



National Curriculum: Progression in Art and Design

Working Artistically						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Techniques	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) 			
Creating Ideas	<p>Work from observation and known objects Handa's surprise - observational drawings - fruit</p> <p>Use imagination to form simple images from given starting points or a description</p> <p>Begin to collect ideas in sketchbooks</p>	<p>Work from observation and known objects</p> <p>Use imagination to form simple images from given starting points or a description</p> <p>Begin to collect ideas in sketchbooks</p> <p>Work with different materials</p>	<p>Develop sketch books</p> <p>Use a variety of ways to record ideas including iPads</p> <p>Develop artistic/visual vocabulary to discuss work</p> <p>Begin to suggest improvements to own work</p>	<p>Develop sketch books</p> <p>Use a variety of ways to record ideas including digital cameras and iPads</p> <p>Develop artistic/visual vocabulary to discuss work</p> <p>Begin to suggest improvements to own work</p>	<p>Select and develop ideas confidently, using suitable materials confidently</p> <p>Improve quality of sketchbook with mixed media work and annotations</p> <p>Select own images and starting points for work</p>	<p>Select and develop ideas confidently, using suitable materials confidently</p> <p>Improve quality of sketchbook with mixed media work and annotations</p> <p>Select own images and starting points for work</p>

	Work with different materials <i>e.g. clay, pastels, felt tips, pencils, paint, collage</i>	Begin to think what materials best suit the task	Experiment with a wider range of materials Present work in a variety of ways	Experiment with a wider range of materials Present work in a variety of ways	Develop artistic/visual vocabulary when talking about own work and that of others Begin to explore possibilities, using and combining different styles and techniques	Develop artistic/visual vocabulary when talking about own work and that of others Begin to explore possibilities, using and combining different styles and techniques
Drawing and Mark Making	<p>Begin to control lines to create simple drawings from observations</p> <p>Use thick felt tip pens/chalks/charcoal/wax crayon/Pastel - <i>Picasso</i></p> <p>Hold a large paint brush correctly - <i>Picasso</i></p> <p>Make marks using paint with a variety of tools <i>eg. cotton reels, corks, fruit, cotton wool, leaves, sticks - Autumn term - all about me</i></p> <p>Colour within the line</p> <p>Draw on smaller and larger scales</p> <p>Use of tracing</p>	<p>Begin to control lines to create simple drawings from observations - <i>Dinosaurs, Nocturnal Animals, Florence Nightingale, Samuel Pepys</i></p> <p>Use thick felt tip pens/chalks/charcoal/wax crayon/Pastel</p> <p>Consider consistency when applying paint - <i>dinosaurs</i></p> <p>Colour within the line</p> <p>Draw on smaller and larger scales</p> <p>Begin to add detail to line drawings</p> <p>Use of tracing -</p>	<p>Use sketchbooks to record drawings from Observation</p> <p>Experiment with different tones using graded pencils</p> <p>Include increased detail within work</p> <p>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p> <p>Use a variety of brushes and experiment with ways of marking with them</p>	<p>Use sketchbooks to record drawings from observation</p> <p>Experiment with different tones using graded pencils</p> <p>Include increased detail within work</p> <p>Using existing landmarks and sketching them - pressure of pencils)</p> <p>Draw in a range of scales</p> <p>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p> <p>Use a variety of brushes and experiment with ways of marking with them - <i>Watercolour faces for whole school sculpture</i></p> <p>Develop shadows</p>	<p>Use first hand observations using different viewpoints, developing more abstract representations</p> <p>Introduce perspective, fore/back and middle ground</p> <p>Use a range of mediums on a range of Backgrounds</p> <p>Work indoors and outdoors</p> <p>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p>	<p>Use first hand observations using different viewpoints, developing more abstract representations</p> <p>Introduce perspective, fore/back and middle ground</p> <p>Investigate proportions</p> <p>Use a range of mediums on a range of Backgrounds</p> <p>Work indoors and outdoors</p> <p>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p>

