

Art and Design - Progression Pontesbury Primary School

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigating and Exploring (In sketchbooks refer to: colour, pattern, texture, line, shape, form, space) http://learn.leighcotnoir.com/artspk/art-vocabulary/	<ul style="list-style-type: none"> -Use the senses to explore a range of materials and media. -Use marks and pictures to express thoughts and feelings. -Talk about the differences and similarities of the work of artists, craft makers and designers. 	<ul style="list-style-type: none"> -Talk about, describe and draw simple images and artefacts. -Use simple drawings and sketches to record ideas, thoughts and feelings. -Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers from different cultures and historic periods. 	<ul style="list-style-type: none"> -Make drawings in a sketchbook of artefacts and images adding notes where appropriate. -Explore and respond to direct sensory experiences, memory and imagination. -Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work. 	<ul style="list-style-type: none"> -Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate. -Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments. -Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas. 	<ul style="list-style-type: none"> -Make drawings in a sketchbook and record observations of a range of artefacts and images studied, annotating work and commenting on distinctive features. -Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas. -Show an understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas. 	<ul style="list-style-type: none"> -Use a wide range of visual techniques and secondary sources of information to support the development of projects. -Annotate ideas and images collected including visits to museums and galleries, explain how they will inform own ideas. -Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas, and how they will use this in their own work. 	<ul style="list-style-type: none"> -Use and combine the visual elements (colour, tone, line, shape, form, texture, pattern) to record observations and to express and communicate ideas and feelings. -Make informed and critical comments about own and other peoples' work, recording this in their sketchbooks. -Show critical appreciation of the work of local, national and international artists, designers and craft workers from different cultures and historical periods.
Drawing Line, shape, space, texture	<ul style="list-style-type: none"> -Use the senses to explore a range of mark-making media, e.g. pencils, chalk, charcoal etc. -Make marks using a wide range of media, e.g. pencils, chalk, charcoal etc. -To use basic line drawing skills to draw their self-portrait and everyday objects and items. 	<ul style="list-style-type: none"> -Talk about a range of mark-making media, e.g. pencils, chalk, charcoal etc. -Use marks and pictures to describe thoughts and feelings. -To use basic sketching skills to draw buildings and landscapes. 	<ul style="list-style-type: none"> -Talk about different drawing tools and techniques. -Use a wide range of different lines, (e.g. thin, bold, feint, wavy, broken etc.) for purpose. -Create simple drawings based on things observed in order to create designs. -Use a viewfinder to select and study shapes and images. -Add colour to drawings using different media, e.g. pencils, pens, pastels -Begin to blend colours from light to dark. -Draw simple plants/flowers and sea creatures. 	<ul style="list-style-type: none"> -Talk about the visual and tactile qualities of drawing media. -Begin to explore perspective by overlapping lines and shapes, and by blurring the edges or adding less detail to distant shapes. -Use line drawings to show the size and relationship of objects in an image. -Use a viewfinder to isolate and record parts of an image. -Draw the outline of animals, detailed buildings and human figures. 	<ul style="list-style-type: none"> -Use an increasing range of visual and tactile techniques for drawing. -Make a range of small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape. -Draw a design using inspiration from research and their imagination. -Create a self-portrait using shading to create depth. 	<ul style="list-style-type: none"> -Apply appropriate visual and tactile techniques to suit the intended purpose. -Use a viewfinder to isolate areas of images including the foreground, background and focal point to study and copy. -Make images appear further away by making them smaller and making parallel lines appear to converge as they get further away from the viewer. -Create sketches and compositions including bold street art, portraits and buildings. 	<ul style="list-style-type: none"> -Use and combine a variety of drawing and graphic materials, tools and processes, working on a range of scales, e.g. pens, pencils, charcoal, pastels, inks, computer packages. -Use detailed observational sketches from life and images to develop their own ideas in their sketchbooks. -Create a final composition drawing on their research, observation and imagination for animals, landscapes and human form.
