



Art PROGRESSION

Year	R	1	2	3	4	5	6
Drawing	<p>To know that marks can be made in different ways.</p> <p>Begin to use and control a variety of media.</p> <p>Start to produce simple lines and shapes.</p> <p>Can use media to draw simple representations.</p> <p><u>Vocab</u></p> <p>Line Shape Colour</p>	<p>To know different line shapes (thick, thin, horizontal, vertical, zig-zag, diagonal, curly, curved, spiral) and create them with increasing control.</p> <p>Experiment with a variety of media in a range of colours.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques.</p> <p>Draw lines of different shapes and thickness, using a wide range of tools such as pastels, crayons, chalk and felt tip.</p> <p>Investigate textures by describing, naming, rubbing and copying.</p> <p>Can use line to create different shapes and for different effects.</p> <p><u>Use all of previous years' vocabulary in addition to:</u></p> <p>Pattern Repeating Sketch Shade Observation Differences</p>	<p>To know how to create different tones using pencils.</p> <p>Control the types of marks made with a variety of media.</p> <p>Continue to <u>investigate</u> tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>To explore textures and patterns with a range of media.</p> <p>To <u>show</u> different tones by using coloured pencils and pastels.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p> <p>Annotate or explain their sketches.</p> <p>Can show texture and pattern within a piece of work.</p> <p>Can show tone in a piece of work.</p> <p><u>Use all of the previous years' vocabulary in addition to:</u></p> <p>Space Layer Smudge/blend</p>	<p>To know how to create different tones using a wider range of media.</p> <p>Develop intricate patterns and marks with a variety of media.</p> <p>Use different grades of pencil shade to show different tones.</p> <p>Create textures and patterns using known skills with a wide range of media.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>To choose appropriate methods to represent textures.</p> <p>Write an explanation of their sketches year group vocabulary.</p> <p>Can use shading and tone for effect.</p> <p><u>Use all of the previous years' vocabulary in addition to:</u></p> <p>Foreground Background Plan Design Make Adapt/alter Sources Variation Grades of pencil Scale Symmetry</p>	<p>To know that shading, hatching and cross hatching can be used for effect.</p> <p>Develop techniques to create intricate patterns, marks and lines using a growing range of media.</p> <p>Use hatching and cross hatching to develop texture and tone.</p> <p>Organise line, tone, shape and colour to capture a desired outcome showing consolidation of skills.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>To explore textures within imagery.</p> <p>To explain why and how they have completed their work using year group vocabulary.</p> <p>Can use hatching and cross hatching for effect.</p> <p>Choose the most appropriate technique for a given task.</p> <p><u>Use all of the previous years' vocabulary in addition to:</u></p> <p>Media Sculpted Modelled Constructed</p>	<p>To know that perspective can be used for effect.</p> <p>Use learnt techniques to work in a sustained and independent way.</p> <p>Develop a key element of their work: line, tone, pattern and texture.</p> <p>Use these different techniques to create mood and feeling.</p> <p>Develop further simple perspective by using a focal point and horizon.</p> <p>Choosing appropriate drawing techniques to work from a variety of sources: observation, photographs and digital images.</p> <p>Annotate/explain why they have used specific materials to draw with using year group vocabulary.</p> <p>Can use perspective to ensure their drawings are proportional.</p> <p><u>Use all of the last years' vocabulary in addition to:</u></p> <p>Comparison Contrast Observation</p>	<p>To know that lines can be used to depict movement and shadow.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>To develop their artistic style through the careful selection of media and techniques.</p> <p>Ensure sketches communicate emotions and a sense of self with accuracy and imagination.</p> <p>Have opportunities to develop further simple perspective e.g. movement and shadow.</p> <p>Develop an awareness of composition, scale and proportion.</p> <p>Annotate/explain why they have combined different tools to create their drawings.</p> <p>Can consciously select the most appropriate media and technique for the task.</p> <p>Can use focal points to catch the viewers attention.</p> <p><u>Use all of the last years' vocabulary in addition to:</u></p> <p>Purpose Manipulate Dry media Wet media Digital media Harmony - pleasing combination of colours that go well together Composition Mood Abstract Flowing Vibrant Delicate Atmosphere</p>

