

Art and Design Progression



Intent	Implementation	Measuring Impact
Our intent is that art and design education engages, inspires and challenges pupils to think, explore and create. They will develop skills to convey themselves through a range of media and have a deep knowledge and love of art, craft and design, appreciating how history and culture have been influenced by creative thinkers.	Art is taught every term through projects that link with subjects across the curriculum. On occasions art will be taught in a focused block to provide time for deeper learning and focused activity. Wherever possible the work of relevant artists, designers and craftspeople are used to inspire and engage pupils.	Work in sketchbooks and finished art and design pieces are reviewed at least annually to ensure that improvements in standards are evidenced. Children are assessed against age objectives to maintain an overview of attainment and standards of learning – objectives are drawn from the plan for progression and the National Curriculum.

Knowledge and skills							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (core)	<u>Lines, marks, tone, form, texture</u> <ul style="list-style-type: none"> Use a range of resources to experiment with shape and form. Draw representations of known objects and describe parts Use line to create shapes and combine to make objects 	<u>Lines, marks, tone, form, texture</u> <ul style="list-style-type: none"> Use simple knowledge of shape to draw ideas and representations of observed objects Name match and draw lines, marks and curves Use knowledge of dark and light tones to create simple moods within products Investigate texture by describing, naming, rubbing copying 	<u>Lines, marks, tone, form, texture</u> <ul style="list-style-type: none"> Experiment with different media on a range of surfaces Use knowledge of light and dark to make quick line and shape drawings from observation Draw a way of recording feelings and experiences using knowledge of line and shape to convey mood 	<u>Lines, marks, tone, form, texture</u> <ul style="list-style-type: none"> Experiment with different grade of pencil and drawing implements Vary pressure within line to create effects and use techniques to achieve variation in tone Use knowledge of observation and shape to begin to construct 2D representations of people and objects 	<u>Lines, marks, tone, form, texture</u> <ul style="list-style-type: none"> Use knowledge of the effects of drawing implements to begin to convey simple effects of light and shadow. Experiment with ways to add surface detail to improve drawings based on observation <u>Perspective and Composition</u> <ul style="list-style-type: none"> Begin to develop an awareness of size and position considering foreground and backgrounds 	<u>Lines, marks, tone, form, texture</u> <ul style="list-style-type: none"> Select appropriate techniques for purposes – eg shading, hatching and blending Start to develop own style using tonal contrast and mixed media (eg chalk/charcoal/pencil – wet media) <u>Perspective and Composition</u> <ul style="list-style-type: none"> Use knowledge of foreground, middle ground and background to compose visual images 	<u>Lines, marks, tone, form, texture</u> <ul style="list-style-type: none"> Use a range of media to convey the effect of different light sources on objects and people Use knowledge of techniques to interpret the texture of a surface <u>Perspective and Composition</u> <ul style="list-style-type: none"> Use simple perspective using a single point and horizon
Painting (core)	<ul style="list-style-type: none"> Use brushes and tools to create simple representations Use large and small brushes for different parts of pictures <u>Colour</u> <ul style="list-style-type: none"> Experiment with mixing colours to create new tones Match colours to intention – eg red fire engine 	<ul style="list-style-type: none"> Use different size brushes to make lines and shapes Mix and match colours to match objects Work on different scales <u>Colour</u> <ul style="list-style-type: none"> Identify colours by name Explore tone by mixing for a purpose Apply colour with a range of tools 	<ul style="list-style-type: none"> Experiment with brush strokes and applying different thickness of paint Paint with large brushes and add detail with smaller brushes. <u>Colour</u> <ul style="list-style-type: none"> Use knowledge of language to describe colours Variate tones (lighten/darken) Use colour on a large scale 	<ul style="list-style-type: none"> Use watercolour palettes to obtain tones and vary with the addition of water Use knowledge of washes and fine detail to build imagery <u>Colour</u> <ul style="list-style-type: none"> Mix colours using knowledge of how primary colours make secondary colours Mix colours to create brighter and darker tones 	<ul style="list-style-type: none"> Experiment with painting techniques and precise variation of tone Create work on different scales including fine detail Use knowledge of techniques seen within art to create similar styles adapting as appropriate <u>Colour</u> <ul style="list-style-type: none"> Use knowledge of colours to mix a range of tones Observe and match colours Use knowledge of colours to reflect a mood 	<ul style="list-style-type: none"> Use knowledge of different types of paint to create art – eg acrylic and water colour. Build larger scale work using preliminary ideas to form completed pieces. <u>Colour</u> <ul style="list-style-type: none"> Mix and match tones to create atmosphere Identify primary, secondary and complementary and contrasting colours 	<ul style="list-style-type: none"> Develop personal style through adaption and experimentation of styles Make choices about brushes and application techniques to create work that expresses ideas and emotions. <u>Colour</u> <ul style="list-style-type: none"> Use knowledge of colour to work with complementary and contrasting colours in art and design Use changes in shade and tone to convey texture and light
Sculpture/3D (core)	<ul style="list-style-type: none"> Experiment with joining materials using a range of resources Build simple structures using boxes and resources Use tools for cutting, shaping and simple construction – eg cut tape Explore different construction materials and make simple selections based on basic properties 	<ul style="list-style-type: none"> Explore - how to build shape with a range of malleable media Experiment with construction and joining to create forms Have knowledge of natural, recycled and manmade materials that can be used to create 3D forms 	<ul style="list-style-type: none"> Use 2D shapes to build 3D form (eg Papier-mâché) Understand safety and care needed with tools Use simple tools to add features and texture 	<ul style="list-style-type: none"> Join clay using slab and coil approach Create surface patterns and textures 	<ul style="list-style-type: none"> Consider how to make impressions and build on surfaces using appropriate techniques (eg clay tiles) 	<ul style="list-style-type: none"> Create Maquettes (preliminary model) for a purpose Produce intricate textures in malleable materials 	<ul style="list-style-type: none"> Use natural, man-made materials to create sculptures using known joining techniques Use plaster to form shapes and models and finish using appropriate techniques
Sketchbooks (NC requirement from Y3)	Experiment and record simple ideas and observations to develop basic skills			<ul style="list-style-type: none"> Use sketch books to collect and record information from different sources Use a sketch book to plan and develop simple ideas – test the possibilities with media Use a sketch book to develop a design over multiple stages 	<ul style="list-style-type: none"> Use sketch book to experiment, collect, revisit and refine ideas Use knowledge gained through experimentation and research to produce finished art and products 		
Collage/ Textiles/ Mixed Media	<ul style="list-style-type: none"> Experiment with textures and materials Describe simple textures of materials – eg hard, soft, rough, smooth Manipulate simple materials to create effects 	<u>Textiles</u> <ul style="list-style-type: none"> Cut and shape fabrics using implements Develop knowledge of textiles and how they can be used for purposes Add decoration to textiles (eg buttons feathers etc) 	<u>Collage/mixed media</u> <ul style="list-style-type: none"> Use a range of media to build pictures and images Arrange and glue to build backgrounds Use knowledge of paper manipulation (fold, rip, cut) to overlap and arrange 	<u>Textiles</u> <ul style="list-style-type: none"> Use knowledge of simple techniques such as printing, dyeing, weaving and stitching to create textural effects Use knowledge of designers to inspire the creation of original pieces 	<u>Collage/mixed media</u> <ul style="list-style-type: none"> Experiment with known collage techniques – overlapping, layering to create images Use collage to help collate ideas and build a visual vocabulary (eg mood board) Develop work by arranging and re-arranging components 	<u>Textiles</u> <ul style="list-style-type: none"> Use knowledge of threads and needles to sew different types of fabric Experiment with batik technique and use knowledge of approach for purpose 	<u>Collage/mixed media</u> <ul style="list-style-type: none"> Use paint and collage to create an image Extend work using collage elements – experimenting and developing by arranging and re-arranging Use knowledge of decoupage (from designers) to add collage elements to an object or product (precision cutting)
Printing/Digital Media	<ul style="list-style-type: none"> Create repeating patterns using simple techniques 	<u>Printing</u> <ul style="list-style-type: none"> Print with a range of hard and soft materials Create blocks with simple mono prints and use knowledge of process to repeat patterns Explore texture through rubbings 	<u>Digital media</u> <ul style="list-style-type: none"> Use knowledge of tools within a graphics package to draw shapes and lines – varying brush size and colour Use erase and fill tools to edit and improve work 	<u>Printing</u> <ul style="list-style-type: none"> Create printing blocks using relief or impressed methods Print with at least two colour overlays 	<u>Digital media</u> <ul style="list-style-type: none"> Record and collect images from the internet and through digital photography Use a graphics package to create images and effects by using a range of drawing styles and precision (zoom control) Experiment with effects to create repetition 	<u>Printing</u> <ul style="list-style-type: none"> Experiment and apply knowledge of lino printing to create designs with more than one colour Work into prints with a range of media 	<u>Digital media</u> <ul style="list-style-type: none"> Record and collate images and use knowledge of tools to combine and manipulate elements. Use knowledge of layers to create images
Exploring artists, designers and craft makers	Know about the work of a range of artists craft makers and designers, describing the difference and similarities between practices and disciplines and making links to their work		Know about great artists, architects and designers in history				

