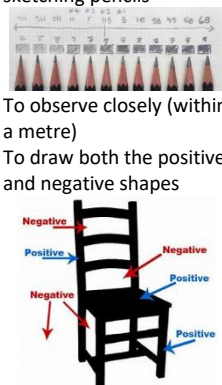


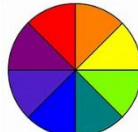

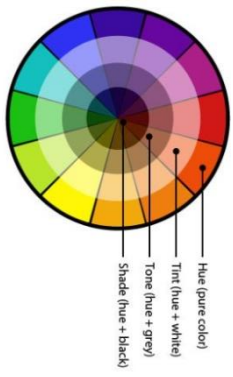
Art and Design Progression Document

Drawing – pencil, charcoal, inks, chalk, pastels and ICT software

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG</p> <p>To use a range of small tools, including scissors, paint brushes and cutlery</p> <p>To begin to show accuracy and care when drawing</p> <p>To share their creations, explaining the process they have used</p>	<p>To extend the variety of drawings tools (HB pencil, pastels, chalks, crayons)</p> <p>To explore different textures (Multi- media collage)</p> <p>To observe and draw landscapes (first hand observation)</p> <p>To observe patterns in surrounding environment (basic repeating such as a brick wall, fence)</p> <p>observe anatomy (first hand observation –basic facial features and limbs)</p>	<p>To experiment with tools and surfaces, (pencils, pastels, crayons, chalks, walls, floors, textured and coloured paper/card)</p> <p>To draw using 2B pencils as a way of recording experiences and feelings- drawing objects.</p> <p>To discuss use of shadows, use of light and dark (introduce vocabulary tone) To sketch to make quick records, teach and model how to use a lighter touch with the pressure on the pencil.</p>	<p>To experiment with the potential of various sketching pencils</p>  <p>To observe closely (within a metre)</p> <p>To draw both the positive and negative shapes</p> <p>To create initial sketches as a preparation for painting (light sketching)</p> <p>To produce accurate drawings of people – particularly focusing on the face (including features eyes, eyebrows, nose, lips, cheeks, ears and chin)</p>	<p>To identify and draw the effect of light (showing shadows in drawing)</p> <p>To understand scale and proportion (show a greater awareness of sizing)</p> <p>To produce more accurate drawings including proportion and placement</p> <p>To work on a variety of scales, (including enlarged drawings)</p> <p>To focus on landscapes and drawing trees.</p>	<p>To understand the effect of light on objects and people from different directions (above as well as side view)</p> <p>To interpret the texture of a surface (describe it using the words soft, hard, rough, smooth, detailed)</p> <p>To produce increasingly accurate drawings of objects from first-hand observations.</p> <p>To understand the concept of perspective (understanding the viewpoint of a drawing)</p> <p><i>Artist study – David Hockney</i></p>	<p>To understand the effect of light on objects and people from different directions</p> <p>To interpret the texture of a surface (recap- description)</p> <p>To produce increasingly accurate drawings of people focusing on the face and specific features of the face - the eyes, nose and mouth) (look more like the subject than in Year 5)</p> <p>To understand the concept of perspective (understand viewpoint)</p> <p><i>Artist study - Leonardo Da Vinci</i></p>