Painting Colour, line, texture	<ul style="list-style-type: none"> -Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder finger paints etc. -Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc. -Explore what happens when colours are mixed together. 	<ul style="list-style-type: none"> -Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours. -Use a different tool to make marks, e.g. brushes and rollers to learn which would be best to use. -Talk about what happens when colours are mixed together and how to make colours lighter and darker. -Use varying brushstrokes for effect. 	<ul style="list-style-type: none"> -Use an increasing range of paints to create different textures. -Use an increasing range of painting tools and simple techniques- pointillism. -Identify the primary colours needed to mix all secondary colours. -Experiment with the production of light and dark shades of colour. 	<ul style="list-style-type: none"> -Select and use appropriate tools to apply paint and create pattern. -Combine paint and other materials effectively to create detail and texture. -Mix shades of primary and secondary colours. -Identify complementary and contrasting colours. -Use knowledge of colour families to create contrast. -Use varying shades of colour to create depth (light and shade). 	<ul style="list-style-type: none"> -Select and apply a wide range of appropriate painting techniques, giving reasons for choices and working on a range of scales. -Use varying brushstrokes with meaning. -Select and mix colours with thought for purpose, e.g. primary, secondary, complimentary, contrasting. -Use paint to create depth and perspective in an composition using tone and shade, e.g. to show light that comes from a light source creating shadows etc. 	<ul style="list-style-type: none"> -Create increasingly complex 3D forms using paper. -Use a wide range of techniques to join and shape paper for purpose- lantern. -Experiment with a range and apply most suitable techniques to the surface of the 3D model, e.g. Printing, drawing, painting, rubbings to add detail. 	<ul style="list-style-type: none"> -Use a variety of tools and modelling techniques with increasing confidence to create a complex and detailed clay sculpture. -Manipulate and decorate clay using a variety of techniques, e.g. coiling, modelling, carving, impressing, use of glazes.
3D Modelling Form	<ul style="list-style-type: none"> -Use the senses to explore a range of modelling materials, e.g. salt dough, play dough, junk modelling materials etc. -Use everyday and natural objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc. 	<ul style="list-style-type: none"> -Talk about a range of modelling materials, e.g. salt dough, play dough, junk modelling materials etc. -Explore the use of a range of modelling materials. -Use items found in the natural world to create a 3D sculpture. 	<ul style="list-style-type: none"> -Talk about and explore a range of modelling materials. -Shape and join paper maché to card to add detail and build facial features (form) to create a mask. -Recreate prints and patterns based on the surface of natural and man-made objects. 	<ul style="list-style-type: none"> -Create a 3D model selecting and choosing appropriate materials. -Use Modroc to create Greek vases. -Recreate detailed prints, patterns and images based on the surface of natural and manmade objects. 	<ul style="list-style-type: none"> -Create free-standing 3D models using suitable materials and tools. -Shape and form clay to produce a sculpture of a Viking dragon boat head. -Join, combine and shape clay and use tools to create surface texture and impressions. 	<ul style="list-style-type: none"> -Create increasingly complex 3D forms using paper. -Use a wide range of techniques to join and shape paper for purpose- lantern. -Experiment with a range and apply most suitable techniques to the surface of the 3D model, e.g. Printing, drawing, painting, rubbings to add detail. 	<ul style="list-style-type: none"> -Use a variety of tools and modelling techniques with increasing confidence to create a complex and detailed clay sculpture. -Manipulate and decorate clay using a variety of techniques, e.g. coiling, modelling, carving, impressing, use of glazes.
Printing Pattern, line, shape, space	<ul style="list-style-type: none"> -Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc. -Use everyday objects to make marks. e.g. cotton reels, sticks, wheels on cars etc. -Talk about and recreate patterns in the environment. -Make prints and patterns using everyday natural and man-made objects. -Cut a simple shape into card to create a stencil 	<ul style="list-style-type: none"> -Selects materials from teacher's selection considering colour for purpose, texture and shape. -Use cutting (develop scissor skills) and tearing to modify materials before use. -Use glue to secure materials into place with some intention. 	<ul style="list-style-type: none"> -Create and use shapes and patterns in nature, the environment and different cultures and times. -Talk about the ways in which patterns are made, e.g. overlapping of shapes, repeats. -Talk about geometric, symmetrical and asymmetrical patterns. -Create surface texture through use of colour and rubbings. -Use string and glue to make a simple string printing block. 	<ul style="list-style-type: none"> -Create and use shapes and patterns in nature, the environment and different cultures and times. -Talk about the ways in which patterns are made, e.g. overlapping of shapes, repeats. -Talk about geometric, symmetrical and asymmetrical patterns. -Create surface texture through use of colour and rubbings. -Use string and glue to make a simple string printing block. 	<ul style="list-style-type: none"> -Use and incorporate shapes and patterns in nature, the environment and different cultures and times. -Talk about and evaluate a wide range of complex patterns, e.g. the work of Morris. -Make a multi-layered block print. -Make a multi-coloured block print. 	<ul style="list-style-type: none"> -Create increasingly complex 3D forms using paper. -Use a wide range of techniques to join and shape paper for purpose- lantern. -Experiment with a range and apply most suitable techniques to the surface of the 3D model, e.g. Printing, drawing, painting, rubbings to add detail. 	<ul style="list-style-type: none"> -Use a variety of tools and modelling techniques with increasing confidence to create a complex and detailed clay sculpture. -Manipulate and decorate clay using a variety of techniques, e.g. coiling, modelling, carving, impressing, use of glazes.
