

EYFS PROGRESSION

Progression in Nursery

Development Matters Objectives	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Use drawing to represent ideas like movement or loud noises	Explore colour and colour mixing.	Show different emotions in their drawings – happiness, sadness, fear, etc.
Skills Development	<ul style="list-style-type: none"> - Make marks intentionally in sand, shaving foam and using paint, chalk etc - Give meaning to the marks they make - Draw marks on a large scale - Draw horizontal and vertical lines, squiggles, circles, squares and diagonal lines - Use their knowledge of real life objects and their imagination when choosing what to represent in their work - Draw simple representations 	<ul style="list-style-type: none"> - Manipulate tools such as pens, paintbrushes, chalk etc - Draw on a large scale - Draw horizontal and vertical lines, squiggles, circles, squares and diagonal lines - Draw simple representations 	<ul style="list-style-type: none"> - Create movements with bodies and equipment in response to music - Listen to music and use a pen to represent the movement (take the pen for a walk) - Identify how movement/ emotion/ noise can be represented in drawings and artwork by looking at examples in art by a range of different artists across times and cultures. - Draw horizontal and vertical lines, squiggles, circles, squares and diagonal lines 	<ul style="list-style-type: none"> - Explore colour in different ways - Mix colours together and notice change - Talk about what happens when they mix two colours together- Reception 	<ul style="list-style-type: none"> - Use different colours to express feelings of happiness, sadness, fear etc - Draw different marks to represent facial features that show emotions- eg mouth and eyes
Knowledge	Know that closed shapes lines connect	Know and talk about simple facial features and their basic shape	Know that marks can show movement or loud noises	Know the names of primary colours- red, blue, yellow Know the names of an extended range of colours- orange, green, purple, white, black, brown and grey Know that when you mix 2 colours another colour will be created.	Know what different emotions look like on people's faces Know how emotion can be represented in drawings and artwork.
Vocabulary	straight, curvy, line, shape, circle	naming tools and equipment, line, circle	naming tools and equipment, line, circle, pattern	mix, colour mixing, extended colour range eg purple, grey..., light, dark	emotions, eg sad, happy, angry and scared

	Autumn	Spring	Summer
Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Exploration of marks being made, circles, lines. Experimenting with different mark makers on different surfaces.	Use mark making to represent simple movements Create shorter lines, curves, enclosed circles; discovering that lines can make shapes	Draw lines and shapes to represent simple forms and movements
Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Exploration of marks being made, circles, lines. Experimenting with different mark makers on different surfaces.	Create shorter lines, curves, enclosed circles; discovering that lines can make shapes	Draw lines and shapes to represent simple facial features Draw from imagination, using simple abstract lines and shapes
Use drawing to represent ideas like movement or loud noises	Exploration of marks being made - scribbles in response to music.	Using lines and circles in response to music.	Making more controlled movements in response to music/ loud/ quiet noises.
Explore colour and colour mixing.	Choose and explore a variety of colour medium, colour mixing exploration on a variety surfaces.	Explore mixing colours, begin to talk about / name colours and observe the changes.	Begin to be able to select a brush, 'dip, draw, wash and wipe' technique to keep colours clear. Become more selective of colours to achieve a desired effect
Show different emotions in their drawings – happiness, sadness, fear, etc.	Exploration of marks being made, circles, lines. To represent feelings	Create shorter lines, curves, enclosed circles; discovering that lines can make shapes	Record observations and feelings; adding meaning to pictures

Progression in Reception

Development Matters Objectives	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.
Skills Development	<ul style="list-style-type: none"> - Use paints and brushes to make a range of marks. - Use specific colours to represent ideas or for a purpose of choice. - Draw a self portrait with facial features, 	<ul style="list-style-type: none"> - Choose materials carefully to make their artwork - Adapt their artwork to achieve a desired outcome - Improve their artwork 	<ul style="list-style-type: none"> - Use tools and resources safely - Work collaboratively - Communicate ideas with others - Peer support others

	<p>looking closely in the mirror, drawing details and using colours for a purpose.</p> <ul style="list-style-type: none"> - Mix colours together to achieve a desired outcome with support. - Use different sized brushes, selecting fine brushes to add detail. - Use a variety of art tools with greater accuracy (scissors, brushes, tools) - Develop simple patterns by printing with objects using a range of materials - Create different textures and combine media to create new effects. - Use their senses to explore the natural world, to make observations and draw ideas from it. - Select resources and materials to achieve a purpose. 		
Knowledge	<p>Name the primary colours (red, yellow and blue)</p> <p>Have an understanding of how to mix two primary colours together to make the secondary colours (orange, green and purple)</p> <p>Know how to use different tools safely.</p> <p>Name the simple properties of materials.</p> <p>Know different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	Know how to improve their creations	<p>Know how to take turns</p> <p>Know how to be respectful</p>
Vocabulary	art, primary colours, secondary colours, metallic colours, palette, thick, thin, fine, texture- smooth, bumpy, rough, represent	problem solve	