Colour – painting, ink, dye, textiles, pencils, crayon and pastels

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG</p> <p>To safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>To share their creations, explaining the process they have used</p>	<p>To name all the colours (colours of the rainbow + black, white, grey and pink)</p> <p>To know how to mix colours (learn how to make orange, green and purple from primary colours)</p> <p>To find collections of colour (in the natural environment e.g. leaf collection)</p> <p>To apply colour with a range of tools (small and large paintbrushes)</p>	<p>To begin to describe colours with object examples e.g. brown like chocolate</p> <p>To make as many tones of one colour as possible (using white)</p> <p>To darken colours without using black (experimenting with different amounts of primary colours)</p> <p>To use colour on a larger scale (A3 size opportunity)</p> <p>Artist study – Vicky Barranguet</p>	<p>To be able to colour mix and colour match to paintings.</p> <p>To make colour wheels</p>  <p>To introduce different types of brushes</p>  <p>To apply colour using the following techniques: dotting, scratching, splashing</p> <p>Artist study - Van Gogh</p>	<p>To colour mix and match: tint, tone, shade</p> <p>To observe colours (naming more specific shades e.g. dark, light, teal, beige, turquoise, violet)</p> <p>To choose suitable equipment for the task</p> <p>To understand that colour can reflect mood (E.g. red- anger, blue- sad, yellow- happy)</p> <p>Artist study – Monet</p>	<p>To know the vocabulary: Hue (naming more precise colours e.g. claret, marine, canary)</p> <p>Tint</p> <p>Tone, shades and mood</p>  <p>To explore the use of texture in colour (3D element)</p> <p>To use colour for purposes</p> <p>To colour match with greater accuracy</p> <p>To use pastels.</p> <p>Artist Study - JMW Turner</p>	<p>To know and use the vocabulary: Hue, tint, tone, shades and mood (naming a greater range than in Year 5, e.g. at least 2 names for yellow - primrose and lemon)</p> <p>To use colour for purposes (accurate choices)</p> <p>To use colour to express feelings and create a habitat scene in watercolours (showing an understanding of dark/light colours)</p> <p>Artist study – Uzo Egoni</p>





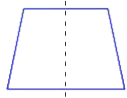
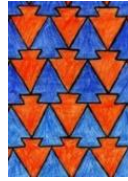




Texture – textiles, clay, sand, plaster and stone

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG</p> <p>To safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>To share their creations, explaining the process they have used</p>	<p>To weave materials (paper weaving, pre-cut paper, cardboard frame)</p> <p>To sort according to specific qualities (soft, hard, colour, natural)</p>	<p>To use overlapping and overlaying to create effects (using paper)</p> <p>To use large eyed needles – running stitches</p> <p>To learn how textiles create things.</p> <p>To start to explore other simple stitches (cross)</p> <p>To collage (using a range of materials such as paper, card and fabric)</p>	<p>To use smaller eyed needles and finer threads</p> <p>To weave using finer threads such as wool</p> <p>To use tie dying or batik techniques (wax resist dyeing)</p> <p><i>Artist study - Gustav Klimt</i></p>	<p>To use a wider variety of stitches</p>  <p>To observe and design textural art</p> <p>To experiment with creating mood, feeling, movement (adding 3D element/s)</p> <p>To compare different fabrics (cottons, faux fur, silk)</p> <p><i>Artist study - Gunta Stölzl (1897 - 1983)</i></p>	<p>To use stories, music, poems as stimuli</p> <p>To select and use materials of own choosing</p> <p>To embellish work (adding sequins, buttons)</p> <p>To know artists that use textiles</p> <p><i>Faith Ringgold- Artist study</i></p>	<p>To develop experience of embellishing (attempt adding buttons, sequins and other materials)</p> <p>To apply knowledge of different techniques to express feelings</p> <p>To work collaboratively on a larger scale (small group project)</p> <p><i>Artist study - William Morris</i></p>