Collage Pattern, shape, texture, space	<ul style="list-style-type: none"> -Use the sense to explore a range of materials to collage with, e.g. paper, card, polythene, fabric, things from the natural world (link to forest school) etc. -Uses glue to stick materials to a surface. 	<ul style="list-style-type: none"> -Selects materials from teacher's selection considering colour for purpose, texture and shape. -Use cutting (develop scissor skills) and tearing to modify materials before use. -Use glue to secure materials into place with some intention. 	<ul style="list-style-type: none"> -Select and choose materials with careful consideration to the final piece in terms of mood, texture, image and pattern. -Create work inspired by other cultures and times in history- Roamn mosaic. -Use cutting tools to alter size and shape of materials. -Consider spacing of materials and carefully and secure in place with clear intention. 	<ul style="list-style-type: none"> -Select and choose materials with careful consideration to the final piece in terms of mood, texture, image and pattern. -Create work inspired by other cultures and times in history- Roamn mosaic. -Use cutting tools to alter size and shape of materials. -Consider spacing of materials and carefully and secure in place with clear intention. 	<ul style="list-style-type: none"> -Select and modify materials with increasing confidence for purpose. -Include embellished material (e.g. drawing, painting, printing...) to add colour, detail or texture that could not otherwise have been found with original materials. -Use improved skills of overlapping/layering to place images in front (foreground) or behind (background) with intent to create depth. -Use the natural environment /local landscape as inspiration. -Study the work of collage artist Lyn Evans and take inspiration from her style. 	<ul style="list-style-type: none"> -Create increasingly complex 3D forms using paper. -Use a wide range of techniques to join and shape paper for purpose- lantern. -Experiment with a range and apply most suitable techniques to the surface of the 3D model, e.g. Printing, drawing, painting, rubbings to add detail. 	<ul style="list-style-type: none"> -Use a variety of tools and modelling techniques with increasing confidence to create a complex and detailed clay sculpture. -Manipulate and decorate clay using a variety of techniques, e.g. coiling, modelling, carving, impressing, use of glazes.
Digital Art	<ul style="list-style-type: none"> -Use iPad to photograph every day and natural objects. -Use software for simple drawing (Chrome Canvas) 	<ul style="list-style-type: none"> -Use iPad to photograph every day and natural objects and begin to change and manipulate them. -Change the colour of pixels accurately to recreate basic artwork. 	<ul style="list-style-type: none"> -Use iPad to photograph every day and natural objects with some thought to space and focal point (close-ups). -Use lines and fill tools to make interesting patterns. -Re-create graphics using pixels and colours. 	<ul style="list-style-type: none"> -Use copy and paste, rotation, flip and zoom to create symmetrical reflective patterns. -Use multiple layers and frames to create animated GIF. 	<ul style="list-style-type: none"> -Use iPad and Chromebooks to photograph themselves and others capturing desired perspective and mood. -Use digital 3D shapes and resize, adjust height, duplicate and use different in perspectives -Re-create different types of buildings using 3D shapes. 	<ul style="list-style-type: none"> -Use iPads and Chromebooks to photograph items, objects, building and landscapes with careful consideration to focal point and perspective. -Use software to manipulate images (colour, brightness, contrast, transparency, opacity and use of filters) for purpose. 	<ul style="list-style-type: none"> -Use a variety of tools and modelling techniques with increasing confidence to create a complex and detailed clay sculpture. -Manipulate and decorate clay using a variety of techniques, e.g. coiling, modelling, carving, impressing, use of glazes.