

## Art Progression Overview DRAFT

	EYFS (reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Explore mark making using a variety of drawing tools</li> <li>Use drawings to tell a story</li> <li>Investigate lines</li> <li>Start to produce patterns and textures from observation, imagination and illustration.</li> </ul>	<ul style="list-style-type: none"> <li>Extend the variety of drawing tools</li> <li>Explore different textures</li> <li>Begin to control marks made with a range of tools and different surfaces.</li> <li>Observe real objects, places and people – beginning to create an increasingly accurate representation.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with tools and surfaces</li> <li>Represent things observed, remembered or imagined using colour/ tools.</li> <li>Experiment with tone to create light and dark</li> <li>Develop simple ideas or record observations through sketching</li> </ul>	<ul style="list-style-type: none"> <li>Experiment making different tones using graded pencils</li> <li>Begin to show an awareness of objects having a third dimension and perspective</li> <li>Close observation to create increasingly accurate drawings</li> <li>Initial sketches as a preparation for painting</li> </ul>	<ul style="list-style-type: none"> <li>Introduce techniques (eg use of grids) to enable production of appropriately proportioned drawings</li> <li>Work with increasing precision and attention to deliberate detail.</li> </ul>	<ul style="list-style-type: none"> <li>Effect of light on objects and people from different directions.</li> <li>Use different techniques to replicate texture of a surface</li> <li>Draw familiar objects with correct proportions</li> <li>Develop shadows using a range of drawing materials</li> </ul>	<ul style="list-style-type: none"> <li>Use simple perspective in work using a single focal point and horizon.</li> <li>Begin to develop an awareness of composition, proportion and scale in their work (and that of others)</li> <li>Computer generated drawings (<a href="#">IT links</a>).</li> </ul>
<b>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</b>	<ul style="list-style-type: none"> <li>Experimenting with and name primary colours</li> <li>Exploring mixing colour</li> <li>Use a range of tools to make coloured marks</li> <li>Make choices about colour for a purpose</li> <li>Explore a range of media eg different surfaces, coloured paper using different tools.</li> </ul>	<ul style="list-style-type: none"> <li>Name all colours</li> <li>Mix colour to create secondary colours</li> <li>Find collections of colours</li> <li>Apply colour with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>Make as many tones of one colour as possible (using white)</li> <li>Darken colours (without using black)</li> <li>Explore what happens to colour when more water is added</li> </ul>	<ul style="list-style-type: none"> <li>Colour mixing to make colour wheels</li> <li>Introduce different types of brushes</li> <li>Apply colour using different techniques eg dotting, splashing, scratching</li> <li>Explore complimentary and opposing colours</li> <li>Work on a large scale</li> </ul>	<ul style="list-style-type: none"> <li>Suitable equipment for the task</li> <li>Use colour to reflect mood/feeling – warm and cool colours</li> <li>Explore way artists apply paint for different effects and recreate in own work</li> </ul>	<ul style="list-style-type: none"> <li>Mix colours to express mood, divide colour for foreground and back ground or demonstrate tones. Uses techniques colours, tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to create clouds.</li> </ul>	<ul style="list-style-type: none"> <li>Apply previous paint and colour learning to making deliberate decisions to create a chosen effect.</li> </ul>
<b>Texture (textiles, clay, sand, plaster, stone)</b>	<ul style="list-style-type: none"> <li>Handling, manipulating and enjoying use of materials</li> <li>Describe the feeling of different textures - sensory experience</li> <li>Simple collage</li> <li>Simple weaving</li> </ul>	<ul style="list-style-type: none"> <li>Weaving</li> <li>Sort according to specific qualities</li> <li>How textiles create things</li> <li>Collage- Different media can be combined to create new effects.