	Autumn	Spring	Summer
Explore, use and refine a variety of artistic effects to express their ideas and feelings.	<p>Begin to draw with purpose, deciding what to draw before making marks. Use a variety of mark-makers with increasing control and efficiency.</p> <p>Explore what happens mixing primary colours to create secondary colours.</p> <p>Understand how to print effectively using fine motor skills to grip and press. Begin to make</p>	<p>Develop drawing within a range of contexts</p> <p>Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern. Mix various shades of primary colours to create secondary colours and use these in artwork.</p> <p>Have own ideas for print making to experience a</p>	<p>With independence, create drawings based on feelings, real / imaginative experiences and stories.</p> <p>Use drawing tools with care and increasing precision. Draw with increasing complexity and detail. Observe colour in nature and represent it in artwork; mixing colours to match what they see.</p> <p>Use printing techniques with independence to</p>

	considered patterns/pictures. Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect. Independently make constructions, using own ideas and available loose parts. Show increasing skills with combining, lining up, stacking etc.	variety of shape, texture and pattern. Take rubbings from objects such as tree bark. Combine pieces using different techniques and tools to represent a familiar object and represent the feel of an object (e.g. spiky, furry, smooth). Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. Handle tools and materials with increasing control. Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. Make repeating and irregular patterns.	make patterns and pictures, using a variety of artistic effects Make models with a purpose and with increasing skill (e.g. shaping, moulding or combining pieces) For instance, with a systematic approach - begin with a body, add a head, legs and a tail to make a dog. Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted. independently assemble different pieces to create a picture or pattern.
Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Share ideas and develop the ability to represent them using different media.	Return to and build on previous learning.	Return to and build on previous learning, refining ideas and developing the ability to represent them.
Create collaboratively, sharing ideas, resources and skills.	Work alongside others, discussing ideas, resources and skills they are using.	Work collaboratively in pairs sharing ideas, resources and skills.	Work collaboratively in groups with other children, sharing ideas, resources and skills.

Projects and Key Artists/Designers

Year Group	Autumn	Spring	Summer
Nur	Drawing: Paul Klee "a line is a dot that went for a walk" Collage: Self Portraits	Painting: Emotions Printing: Recycled Materials	Drawing: People who help us 3D: Little Pigs Houses
Rec	Painting: Self Portraits - Mixing primary colours Collage: Firework / Rangoli Patterns Drawing: Pete the Cat illustrations	3D Sculpture: Chinese Lanterns Printing: Orla Kiely leaf printing Drawing: Observational Flower Drawings	3D: Tree textures Collage: Henri Matisse Painting: Pablo Picasso - returning to previous

BRIDGING INTO THE NATIONAL CURRICULUM

Early Learning Goals

Early Learning Goals - Creating with Materials

- 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;

Early Learning Goals: Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

How our early years curriculum prepares for the next stage of education

Early Learning Goals	NC Areas	Year 1
Artists/Designers Children investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them.	Artists/Designers	Chn study works of famous artists, craftspeople and designers, learning how and when they were made. They describe the content and the feelings/emotions conveyed by the work.
Content Knowledge Pupils will orally describe their work and learn the meaning of the words: colour, line, tone, shape, texture and pattern.	Content Knowledge	Chn learn the meaning of the words: colour, line, tone, shapes, texture and patterns and begin using them in their art. Chn will recognise when they are using formal elements and describe how they are using them.
<u>Share their creations, explaining the process they have used;</u> Developing Ideas - Children will learn how ideas change, grow and develop as work is produced. Children will create art from personal	Developing Ideas	Chn may come up with ideas linked to the theme or topic they are studying. Chn will draw events and things that have happened to them, things they know and love or imagine far away places.
	Evaluating	Chn have the opportunity to make creative decisions about the content of

<p>experiences and imagination,</p> <p>Evaluating - Children have the opportunity to make creative decisions about the content of their work, select appropriate media to work with and make choices about outcomes. They will develop skills in orally describing their thoughts, ideas and intentions about their work. Children will compare their art to significant works of art, recognising what is the same and what is different.</p>		<p>their work, select appropriate media to work with and make choices about outcomes. Chn will develop skills orally describing their thoughts, ideas and intentions about their work. They will form opinions about the process of their work saying what went well and how they might improve it. Chn will compare their art to the appropriate works of art recognising what is the same and what is different.</p>
<p><u>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function:</u></p> <p><u>Use a range of small tools, including scissors, paint brushes and cutlery</u></p> <p><u>Begin to show accuracy and care when drawing</u></p> <p>Drawing - Pupils develop their control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines and simple shapes such as circles, squares and triangles. Pupils learn to tonally shade areas and shapes as neatly and carefully as they can.</p> <p>Pupils draw things that they like and learn to draw for pleasure and relaxation. Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons.</p> <p>Painting - Pupils learn how to control a paintbrush, they learn how to look after brushes and blend colours on a palette or painting surface. Pupils will use a range of painting tools to experiment with mark making - brushes, sponges, tissue, fabric, string etc</p> <p>Colour - They learn fundamental colour mixing using primary colours. They play with colours, experimenting to discover new colours. They try to mix colours to match images from paintings and books.</p> <p>Tone/Form - Pupils learn that colours can be made lighter/ darker by adding white and black</p> <p>Pattern/Texture - They paint patterns and add things to paint to make textures such as sand, grit, salt.</p> <p>Line/Shape - Pupils concentrate to paint shapes, lines and edges neatly.</p> <p>3D Sculpting - Pupils learn to create form by cutting, forming and</p>	<p>Drawing</p>	<p>Pupils develop their ability to use and apply the formal elements by increasing their control of line and using simple 2D geometric shapes when drawing. They explore the concept of light and dark, learning how to create both values by manipulating the pressure of their drawing materials. They practise shading tones neatly and accurately.</p> <p>Pupils use a range of media to try out new ways of making marks and lines. Pupils draw from their imagination and observation.</p>
	<p>Painting</p>	<p>Chn develop skills in mixing paint, they blend in palettes, on paper and develop the ability to apply paint skillfully. Chn know and use different types of painting surfaces such as paper, card, brown paper, fabrics, and textured surfaces and say which is suitable for a given task.</p> <p>Colour - Pupils use colours imaginatively learning that colour can be used to express their thoughts and feelings.</p> <p>Tone/Form - Pupils further develop their ability to make colours darker and lighter understanding how this affects form.</p> <p>Pattern/Texture - Pupils paint patterns and add things to paint to achieve a planned effect.</p> <p>Shape/Line - Chn paints thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.</p>
	<p>3D Sculpting</p>	<p>Chn sculpt in Year 2 where they cut, form, tear, join and shape foil to create forms to make flowers/plants they have designed or seen.</p>
	<p>Collage</p>	<p>Chn select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. Images are developed with more complexity and drawing media is used to add more detail.</p>
	<p>Printing</p>	<p>Chn print in Year 2 where they learn how to monoprint. They print using simple materials such as paper, card etc</p>