<p>Painting and use of colour</p>	<p>Recognise and name primary and secondary Colours</p> <p>Mix primary colours to make secondary colours - Reinforced Year 2 Dinosaurs</p> <p>Recognise warm and cold colours - Picasso</p> <p>Create washes to form backgrounds - Guy Fawkes - fireworks, London background - 1 colour wash</p>	<p>Share colour charts to compare variations of the same colour - Dinosaurs</p> <p>Create and experiment with shades of colour and name some of these - Dinosaurs</p> <p>Create washes to form backgrounds - Great Fire of London</p> <p>Explore the relationship between mood and colour - Year 1 Picasso</p> <p>Lighten and darken tones using black and white - Dinosaurs</p>	<p><u>Shadow topic</u></p> <p>Mix and match colours (create palettes to match images)</p> <p>Experiment with watercolour, exploring intensity of colour to develop shades</p> <p>Explore complementary and opposing colours in creating patterns Andy Warhol</p>	<p>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</p> <p>Experiment with watercolour, exploring intensity of colour to develop shades</p> <p>Explore complementary and opposing colours in creating patterns - animals, solar system</p>	<p>Develop watercolour techniques</p> <p>Mark make with paint e.g. dashes, blocks of colour, strokes, points - Victorian Landscape</p> <p>Develop fine brush strokes</p>	<p>Investigate working on canvas experiment with colour in creating an effect - acrylic paint</p> <p>Explore using limited colour palettes</p>
<p>Printing</p>	<p>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control - fruit/veg printing (linked to Maths) repeating patterns</p> <p>Experiment with marbling, investigating how ink floats and changes with movement</p>	<p>Develop controlled printing against outline /within cut out shapes - William Morris</p> <p>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns - William Morris</p>	<p>Use simple block shapes formed by children</p> <p>Make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</p> <p>Form string roller prints to create continuous patterns</p>	<p>Use roller and ink printing.</p> <p>Blend two colours when printing - Solar system</p> <p>Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture</p>	<p>Create polystyrene printing blocks to use with roller and ink</p> <p>Design and create motifs to be turned into printing block images</p> <p>Investigate techniques from paper printing to work on fabrics</p>	<p>Explore monoprinting (see below for artists)</p> <p>Experiment with screen printing</p>
<p>Sculpture</p>	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/ sculptures</p>	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/ sculptures</p>	<p>Develop confidence working with clay adding greater detail and texture</p>	<p>Create work on a larger scale as a group or as smaller pieces - School</p>	<p>Design and create sculpture, both small and large scale</p>	<p>Design and create sculpture, both small and large scale</p>

	<p>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</p> <p>Look at sculptures and try to recreate them using everyday objects/range of materials</p> <p>Investigate clay - pinching, rolling, twisting, and add textures using tools</p> <p>Create work on a larger scale as a group</p>	<p>Begin to form own 3D pieces - Dinosaurs/ Nocturnal Animals</p> <p>Consider covering these with papier-mâché</p> <p>Investigate clay - scratching and coiling and add details and textures using tools - Dinosaur models</p> <p>Look at sculptures by known artists and natural objects as starting points for own work</p>	<p>Add colour once clay is dried</p> <p>Investigate ways of joining clay - scratch and slip</p> <p>Use pipe cleaners/wire to create sculptures of human forms</p>	<p>sculpture trail contribution - Space</p> <p>Combine wire and clay/plasticine in modelling - Egyptian Canopic jars</p> <p><i>*Anglo-Saxon salt-dough jewellery</i></p>	<p>Use objects around us to form sculptures</p> <p>Use wires to create malleable forms</p> <p>Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</p> <p>Make masks from a range of cultures and traditions, building a collage element into the sculptural process</p>	<p>Create human forms showing movement</p>
<p>Textile and Collage</p>	<p>Develop collages, based on a simple drawing, using papers and materials</p> <p>Weave using recycled materials – paper, carrier Bags - The Queen</p> <p>Investigate a range of textures through rubbings - leaf rubbings</p> <p>Develop tearing, cutting and layering paper to create different effects</p>	<p>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc) - William Morris</p> <p>Simple batik work -William Morris</p> <p>Weave with wool - Great Fire of London (Fire colours/Triangular shapes)</p>	<p>Dye fabrics using tea, red cabbage, beetroot, onion,spinach</p> <p>Investigate tie-dying</p> <p>Create a collage using fabric as a base</p> <p>Develop individual and group collages, working on a range of scales - Stone Age</p>	<p>Research embroidery designs from around the world, create own designs based on these</p> <p>Sew simple stitches using a variety of threads and wool - Endangered animal sewing</p> <p>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views - PSHE, links to balanced arguments in English</p>	<p>Introduce fabric block printing</p> <p>Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.</p> <p>Experiment with circular embroidery frames</p>	<p>Create detailed designs which can be developed into batik pieces</p> <p>Create tie dye pieces combining two colours</p> <p>Weave using paintings as a stimulus / the natural World</p>