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Painting	<p>Enjoy using a variety of tools including different size brushes and tools.</p> <p>Explore what happens when they mix colours.</p> <p>Use particular colours for a purpose.</p>	<p>Explore with a variety of media; different brush sizes and tools.</p> <p>Choose to use thick and thin brushes as appropriate.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Name the primary and secondary colours.</p> <p>Explore lightening and darkening paint without the use of black or white.</p>	<p>Continue to control the types of marks made with a range of painting techniques: layering, mixing and adding texture.</p> <p>Mix paint to create all the secondary colours and predict the outcomes.</p> <p>Continue to experiment in lightening and darkening without the use of black or white.</p> <p>Begin to mix colour tints and shades.</p> <p>Store information on colour mixing, the colour wheel and colour spectrums.</p>	<p>Demonstrate increasing control with the types of marks made.</p> <p>Experiment with different effects and textures: blocking in colour, washes, thickened paint and textural effects.</p> <p>Use a range of brushes to create different effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, tints and shades with increasing confidence.</p> <p>Know where each of the primary and secondary colours sits on the colour wheel.</p>	<p>Confidently control types of marks made.</p> <p>Experiment with different effects and textures, including those learnt previously.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Create all the colours they need through mixing.</p> <p>Mix colour, tints and shades with increasing confidence.</p> <p>Start to look at working in the style of a selected artist.</p>	<p>Confidently control the types of marks made.</p> <p>Experiment with different effects and textures.</p> <p>Be able to identify primary secondary, complementary and contrasting colours.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, tints and shades with confidence.</p> <p>Start to develop a painting from a drawing.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>Purposely control the types of marks made.</p> <p>Experiment with different effects and textures.</p> <p>Mix colour, tints and shades with confidence, building on previous knowledge.</p> <p>Work in a sustained and independent way to develop their own style of painting.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Explain why they have chosen specific painting techniques.</p>

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3D / Sculpture	<p>Enjoy a range of malleable media such as clay, papier-mâché and salt dough.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Construct with a purpose in mind, using a variety of resources.</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Experiment with a variety of malleable media such as clay, papier-mâché, salt dough and Modroc.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Shape and model materials for a purpose e.g. pots.</p> <p>Apply simple decoration techniques; impressed, painted and applied.</p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Use clay, Modroc or other malleable material to create an imaginary or realistic form e.g. a pot, structure or figure.</p> <p>Explore carving as a form of 3D art.</p> <p>Demonstrate experience in surface patterns and textures and use them when appropriate.</p> <p>Develop an increasing awareness to use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with confidence.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Learn to secure work to continue at a later date.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Produce larger ware using pinch, slab and coil techniques.</p> <p>Produce more intricate surface patterns and textures and use them when appropriate.</p> <p>Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Make a slip to join two pieces of clay.</p> <p>Secure work to continue at a later date.</p> <p>Decorate, coil and produce marquettes confidently.</p> <p>Gain more experience in carving as a form of 3D art.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Model over an armature (newspaper frame for Modroc).</p> <p>Continue to use language appropriate to skill and technique.</p> <p>Show an awareness of the effect of time upon sculptures.</p>	<p>Continue to work in a safe, organised way, caring for equipment.</p> <p>Carry on securing work to continue at a later date.</p> <p>Show experience in combining pinch, slab and coil.</p> <p>Develop understanding of different ways of finishing work: glaze, paint and polish.</p> <p>Gain experience in modelling over an armature (newspaper frame for Modroc).</p> <p>Develop confidence in carving a simple form.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Compare the style of different approaches e.g. Moore and Aztec</p>	<p>Work confidently in a safe, organised way, caring for equipment.</p> <p>Carry on securing work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab and coil to produce end pieces.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint and polish.</p> <p>Work around armatures or over constructed foundations.</p> <p>Confidently carve a simple form.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment e.g. furniture and buildings.</p>