joining familiar 3D shapes such as packaging, cartons, or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or pipe cleaners.

Collage - Collage is used to select and cut colours, shapes, textures and images in a range of sources to suit ideas and purposes.

Printing - Pupils make simple blocks from soft materials they have cut, shaped or moulded. (N - cutting materials R - fruit/ vegetable printing)

NATIONAL CURRICULUM

National Curriculum

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

Key stage 1

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

NC Objectives	Year 1	Year 2
to use a range of materials creatively to design and make products	/	/
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	/	/
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	/	/
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.	/	/

Key stage 2

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

NC Objectives	Year 3	Year 4	Year 5	Year 6
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to create sketch books to record their observations and use them to review and revisit ideas	/	/	/	/
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	/	/	/	/
about great artists, architects and designers in history.	/	/	/	/

DELIVERING THE NATIONAL CURRICULUM

Aims

- **produce creative work, exploring their ideas and recording their experiences**

What and How (What creative work will they produce each year. How they will progressively explore their ideas and record experiences.)

Year Group	Project 1	Project 2	Project 3
Nursery	Drawing: Paul Klee “a line is a dot that went for a walk” Collage: Self Portraits	Painting: Emotions Printing: Recycled Materials	Drawing: People who help us 3D: Little Pigs Houses
Reception	Painting: Self Portraits - Mixing primary colours Collage: Firework / Rangoli Patterns Drawing: Pete the Cat illustrations	3D Sculpture: Chinese Lanterns Printing: Orla Kiely leaf printing Drawing: Observational Flower Drawings	3D: Tree textures Collage: Henri Matisse Painting: Pablo Picasso - returning to previous
Year 1	Drawing - Half Pencil Portraits	Collage - Paper Collage	Painting

Year 2	Drawing - Colourful Pop art Portraits	3D Sculpture - Foil Sculpture	Printing - Monoprinting
Year 3	Drawing - Charcoal Portraits	Painting	Collage - Fabric Collage
Year 4	Drawing - Oil Pastel Portraits	3D Sculpture - Clay Sculpture	Printing - Relief
Year 5	Drawing - Eye Study	Painting	3D Sculpture - Recycled Materials
Year 6	Drawing - Digital media Portraits	Printing - Tessellated	Collage - Multimedia Collage

- become proficient in drawing, painting, sculpture and other art, craft and design techniques

Art and Design Skills Progression (Overview)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Chn draw lines of different sizes and thickness. Chn use scribbling and hatching to shade objects drawn. Chn colour neatly following the lines.	Chn show pattern and texture by adding dots and lines (stippling and cross-hatching). Chn use bold colours to express themselves.	Chn use charcoal to shade and contrast and blend using fingers and sponges. Chn annotate sketches to explain and elaborate ideas.	Chn sketch lightly and contour shade to show tone and texture. Chn begin to draw in proportion.	Chn use a choice of techniques to convey meaning. Chn use erasing to work in the negative. Chn use scale and proportion more accurately.	Chn choose a style of drawing suitable for their intended outcome. Chn convey tonal qualities showing light and dark on form.
Painting	Chn use thick and thin brushes and mix primary colours to consistently make secondary colours.		Chn explore complementary colours and develop paint scales using tints and shades. Chn experiment with monochromatic paint scales using tints, shades and tones.		Chn use of tertiary and harmonious colours. Chn mix colours, shades and tones with confidence. Chn develop their own style of painting.	
3D Sculpting		Chn use techniques such as pinching, scrunching and rolling to mould, form, shape and bond materials. Chn use tools to cut and score changing the texture. Chn experiment with		Chn construct a base for extending and modelling other shapes. Chn create surface patterns (scoring) to add decoration. Chn join objects together and	Chn shape, form and model malleable and rigid materials. Chn transform 2D designs to 3D sculptures. Chn use shape cutting equipment safely.	

		joining materials.		add layers creating texture.		
Collage	Chn use a combination of materials that are cut, torn, glued and arranged to achieve a planned effect.		Chn select and arrange materials precisely. Chn use overlapping.			Chn mix textures when creating a montage. Chn combine visual and tactile qualities.
Printing		Chn create a monoprint by rubbing, rolling, pressing and stamping to print.		Chn create raised printing blocks by adding string to the printing block surface. Chn make precise repeating patterns.		Chn use tools to remove selected parts of their printing block. Chn use tessellation to create a mosaic effect. Chn create an accurate pattern showing fine detail.

