

SUBJECT PROGRESSION: ART AND DESIGN



	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GENERIC SKILLS	<ul style="list-style-type: none"> Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. <p>Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work</p>			<ul style="list-style-type: none"> 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. 		
DRAWING	<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media <p><u>LINES AND MARKS</u></p> <ul style="list-style-type: none"> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media. <p><u>SHAPE</u></p> <ul style="list-style-type: none"> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. <p><u>TOPE</u></p> <ul style="list-style-type: none"> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. <p><u>TEXTURE</u></p> <ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying. 		<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <p><u>LINES AND MARKS</u></p> <ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <p><u>FORM AND SHAPE</u></p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <p><u>TOPE</u></p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <p><u>TEXTURE</u></p> <ul style="list-style-type: none"> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. 		<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. <p><u>LINES, MARKS, TONE, FORM & TEXTURE</u></p> <ul style="list-style-type: none"> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. 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. <p><u>PERSPECTIVE AND COMPOSITION</u></p> <ul style="list-style-type: none"> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition 	<ul style="list-style-type: none"> Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. 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. <p><u>PERSPECTIVE AND COMPOSITION</u></p> <ul style="list-style-type: none"> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition



PAINTING



Use a variety of tools and techniques including different brush sizes and types
Mix and match colours to artefacts and objects
Work on different scales
Experiment with tools and techniques e.g. layering, mixing media, scrapping through
Name different types of paint and their properties

Colour

Identify primary colours by name
Mix primary shades and tones

Texture

Create textured paint by adding sand, plaster

Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects
Work on a range of scales e.g. thin brush on small picture etc.
Create different effects and textures with paint according to what they need for the task.

Colour

Mix colours and know which primary colours make secondary colours

Use more specific colour language

Mix and use tints and shades

Develop a painting from a drawing
Carry out preliminary studies, trying out different media and materials and mixing appropriate colours
Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music

Colour

Mix and match colours to create atmosphere and light effects

Be able to identify primary secondary, complementary and contrasting colours

Work with complementary colours

PRINTING



Print with a range of hard and soft materials e.g. corks, pen barrels, sponge
Make simple marks on rollers and printing palettes
Take simple prints i.e. mono -printing
Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils
Build repeating patterns and recognise pattern in the environment
Create simple printing blocks with press print
Design more repetitive patterns
Colour
Experiment with overprinting motifs and colour
Texture
Make rubbings to collect textures and patterns

Create printing blocks using a relief or impressed method
Create repeating patterns
Print with two colour overlays

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

TEXTILES



Match and sort fabrics and threads for colour, texture, length, size and shape
Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting
Cut and shape fabric using scissors/snips
Apply shapes with glue or by stitching
Apply decoration using beads, buttons, feathers etc
Create cords and plaits for decoration
Colour
Apply colour with printing, dipping, fabric crayons
Create and use dyes i.e. onion skins, tea, coffee
Texture
Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel

Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects
Match the tool to the material
Develop skills in stitching, cutting and joining
Experiment with paste resist.

Use fabrics to create 3D structures
Use different grades of threads and needles
Experiment with batik techniques
Experiment with a range of media to overlap and layer creating interesting colours and textures and effects

3-D AND SCULPTURE



Manipulate malleable materials in a variety of ways including rolling and kneading
Explore sculpture with a range of malleable media
Manipulate malleable materials for a purpose, e.g. pot, tile
Understand the safety and basic care of materials and tools
Form
Experiment with constructing and joining recycled, natural and manmade materials
Use simple 2-D shapes to create a 3-D form
Texture
Change the surface of a malleable material e.g. build a textured tile

Plan, design and make models from observation or imagination

Join clay adequately and construct a simple base for extending and modelling other shapes

Create surface patterns and textures in a malleable material
Use papier mache to create a simple 3D object

Shape, form, model and construct from observation or imagination

Use recycled, natural and man-made materials to create sculptures

Plan a sculpture through drawing and other preparatory work
Develop skills in using clay inc. slabs, coils, slips, etc
Produce intricate patterns and textures in a malleable media

COLLAGE

Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines

Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures

Add collage to a painted, printed or drawn background
Use a range of media to create collages



etc
Arrange and glue materials to different backgrounds
Sort and group materials for different purposes e.g. colour texture
Fold, crumple, tear and overlap papers
Work on different scales
COLOUR
Collect, sort, name match colours appropriate for an image
SHAPE
Create and arrange shapes appropriately
TEXTURE
Create, select and use textured paper for an image

Use collage as a means of collecting ideas and information and building a visual vocabulary

Use different techniques, colours and textures etc when designing and making pieces of work
Use collage as a means of extending work from initial ideas

DIGITAL MEDIA



Explore ideas using digital sources i.e. internet, CD-ROMs
Record visual information using digital cameras, video recorders
Use a simple graphics package to create images and effects with
Lines by changing the size of brushes in response to ideas
Shapes using eraser, shape and fill tools
Colours and Texture using simple filters to manipulate and create images
Use basic selection and cropping tools

Record and collect visual information using digital cameras and video recorders
Present recorded visual images using software e.g. Photostory, PowerPoint
Use a graphics package to create images and effects with;
Lines by controlling the brush tool with increased precision
Changing the type of brush to an appropriate style e.g. charcoal
Create shapes by making selections to cut, duplicate and repeat
Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose

Record, collect and store visual information using digital cameras, video recorders
Present recorded visual images using software e.g. Photostory, PowerPoint
Use a graphics package to create and manipulate new images
Be able to Import an image (scanned, retrieved, taken) into a graphics package
Understand that a digital image is created by layering
Create layered images from original ideas (sketch books etc.)