Form – 3D work, clay, dough, boxes, wire, paper sculpture, Modroc

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG</p> <p>To safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>To share their creations, explaining the process they have used</p>	<p>To construct with a purpose</p> <p>To use materials to make known objects for a purpose</p> <p>To carve (playdough or similar)</p> <p>To pinch and roll coils and slabs using a modelling media</p> <p><i>Artist Study - William Wigan</i></p>	<p>To show an awareness of natural and man-made forms</p> <p>To express personal experiences and ideas</p> <p>To shape and form from direct observation (malleable and rigid materials)</p> <p>To replicate textures in a 3D form e.g. junk modelling</p> <p>To learn about some sculptures in the local area- Leighton-Linslade sculpture trail (concrete cows, Greg Rutherford)</p>	<p>To shape, form, model and construct (malleable and rigid materials, recap)</p> <p>To plan and develop a 3D model</p> <p>To understand different adhesives (PVA, Pritt stick, Sellotape and masking tape) and methods of construction</p> <p>To consider aesthetics (considering how the model looks)</p>	<p>To plan and develop (add to original plan)</p> <p>To experience surface patterns / textures (first hand observation if possible)</p> <p>To discuss own work and work of other sculptors</p> <p>To analyse and interpret natural and manmade forms of construction (look at and give an opinion on an artist's work)</p> <p><i>Artist study - Maya Freelon</i></p>	<p>To plan and develop ideas (more than one addition to original plan)</p> <p>To shape, form, model and join using a chosen material</p> <p>To observe or imagine</p> <p>To know the properties of media (how they are fit for purpose)</p> <p>To discuss and evaluate own work and that of other sculptors</p> <p><i>Artist study - Andy Goldsworthy</i></p>	<p>To plan and develop ideas (plans should be detailed and labelled with materials)</p> <p>To shape, form, model and join independently using clay</p> <p>To observe or imagine</p> <p>To know and discuss the properties of media (these should be confidently discussed)</p> <p>To discuss and evaluate own work and that of other sculptors</p> <p><i>Artist study - Henry Moore</i></p>

Printing – found materials, fruit and vegetables, wood blocks, press print, lino and string							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG</p> <p>To safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>To share their creations, explaining the process they have used</p>	<p>To create patterns (shape and colour form e.g. blue circle, red square)</p> <p>To develop impressed images (playdough exploration)</p> <p>To use relief printing techniques (folding paper, printing on one side and folding over)</p>	<p>To print with a growing range of objects (vegetables and fruit focus)</p> <p>To observe some artists printing (Picasso and the lino cut)</p>	<p>To use relief printing techniques (using a printing block)</p> <p>To record textures or patterns through sketching</p> <p>To use monoprinting techniques (making a print using mark making e.g. pencil on paper, Photoshop, brush mark on a screen, scratch in clay or paint on a canvas)</p> <p>To colour mix through overlapping colour prints</p> 	<p>To use sketchbook for recording textures or patterns (including some 3D elements e.g. creating a print from cardboard)</p>  <p>To interpret environmental and manmade patterns (stating what you think they are showing)</p> <p>To modify and adapt print (start with a print and change it for effect, using overlapping techniques)</p>	<p>To design prints (own ideas from a concept e.g. animals)</p> <p>To make connections (make links between areas of art)</p> <p>To create an imprint tile</p> <p>To discuss and evaluate own work and that of others</p> <p><i>Artist Study - Grace Jandrell</i></p>	<p>To builds up drawings and images of whole or parts of items using various techniques</p> <p>To use screen printing techniques</p> <p>To explore printing techniques used by various artists</p> <p><i>Artist study – Da Vinci</i></p>
Pattern – paint, pencils, textiles, clay and printing							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG</p> <p>To share their creations, explaining the process they have used</p>  	<p>To have an awareness of and discuss patterns and repeating patterns (e.g. blue circle, red square)</p> <p>To recognise simple symmetry (1 vertical line)</p> 	<p>To experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p> <p>To identify natural and manmade patterns</p> <p>To discuss regular and irregular patterns</p>	<p>To identify pattern in the environment (brick walls, fences, trees, flowers)</p> <p>To identify repeated abstract pattern.</p> <p>To design (Pre-sketching)</p> <p>To use ICT (simple paint program, or similar)</p> <p>To make patterns on a range of surfaces (paper, card, fabric)</p> <p>To identify symmetry (horizontal and vertical line)</p> <p><i>Artist study - Joan Miro</i></p>	<p>To explore environmental and manmade patterns (more intricate, e.g. paving slabs, leaves, spider webs)</p> <p>To recognise and use tessellation of shapes</p>  <p><i>Artist study - Bridget Riley</i></p>	<p>To create own abstract pattern to reflect personal experiences and expression (monochrome-free form, not following a regular pattern)</p> <p>To create an abstract pattern</p>  <p><i>Artist study - Paul Klee</i></p>	<p>To create own abstract pattern to reflect personal experiences and expression – colour (with more detail than you would expect at Year 5)</p> <p>To explore tessellation pattern</p>  <p><i>Artist study – Escher</i></p>