- **evaluate and analyse creative works using the language of art, craft and design**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content Knowledge	Chn describe the work of notable artists, craftspeople and designers	Chn use some of the ideas of artists studied to create own pieces	Chn replicate some of the techniques used by notable artists and designers	Chn create original pieces that are influenced by studies of others.	Chn give details about the style artists and designers. Show how the work of those studied was influential in society and to other artists.	Chn create original pieces that show a range of influence and styles. Apply knowledge and ideas from great artists and designers from different periods.
Developing Ideas	Chn respond to ideas and starting points, exploring different methods as ideas develop.	Chn explore ideas and collect visual information. Chn explore different methods and materials as ideas develop.	Chn develop ideas from starting points throughout the curriculum. They adapt and refine ideas as they progress. Chn comment on artworks using visual language.	Chn collect information, sketches and resources to enhance own ideas. Chn explore ideas in a variety of ways and comment on artwork with a developing grasp of visual language.	Chn develop and imaginatively extend their ideas from starting points throughout the curriculum. Chn collect information, sketches and resources to inspire. Chn use the qualities of materials to enhance ideas and comment on artwork with a developing grasp of visual language.	Chn collect, sketches/resources and present ideas imaginatively in a sketchbook/ Chn spot the potential in unexpected results as their work progresses. Chn comment on artwork with a fluent grasp of visual language.

Evaluating	Chn say what they like and dislike about a piece of artwork	Chn evaluate the work of their peers with basic justification	Chn evaluate their peers work with clear justifications, understanding that opinions might differ	Chn evaluate the work of others with clear evaluations based on one part of the piece e.g. detail, emotion, technique, colour.	Chn evaluate the work of others with clear evaluations based on multiple parts of the piece e.g. detail, emotion, technique, colour.	Chn evaluate the work of others with clear justifications based on if the work is effective or not and why.
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- **know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.**

Why we have chosen these artists, craft makers and designers.

The great artists, craft makers and designers. The historical and cultural development of their art forms.

Year Group	Project 1	Project 2	Project 3
Year 1	Lesley Martyn	Megan Coyle	Van Gogh
Year 2	Roy Lichtenstein	Toshihiko Mistuya & Georgia O'Keefe	Jan Tcega & George Pierre Seurat
Year 3	John Singer	Claude Monet	Stella McCartney & Susan Schenk
Year 4	Mary Cassatt	Ancient Greek & Ancient Roman Pottery	Andy Lovell
Year 5	Jose Vergara	Frida Khalo	Veronika Richterova
Year 6	Ben Hein	Yasmin Kathrada	

Traditional Art **Contemporary Art** **Modern Art**

National Curriculum Progression - KS1

	Use a range of materials	To develop and share	To develop a wide range of art techniques	To know about the work of a
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	creatively to design and make products	their ideas, experiences and imagination		range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
KS1	<p>Chn experiment with a range of different materials. Focus Projects: pencils , pencil crayons, paper, card, tissue paper, different collage materials, poster paints. pencils , felt tips, foil, paints, pastels,</p>	<p>Chn respond to ideas and starting points, exploring different methods as ideas develop.</p> <p>Chn explore ideas and collect visual information. Chn explore different methods and materials as ideas develop.</p>	<p>Colour Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.</p> <p>Pattern/ Texture Create pattern/ texture using simple drawing techniques: scribbling, stippling, hatching and cross-hatching Use folding, overlapping and tearing of materials to create different patterns and textures.</p> <p>Line Make marks and lines with a range of drawing implements Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Shape Make marks and lines with a range of drawing implements Experiment with different grades of pencil and other implements to create lines and shapes</p> <p>Space Use and draw shapes more accurately in the relevant space.</p> <p>Tone Experiment with different grades of pencil and other to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p>Form Mould, join, pinch, scrunch and bend material to achieve a 3D structure.</p>	<p>Chn describe the work of notable artists, craftspeople and designers</p> <p>Chn recognise practices and disciplines in the artists, craft makers, designers work and begin to make links to their own work.</p> <p>Chn are inspired by the work of artists and begin to use elements in their own pieces.</p> <p>Chn recognise practices and disciplines in the artists, craft makers, designers work and describe differences and similarities between different practices and disciplines, linking to their own work.</p>