Critical thinking	Show interest and describe what they think about the work of others Explore clear preferences and give clear reasons	Regularly reflect on their work and use comparisons with the work of others (artists pupils) to identify ways to improve	Provide a reasoned evaluation of both their own and professionals work which takes into account starting points, intentions and context behind the work
Vocabulary	Colour names, bright, printing, paint, draw, sculpture, photography, pencil, crayon, felt tip, pastel, paint, paintbrush, charcoal, chalk, ink, clay, collage, fabric, cardboard, paper, scissors, glue, primary colours, cool colours, warm colours, colour mixing, pattern, repeated, random, texture, shape, form, tone, line, straight, wavy, sharp, smooth, thick, thin, smudged, foreground, background	Composition technique, subject, media, mood, subject, light, style, portrait, landscape, oil paint, canvas, perspective, impression, scene, shadow, horizon, soft, dark, acrylic, sketch, atmosphere, blur, brush stroke, contrast, comparison, blend, clashing, intense, secondary, tone, symmetry, dimensional, cross hatching, stencil, stitch,	Abstract, tint, monochrome, luminous, opaque, pale, translucent, vibrant, confused, eye line, form, middle ground, close up, scale, expressive, tranquil, distorted, emotional, exterior, fantasy figurative, surreal, still life, observations, contrast, stippling, layered, linear, resist, manipulation, installation,
Key Learning Experiences	Experience art within nature Experience art in a variety of forms and sizes (eg sculpture)	Visit a local gallery/site to explore art in many forms Explore local art within the city	Explore development of digital media as a medium through visits (eg Bradford Media Museum) Work directly with designers to create new original work Share work with the wider community (eg fashion show – exhibition) Visit a National Gallery to see and appreciate great masters