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Printing	<p>Enjoy taking leaf rubbings e.g. leaf, brick and coin.</p> <p>Create simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge.</p> <p>Design their own printing block.</p> <p>Explore printing in relief. Use string and card.</p> <p>Explore impressed printing. Drawing into ink, printing from objects.</p> <p>Create a simple repeating pattern and recognise pattern in the environment.</p> <p>Use equipment and media correctly and start to produce a clean printed image.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge, pen barrels.</p> <p>Explore mono printing. Make simple marks on rollers and printing palettes. Take simple prints.</p> <p>Demonstrate experience at impressed printing. Drawing into ink, printing from objects.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Experiment with overprinting motifs and colour.</p>	<p>Continue to explore relief printing and mono printing.</p> <p>Print simple pictures using different printing techniques.</p> <p>Begin to demonstrate experience in three colour printing.</p> <p>Experiment with overprinting motifs using two colours.</p> <p>Start to combine prints taken from different objects to produce an end piece.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work.</p>	<p>Increase awareness of relief printing and mono printing.</p> <p>Expand experience in three colour printing.</p> <p>Continue experimenting with overprinting motifs using three colours.</p> <p>Print onto different materials including fabric.</p> <p>Continue to experience combining prints taken from different objects to produce an end piece.</p> <p>Create an accurate print design.</p>	<p>Show experience in a range of mono print techniques.</p> <p>Continue to gain experience in overprinting colours.</p> <p>Start to overlay prints with other media.</p> <p>Print onto a range of different materials.</p> <p>Use a variety of tools in a safe way.</p> <p>Create an accurate print design that meets a given criteria.</p> <p>Collect and record visual information from different sources as well as planning and trying out ideas.</p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe the techniques and processes they use.</p> <p>Overprint using different colours.</p> <p>Be confident in printing onto a range of different materials.</p> <p>Collect and record visual information from different sources as well as planning and collecting source material.</p>

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Collage	<p>Chooses particular colours for a purpose.</p> <p>Experiment to create different textures.</p> <p>Manipulate materials to achieve a planned effect.</p> <p>Use simple tools and techniques and adapt work where necessary.</p>	<p>Create images from a variety of media e.g. tissue paper, crepe paper etc.</p> <p>Collect and sort colours appropriate for an image.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Create and arrange shapes appropriately by cutting or tearing.</p>	<p>Create images from a variety of media e.g. fabric, magazines, newspaper etc.</p> <p>Use different kinds of materials on their collage and explain why they have chosen them.</p> <p>Sort and group different materials for different purposes e.g. colour, texture.</p> <p>Use repeated patterns in their collage.</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create texture.</p> <p>Cut materials and shapes with developing accuracy.</p> <p>Experiment using different colours.</p> <p>Begin creating and experimenting with mosaic.</p>	<p>Select and arrange materials to create a striking effect.</p> <p>Use coiling and tessellation as new techniques.</p> <p>Develop learnt mosaic skills and techniques through experimenting with ceramic mosaics.</p> <p>Combine visual and tactile qualities.</p>	<p>Continue to use a range of media to create collages.</p> <p>Use learnt techniques to add collage to a painted, printed or drawn background.</p> <p>Use and mix a variety of textures (rough, smooth, plain, and patterned).</p> <p>Use ceramic mosaic to produce a piece of art.</p> <p>Combine visual and tactile qualities to express mood and emotion.</p>	<p>Use a range of materials and justify why they have chosen them.</p> <p>Combine pattern, tone and shape to create a finished piece.</p> <p>Use different techniques, colours and textures when designing and planning work.</p> <p>Use collage as a means of extending work from initial ideas.</p>

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IT (weave into art curriculum and use throughout the year)		<p>Use a simple painting program to create a picture.</p> <p>Use tools like full and brushes in a painting package (paint)</p>	<p>Create a picture independently.</p> <p>Use simple IT mark-making tools e.g. brush and pen tools.</p> <p>Edit their own work.</p> <p>Take different photographs of themselves displaying different moods.</p> <p>Change their photographic images on a computer.</p>	<p>Use the printed images they take with a digital camera and combine them with other media to produce art work.</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (using the internet).</p> <p>Use the internet to re-search an artist or style of art.</p>	<p>Present a collection of their work on a slide show.</p> <p>Create a piece of art work which includes the integration of digital images they have taken.</p> <p>Combine graphics and text based on their re-search.</p>	<p>Create a piece of art work which includes the integration of digital images they have taken.</p> <p>Combine graphics and text based on their research.</p> <p>Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.</p> <p>Create digital images with animation, video and sound to communicate their ideas.</p>	<p>Use software packages to create pieces of digital art to design.</p> <p>Create a piece of art which can be used as part of a wider presentation.</p>