National Curriculum Progression - KS2

	To create sketch books to record their	To improve their mastery of art and design	To know about great artists, architects and
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	observations and use them to review and revisit ideas	techniques	designers in history
LKS2	<p>Chn develop ideas from starting points throughout the curriculum. They adapt and refine ideas as they progress. Chn comment on artworks using visual language.</p> <p>Chn collect information, sketches and resources to enhance own ideas. Chn explore ideas in a variety of ways and comment on artwork with a developing grasp of visual language.</p>	<p>Colour Investigate the colour wheel. Explore complementary colours, developing scales using tints and shades. Explore monochromatic colour scales.</p> <p>Pattern/ Texture Create pattern/ texture using drawing techniques: scribbling, stippling, hatching and cross-hatching, shading, contouring, blending. Use different fabrics and materials to experiment with pattern and texture.</p> <p>Line Experiment with lines to create texture and movement.</p> <p>Shape Use appropriate shapes for achieved planned effects.</p> <p>Space Explore positive and negative space.</p> <p>Tone Experiment with tone to apply depth to artwork.</p> <p>Form Experiment with size, shape and space of their 3D structures</p>	<p>John Singer Claude Monet Stella McCartney Susan Schenk Mary Cassatt Andy Lovell</p>
UKS2	<p>Chn develop and imaginatively extend their ideas from starting points throughout the curriculum. Chn collect information, sketches and resources to inspire. Chn use the qualities of materials to enhance ideas and comment on artwork with a developing grasp of visual language.</p> <p>Chn collect, sketches/resources and present ideas imaginatively in a sketchbook/ Chn spot the potential in unexpected results as their work progresses. Chn comment on artwork with a fluent grasp of visual language.</p>	<p>Colour Explore tertiary and harmonious colours.</p> <p>Pattern/ Texture Create pattern/ texture using drawing techniques: scribbling, stippling, hatching and cross-hatching, shading, contouring, blending. Use different fabrics and materials to experiment with pattern and texture.</p> <p>Line Experiment with lines to create texture, movement and emphasis.</p> <p>Shape Use appropriate shapes for achieved planned effects.</p> <p>Space Use space to convey meaning. Erase to work in the negative.</p> <p>Tone Develop tone to show light and shade on form.</p> <p>Form</p>	<p>Jose Vergara Frida Khalo Veronika Richterova Ben Hein Yasmin Kathrada</p>

		Use both malleable and rigid materials. Transform 2D designs to 3D structures.	
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National Curriculum Progression - KS2

NATIONAL CURRICULUM STRAND PROGRESSION

KEY STAGE ONE

Pupils should be taught:

1. to use a range of materials creatively to design and make products
 2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
 3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
 4. 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.
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1. to use a range of materials creatively to design and make products

Year 1 Aut	Year 1 Spr	Year 1 Sum	Year 2 Aut	Year 2 Spr	Year 2 Sum	NC Content
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Focus material: Coloured Pencils	Focus material: tissue paper, coloured paper, card, magazines	Focus material: Primary colour poster paints and white, paint brushes of different thickness,	Focus material: Felt tip pens	Focus material: Foil and etching tools (tooth picks, scissors)	Focus material: Paint and printing tools	to use a range of materials creatively to design and make products
Materials children will be exposed to across projects (in addition to the 'focus material'): Sketching pencils, colouring pencils, oil pastels, wax crayons, chalk, felt tip pens						

2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Year 1 Aut	Year 1 Spr	Year 1 Sum	Year 2 Aut	Year 2 Spr	Year 2 Sum	NC Content
<p>Chn draw lines of different sizes, thickness and patterns etc zigzag</p> <p>Chn use scribbling and hatching to shade objects drawn.</p> <p>Chn colour neatly following the lines.</p>	<p>Throughout each unit, children use the skills they have learnt to enhance sketchbook work (artist analysis, generation of ideas and designs)</p>	<p>Throughout each unit, children use the skills they have learnt to enhance sketchbook work (artist analysis, generation of ideas and designs)</p>	<p>Chn show pattern and texture by adding dots and lines (blending, stippling and cross-hatching).</p> <p>Chn use bold colours to express themselves.</p>	<p>Throughout each unit, children use the skills they have learnt to enhance sketchbook work (artist analysis, generation of ideas and designs)</p>	<p>Throughout each unit, children use the skills they have learnt to enhance sketchbook work (artist analysis, generation of ideas and designs)</p>	<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>

Year 1			Year 2			NC Content
		<p><u>Summer 1 Painting</u> Chn use thick and thin brushes and mix primary colours to consistently make secondary colours.</p>			<p><u>Summer 2 Printing</u> Chd make printing blocks using plasticine and use them to create repeated patterns.</p>	<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>

Year 1	Year 2	NC Content

	<u>Spring 2 Collage</u> Chd are introduced to basic collage techniques (folding, tearing, layering) using paper, card and tissue paper.			<u>Spring 1 3D Sculpture</u> Chn use techniques such as pinching, scrunching and rolling to mould, form, shape and bond materials. Chn use tools to cut and score changing the texture. Chn experiment with joining materials.		to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
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3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Year 1 Aut	Year 1 Spr	Year 1 Sum	Year 2 Aut	Year 2 Spr	Year 2 Sum	NC Content
<u>Autumn 2 Drawing</u> Consider colour for purpose	<u>Spring 2 Collage</u> Colour sort materials	<u>Summer 1 Painting</u> To recognise and name primary and secondary colours . Use primary colours to create secondary colours . Investigate mixing a wider variety of colours, to create different tones (adding white and black to a colour).	<u>Autumn 1 Drawing</u> Investigate tone by drawing dark/light lines, patterns, shapes. Know that different media are better for blending Use line and tone to represent our facial features	<u>Spring 1 3D Sculpture</u> N/A	<u>Summer 2 Printing</u> Consider colours used within the patterns	to develop a wide range of art and design techniques in using colour , pattern, texture, line, shape, form and space

Colour

Mix colours and know which primary colours make secondary colours.
 Mix and use tints and shades.

