paint to create texture.</p> <p>Weave strips of different textures into a weaving card.</p> <p>Sort materials according to their qualities and name the qualities e.g. warm, cold, shiny, smooth etc.</p> <p>Discuss how textiles create things – curtains, decoration, clothing.</p> <p>Take rubbings of different materials and create a collage</p>	<p>Build on year 1 experience and knowledge of textures to select texture materials.</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</p> <p>Simple appliqué work attaching material shapes to fabric with running stitches.</p> <p>Start to explore other simple stitches - backstitch, cross-stitch.</p> <p>Use various collage materials to make a specific picture.</p>	<p>Handle, manipulate and enjoy using materials.</p> <p>Make simple collages, using paper, pasta, beans and larger tactile things. Select, sort, tear and glue items down.</p> <p>Look at traditional fabrics and textiles and compare with modern fabrics.</p> <p>Discuss different types of fabric.</p>	<p>Build on all previous experiences in textiles.</p> <p>Create a small applique using textiles and stitches.</p> <p>Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</p> <p>Start to place more emphasis on observation and design of textural art.</p> <p>Use initial sketches to aid work.</p>	<p>Interpret stories, music, poems and use environment and townscapes as stimuli.</p> <p>Select and use materials to achieve a specific outcome.</p>	<p>Develop experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, layering etc.</p> <p>Apply knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p> <p>Work collaboratively on a larger scale.</p>
<p>Form: 3D work, clay, dough, boxes, wire, paper sculpture, mod roc</p>	<p>Use simple 3D techniques.</p> <p>Use both hands and tools to build and construct. Represent personal ideas.</p> <p>Cut shapes using scissors.</p> <p>Construct using materials to make known objects for a purpose e.g. a puppet, clay pot, dough Christmas ornaments.</p> <p>Carve, pinch and roll coils and slabs using a modelling media.</p> <p>Make simple joins by manipulating modelling material or pasting.</p>	<p>Build on experience from year 1 to create simple joins in sculptures. Experiment with adding Modroc to a frame and building up shapes and detail</p>	<p>Handle, feel and manipulate materials. Construct and then pull apart and reconstruct.</p> <p>Shape and model from observation and imagination.</p> <p>Impress and apply simple decoration. Use simple language through discussion of feel, size, look, etc</p>	<p>Plan and develop ideas in sketchbooks and make informed choices about media.</p> <p>Experience surface patterns / textures.</p> <p>Work safely, to organize the working area and clear away.</p> <p>Discuss own work and work of other sculptors.</p> <p>Consider light and shadow, space and size.</p>	<p>Use sketchbooks to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence.</p> <p>Produce more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Consider the properties of media being used.</p> <p>Discuss and evaluate your own work and that of other sculptors in detail.</p>	<p>Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings.</p>
<p>Printing: found materials, fruit/veg, wood blocks, press print, lino, string</p>	<p>Explore fruit printing using the actual fruits and other printing tools.</p> <p>Create patterns and pictures by printing from objects using more than one colour.</p> <p>Develop impressed images with some added pencil or decorative detail. Relief printing - string, card, etc.</p> <p>Use equipment and media correctly, to produce a clean image.</p> <p>Use appropriate language to describe tools, process, etc.</p>	<p>Experiment with creating the texture for tree bark with printings using string.</p>	<p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>work from imagination and observation.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours.</p> <p>Experiment with what works and what does not work.</p>		<p>Experience combining prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, to plan in sketchbook.</p> <p>Experience producing pictorial and patterned prints. Designs prints for fabrics, book covers and wallpaper.</p> <p>Make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>Discuss and evaluate your own work and that of others.</p>	<p>Build up drawings and images of whole or parts of items using various techniques, e.g. Screen printing.</p> <p>Explore printing techniques using by various artists.</p>
<p>Pattern: paint, pencil, textiles, clay, printing</p>	<p>Recognise and describe repeating patterns.</p>	<p>Explore the natural patterns on bark and leaves and replicate them using a range of media.</p>	<p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing</p>	<p>Consider different types of mark making to make patterns.</p>	<p>Use shape to create patterns. Create own abstract pattern.</p>	<p>Look at various artists creation of pattern within screen prints.</p>

	<p>Begin to select and use repeated patterns in their work.</p>		<p>(buttons/stones), bead threading patterns.</p> <p>Make irregular painting patterns based on real life.</p>	<p>Look at various artists creation of pattern and discuss effect, i.e. Gaudi and Matisse.</p> <p>Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian).</p> <p>Examine the irregular patterns within paint effects and techniques.</p>	<p>Patterns reflect personal experiences and expression.</p> <p>Creating patterns for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.</p>	<p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>
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