				<i>and the treatment of animals</i>		
Knowledge about Artists	Pupils should be taught: <ul style="list-style-type: none"> 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 		Pupils should be taught: <ul style="list-style-type: none"> about great artists, architects and designers in history 			
	Describe the work of artwork of artists such as: Jackson Pollock, Paul Klee, (Comparison of Cubism with Picasso) Kandinsky (colour) Mondrian Georges Braque/ Pablo Picasso (collage) Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces Consider specific works such as Richard Long's 'Mud Hand Circle' (printing) Consider works from different cultures e.g. Chinese block prints	Describe the work of artwork of artists such as: Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour) Look at the style of Fauve artists Derain, Vlaminck and Braque Consider the work of Seurat (pointillism –colour) Giuseppe Arcimboldo: vegetable and fruit formation studies and positioning for portraits. Links to preparing a vegetable soup	Use the work of artists to replicate ideas or inspire own work e.g. Consider the work of artists e.g. Ruth Daniels, Carol Simms (colour) re: Plants and Animals unit Look at the work of artists who formed geometric abstract paintings/collage such as Matisse, Plants and Animals unit Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour) Light and Shadow Topic Look at work of Henry Moore (sculpture) Consider looking at Andy Warhol re: Pop Art to represent popular objects from current culture e.g. soup can etc Make links to the British	Use the work of artists to replicate ideas or inspire own work e.g. Review the work of Roy Lichtenstein re: abstract colour use Consider the work of Gaudi - colour use (print, paint and mosaic with links to architecture) Various space/solar system artists for printing and research: * Suminagashi - method of marbling developed in Japan. * Ebru paper marbling, developed in the Middle Ages in Turkey Traditional craftsmen/work and artefacts from the Anglo-Saxon period re: jewelry making	Use the work of artists to replicate ideas or inspire own work e.g. Use work of artists such as Henri Rousseau re: Rainforests Unit - Tropical studies e.g. Equatorial Jungle, Exotic Landscape, Tiger in a tropical storm Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture) Rainforests Consider work by contemporary textile artist Patricia Greaves (textiles). Links to coastlines topic (making felt) Look at the work of artists that used monoprinting include studies of Lowry paintings - transfer to	Use the work of artists to replicate ideas or inspire own work e.g. Consider looking at Pop Art to represent popular people (Andy Warhol - extend to portraits) Frida Kahlo re: self portraits Look at the work of David Hockney e.g. photo montages (drawing) as a comparison Keith Haring - Graffiti and street artist (colour and basic form) Consider work of Cornelia Parker (sculpture) Use the work of artist Stacey Chapman "'car'" and other images on the internet (print) Make links to sculpture work for Cornelia Parker re: recycled items

			Isles/famous landmarks Topic		monoprint re: bleak, Victorian landscapes	Consider work by artists such as Cezanne, Derain, Van Gogh (colour)
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