Year 1 Aut	Year 1 Spr	Year 1 Sum	Year 2 Aut	Year 2 Spr	Year 2 Sum	NC Content
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<u>Autumn 2 Drawing</u> <p>Know there are different drawing techniques such as: scribbling and hatching</p> <p>Know how to scribble and hatch</p>	<u>Spring 2 Collage</u> <p>Fold, tear, crumple and overlap papers</p> <p>Use different materials to embellish and add details on to their collage and explain what effect this has</p>	<u>Summer 1 Painting</u> <p>Begin to control the types of marks made with a range of painting techniques, e.g. layering, mixing media and adding texture.</p>	<u>Autumn 1 Drawing</u> <p>Investigate tone by drawing dark/light lines, patterns, shapes.</p> <p>Use different shading techniques: cross-hatching and stippling.</p> <p>Select particular techniques for a given purpose, for example, stippling for shading on lips.</p>	<u>Spring 1 3D Sculpture</u> <p>Recognise different textures in different surfaces.</p> <p>Scrunch, roll and shape foil into 3D forms</p> <p>Develop pinching into a simple sculpture.</p> <p>Experiment with joining materials to create a 3D sculpture</p> <p>Use tools to cut and score foil to change its texture</p>	<u>Summer 2 Printing</u> <p>Know that prints can be repeated to create a pattern</p> <p>Know and recognise overlapped prints.</p> <p>Know that they can score into plasticine to create a printing block.</p>	<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
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Pattern/ Texture

Create pattern/ texture using simple drawing techniques: scribbling, stippling, hatching and cross-hatching
 Use folding, overlapping and tearing of materials to create different patterns and textures.

Year 1 Aut	Year 1 Spr	Year 1 Sum	Year 2 Aut	Year 2 Spr	Year 2 Sum	NC Content
<u>Autumn 2 Drawing</u> <p>Draw lines of different size, thickness and colour.</p> <p>Understand that lines can come in different forms - vertical, horizontal, wavy, zigzag, spiral, diagonal, dotted, dashed, curly, thick, thin</p> <p>Use line to create shapes</p>	<u>Spring 2 Collage</u> <p>Draw lines of different thickness</p>	<u>Summer 1 Painting</u> <p>Paint thick and thin lines using different brushes.</p>	<u>Autumn 1 Drawing</u> <p>Investigate tone by drawing dark/light lines, patterns, shapes.</p> <p>Use line and tone to represent objects seen, remembered and imagined.</p> <p>Use line and tone to represent our facial features</p>	<u>Spring 1 3D Sculpture</u> <p>Use line to represent objects</p>	<u>Summer 2 Printing</u> <p>Create patterns, using prints</p>	<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>

Line

Make marks and lines with a range of drawing implements
 Experiment with different grades of pencil and other implements to create lines and marks.

Year 1 Aut	Year 1 Spr	Year 1 Sum	Year 2 Aut	Year 2 Spr	Year 2 Sum	NC Content
<u>Autumn 2 Drawing</u> Use line to create shapes	<u>Spring 2 Collage</u> Know the names of basic shapes (circle, oval, triangle, rectangle) Layer paper to create a shape Draw basic shapes of animals	<u>Summer 1 Painting</u> Observe and draw shapes with increasing control.	<u>Autumn 1 Drawing</u> Investigate tone by drawing dark/light lines, patterns, shapes .	<u>Spring 1 3D Sculpture</u> Know that 3D is an object which has depth opposed to being 2D which is flat Mould, form, shape and bond materials to create 3D form	<u>Summer 2 Printing</u> Create patterns, using prints	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape , form and space

Shape

Make marks and lines with a range of drawing implements

Experiment with different grades of pencil and other implements to create lines and shapes

Year 1 Aut	Year 1 Spr	Year 1 Sum	Year 2 Aut	Year 2 Spr	Year 2 Sum	NC Content
<u>Autumn 2 Drawing</u> N/A	<u>Spring 2 Collage</u> Investigate a variety of visual and tactile materials Fold, crumple, tear and overlap Arrange and glue materials to different backgrounds	<u>Summer 1 Painting</u> N/A	<u>Autumn 1 Drawing</u> N/A	<u>Spring 1 3D Sculpture</u> Scrunch, roll and shape foil into 3D forms Develop pinching into a simple sculpture. Experiment with joining materials to create a 3D sculpture Mould, form, shape and bond materials to create 3D form	<u>Summer 2 Printing</u> N/A	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Form

Mould, join, pinch, scrunch and bend material to achieve a 3D structure.

Year 1 Aut	Year 1 Spr	Year 1 Sum	Year 2 Aut	Year 2 Spr	Year 2 Sum	NC Content
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<u>Autumn 2 Drawing</u> Use line, colour and shape to draw the other half of an object	<u>Spring 2 Collage</u> Fold, tear, crumple and overlap papers (using the relevant space) Arrange and glue materials to different backgrounds (filling the relevant space)	<u>Summer 1 Painting</u> Draw shapes in the relevant space more accurately	<u>Autumn 1 Drawing</u> Consider the location of facial features Develop ideas, try things out and change mind (e.g. depending on the location)	<u>Spring 1 3D Sculpture</u> N/A	<u>Summer 2 Printing</u> Create a design on a printing block (considering the space on the printing block)	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
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Space

Use and draw shapes more accurately in the relevant space.

4. 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.

Chn recognise practices (e.g. techniques) and disciplines (drawing, painting, sculpture etc) in the artists, craft makers, designers work and begin to make links to their own work.

Chn are inspired by the work of artists and begin to use elements in their own pieces.

Chn recognise practices and disciplines in the artists, craft makers, designers work and describe differences and similarities between different practices and disciplines, linking to their own work.

Year 1 Aut	Year 1 Spr	Year 1 Sum	Year 2 Aut	Year 2 Spr	Year 2 Sum	NC Content
<u>Autumn 2 Drawing</u> Describe the work of Lesley Martyn Talk about their own work and that of others and say how they feel about it	<u>Spring 2 Collage</u> Describe the work of Megan Coyle Talk about their own work and that of others and say how they feel about it.	<u>Summer 1 Painting</u> Describe the work of Vincent Van Gogh Talk about their own work and that of others and say how they feel about it.	<u>Autumn 1 Drawing</u> Describe the work of Roy Lichtenstein Miguel Endara Know techniques used by Roy Lichtenstien Know techniques used by Miguel Endara Talk about their own work and that of others and say how they feel about it.	<u>Spring 1 3D Sculpture</u> Describe the work of Toshihiko Mitsuya Talk about their own work and that of others and say how they feel about it.	<u>Summer 2 Printing</u>	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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

1. to create sketch books to record their observations and use them to review and revisit ideas
2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
3. about great artists, architects and designers in history.

1. to create sketch books to record their observations and use them to review and revisit ideas

LKS2	UKS2	NC Content
<p>Chn develop ideas from starting points throughout the curriculum. They adapt and refine ideas as they progress. Chn comment on artworks using visual language.</p> <p>Chn collect information, sketches and resources to enhance own ideas. Chn explore ideas in a variety of ways and comment on artwork with a developing grasp of visual language.</p>	<p>Chn develop and imaginatively extend their ideas from starting points throughout the curriculum. Chn collect information, sketches and resources to inspire. Chn use the qualities of materials to enhance ideas and comment on artwork with a developing grasp of visual language.</p> <p>Chn collect, sketches/resources and present ideas imaginatively in a sketchbook/ Chn spot the potential in unexpected results as their work progresses. Chn comment on artwork with a fluent grasp of visual language.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p>

2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Year 3 Aut	Year 3 Spr	Year 3 Sum	Year 4 Aut	Year 4 Spr	Year 4 Sum	NC Content
<p><u>Autumn 1</u> <u>Drawing</u></p> <p><i>Chn explore positive and negative space, and use charcoal to explore tone</i></p> <p>Explore shading to achieve a range of light and dark tones, black to white.</p> <p>Use different shading techniques to create different textures. Revisit</p>	<p><u>Spring 1</u> <u>Painting</u></p> <p>Throughout each unit, children use the skills they have learnt to enhance sketchbook work (artist analysis, generation of ideas and designs)</p>	<p><u>Summer 1</u> <u>Collage</u></p> <p>Throughout each unit, children use the skills they have learnt to enhance sketchbook work (artist analysis, generation of ideas and designs)</p>	<p><u>Autumn 1</u> <u>Drawing</u></p> <p><i>Chn experiment with proportion and use tone to create depth in their portraits</i></p> <p>Know and use the shading techniques - contour shading and blending</p> <p>Know the similarities and differences between</p>	<p><u>Spring 2</u> <u>3D Sculpture</u></p> <p>Throughout each unit, children use the skills they have learnt to enhance sketchbook work (artist analysis, generation of ideas and designs)</p>	<p><u>Summer 1</u> <u>Printing</u></p> <p>Throughout each unit, children use the skills they have learnt to enhance sketchbook work (artist analysis, generation of ideas and designs)</p>	<p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>

<p>hatching, cross hatching, stippling, scribbling and blending. Teach circulism.</p> <p>Begin to draw in scale considering positive and negative space.</p>			<p>contouring and hatching/ cross-hatching.</p> <p>Use different shading techniques when appropriate (hatching, cross hatching, stippling, scribbling and blending, circulism and contouring)</p>			
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Year 5 Aut	Year 5 Spr	Year 5 Sum	Year 6 Aut	Year 6 Spr	Year 6 Sum	NC Content
<p><u>Autumn 1</u> <u>Drawing</u></p> <p><i>Chn look closely at the eye to create detailed eye portraits. They use scale and proportion more accurately and apply the effects of light.</i></p> <p>Subtractive drawing - Use of erasing to work in the negative</p> <p>Use different grades of pencil to achieve different effects</p> <p>Use different shading techniques when appropriate (hatching, cross hatching, stippling, scribbling and blending, circulism and contouring)</p>	<p><u>Spring 2</u> <u>Painting</u></p> <p>Throughout each unit, children use the skills they have learnt to enhance sketchbook work (artist analysis, generation of ideas and designs)</p>	<p><u>Summer 1</u> <u>3D Sculpture</u></p> <p>Throughout each unit, children use the skills they have learnt to enhance sketchbook work (artist analysis, generation of ideas and designs)</p>	<p><u>Autumn 2</u> <u>Drawing</u></p> <p><i>Chn merge their imagination and reality in their multimedia portraits, making sensible choices on the shading techniques they use.</i></p> <p>Convey tonal qualities showing light and dark on form</p> <p>Increased accuracy on scale, proportion and perspective</p> <p>Use different shading techniques when appropriate (hatching, cross hatching, stippling, scribbling and blending, circulism and contouring)</p>	<p><u>Spring 1</u> <u>Printing</u></p> <p>Throughout each unit, children use the skills they have learnt to enhance sketchbook work (artist analysis, generation of ideas and designs)</p>	<p><u>Summer 2</u> <u>Collage</u></p> <p>Throughout each unit, children use the skills they have learnt to enhance sketchbook work (artist analysis, generation of ideas and designs)</p>	<p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>

Year 3 Aut	Year 3 Spr	Year 3 Sum	Year 4 Aut	Year 4 Spr	Year 4 Sum	NC Content
	<p><u>Spring 1 Painting</u></p> <p>Know the names of complementary colours</p> <p>Mix colours to create complimentary colours</p> <p>Alter the tint, shade or tone of a colour by adding white or black.</p> <p>Use the appropriate brush for the detail</p>				<p><u>Summer 1 Printing</u></p> <p>Work systematically to create a relief printing bloc</p> <p>Combine and manipulate materials to create a relief printing blocks</p>	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Year 5 Aut	Year 5 Spr	Year 5 Sum	Year 6 Aut	Year 6 Spr	Year 6 Sum	NC Content
	<p><u>Spring 2 Painting</u></p> <p>Know that mixing primary and secondary colours create tertiary colours – amber, vermilion, magenta, violet, teal, chartreuse</p> <p>Mix a primary and secondary colour to make a tertiary colour</p> <p>Mix colour, shades and tones with confidence Change the texture of the paint</p>			<p><u>Spring 1 Printing</u></p> <p>Tessellate shapes ensuring no gaps.</p> <p>Combine and manipulate materials to print a tessellated piece of art</p>		to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Year 3 Aut	Year 3 Spr	Year 3 Sum	Year 4 Aut	Year 4 Spr	Year 4 Sum	NC Content
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		<u>Summer 1 Collage</u> Know the names of different fabrics Know that they can join fabrics together using fabric glue Change and modify fabrics by knotting, fringing, weaving Use fabric dye to apply colour		<u>Spring 2 3D Sculpture</u> Know that clay can be used to create 3D sculptures Know how to join two pieces of clay together (cross hatch the clay, apply water and push pieces together) Join two pieces of clay together		to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
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Year 5 Aut	Year 5 Spr	Year 5 Sum	Year 6 Aut	Year 6 Spr	Year 6 Sum	NC Content
		<u>Summer 1 3D Sculpture</u> Know which materials are good for securing parts of a sculpture e.g. string, cable ties, cellotape, glue Use cutting equipment safely			<u>Summer 2 Collage</u> Combine tone pattern and shape in collage. Express their identity through collage	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Year 3 Aut	Year 3 Spr	Year 3 Sum	Year 4 Aut	Year 4 Spr	Year 4 Sum	NC Content
<u>Autumn 1 Drawing</u> Sketching pencils Charcoal	<u>Spring 1 Painting</u> Paint Different brushes	<u>Summer 1 Collage</u> Felt Denim Velvet Hessian Silk	<u>Autumn 1 Drawing</u> Oil pastels Cotton buds Oil	<u>Spring 2 3D Sculpture</u> Clay Water Modelling tools	<u>Summer 1 Printing</u> Cardboard blocks made out of cereal boxes or other boxes collected String Paint	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for

		Cotton Fabric dye				example, pencil, charcoal, paint, clay]
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Year 5 Aut	Year 5 Spr	Year 5 Sum	Year 6 Aut	Year 6 Spr	Year 6 Sum	NC Content
<u>Autumn 1 Drawing</u> Sketching pencils (different grades) Rubbers Colouring pencils	<u>Spring 2 Painting</u> Polystyrene boards Etching tools Paint Ink Water colours	<u>Summer 1 3D Sculpture</u> Plastic bottles Crepe paper Glue Pastels Sharpies Paint Felt tips	<u>Autumn 2 Drawing</u> Sketching pencils Pens Ipads	<u>Spring 1 Printing</u> Polystyrene blocks Etching tools Paint Ink	<u>Summer 2 Collage</u> Glue Tape Pencils Paint Sponges Images Magazines	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

3. about great artists, architects and designers in history.

Year 3 Aut	Year 3 Spr	Year 3 Sum	Year 4 Aut	Year 4 Spr	Year 4 Sum	NC Content
<u>Autumn 1 Drawing</u> John Singer - American portrait painter	<u>Spring 1 Painting</u> Claude Monet - French impressionist painter	<u>Summer 1 Collage</u> Stella McCartney - British fashion designer Susan Schenk - collage artist	<u>Autumn 1 Drawing</u> Mary Cassatt - American painter and printer	<u>Spring 2 3D Sculpture</u> Greek pottery designer Roman pottery designers	<u>Summer 1 Printing</u> Andy Lovell - modern British artist, printmaker and illustrator	about great artists, architects and designers in history.

Year 5 Aut	Year 5 Spr	Year 5 Sum	Year 6 Aut	Year 6 Spr	Year 6 Sum	NC Content
<u>Autumn 1 Drawing</u> Jose Vergara - Spanish hyperrealist artist	<u>Spring 2 Painting</u> Frida Kahlo - Mexican painter	<u>Summer 1 3D Sculpture</u> Veronika Richterova - Czech sculpture artist	<u>Autumn 2 Drawing</u> Ben Heine - Belgian visual artist and music producer	<u>Spring 1 Printing</u> Yasmin Kathrada - British visual artist	<u>Summer 2 Collage</u> Reflect upon their MPPS Art & Design journey (including learning about great artists, architects and designers in history)	about great artists, architects and designers in history.