</li> </ul>	<ul style="list-style-type: none"> <li>Collage- Overlapping and overlaying to create effects</li> <li>Join textiles by sewing using large eyed needles + running stitch (<a href="#">DT link</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Join fabrics by sewing using smaller eyed needles and finer threads (<a href="#">DT link</a>)</li> <li>Weaving to create different effects</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider variety of stitches to join fabric</li> <li>Study the design of textural art</li> <li>Chose materials for the effect they create, experimenting with mood, feeling, movement</li> </ul>	<ul style="list-style-type: none"> <li>Observe how artists use inks on fabric, noting how inks bleed.</li> <li>Investigate and explore ways of changing fabrics eg sewing, cutting, tearing, creasing, knotting and embellishing.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment using layers and overlays to create new colours and textures</li> <li>Explore mixed media to convey a message (on a large scale)</li> </ul>
<b>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</b>	<ul style="list-style-type: none"> <li>Handling, feeling, enjoying and manipulating a range of materials.</li> <li>Constructing</li> <li>Build, shape, model and re-model</li> </ul>	<ul style="list-style-type: none"> <li>Use materials to make objects for a purpose</li> <li>Work with clay/ dough to create thumb pots</li> <li>Make choices about most suitable materials to make objects</li> <li>Shape and model materials for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of natural and man-made forms</li> <li>Shape form or create 3D structures from experience or direct observation</li> <li>Use decorative techniques, patterns and textures in 3D.</li> </ul>	<ul style="list-style-type: none"> <li>Produce larger clay ware using pinch, slab, coil techniques</li> <li>Explore carving as a form of 3D art</li> </ul>	<ul style="list-style-type: none"> <li>Plan and develop ideas (see sketch books)</li> <li>Make simple sculptures adding surface patterns /textures</li> </ul>	<ul style="list-style-type: none"> <li>Plan and develop ideas (sketch books)</li> <li>Exploration of paper sculpture eg folding, curling, coiling, tearing including different scales</li> <li>Recognise the work of other artists, explore those techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Produces intricate patterns and textures in a malleable media</li> </ul>
<b>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</b>	<ul style="list-style-type: none"> <li>Rubbings</li> <li>Print with a variety of objects</li> <li>Print with block colours</li> <li>Develop simple patterns using objects</li> <li>Enjoy using stencils to create pictures</li> </ul>	<ul style="list-style-type: none"> <li>Create patterns</li> <li>Develop impressed images eg string on card, potatoes</li> <li>Relief printing</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of different printing techniques and objects with purpose eg easy print</li> </ul>	<p><i>Printing and pattern not explicitly within KS2 curriculum but integrated within drawing, painting and sculpture.</i></p> <p><b>Use of Sketch books across KS2</b></p> <p>Year 3 – Use a sketch book to record media exploration and experimentation as well as planning and collecting source material for future works.</p> <p>Year 4 – Use sketches to collect and record visual information from different sources as well as planning and collecting source material for future work (drawing, painting, fabrics).</p> <p>Year 5 – Collect mixed media materials which have inspired or raised questions. Sketch and record visual information from different sources as well as planning and collecting source material for future work.</p> <p>Year 6 – Use collected materials and sketches to plan and reflect on their work, evaluating their choices and decisions. Refine learnt techniques.</p>			
<b>Pattern (paint, pencil, textiles, clay, printing)</b>	<ul style="list-style-type: none"> <li>Create repeating pattern</li> <li>Irregular painting patterns</li> <li>Simple symmetry (<a href="#">link to maths</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss pattern</li> <li>Create repeating pattern</li> <li>symmetry</li> </ul>	<ul style="list-style-type: none"> <li>Experiment by arranging, folding, repeating, overlapping to create regular, irregular and symmetrical pattern</li> <li>Discuss regular and irregular pattern</li> <li>Natural and man-made</li> </ul>				
<b>Tier 2 vocabulary</b>	Names of primary colours, tool, mix, fabric, marks, lines	Gallery, museum, shade, shadow, repeating pattern, purpose, accurate	Techniques, observe, decorative, folding	Dimension, thread, stitch	Proportion, mood, computer generated, analyse, interpret, construct, compare, architect, designer		
<b>Tier 3 vocabulary</b>	Pinch, roll, scratch, fabric, roller, brush, pattern, illustrations, light, dark, heavy, thin, thick, bumpy, flat, weave, rough, smooth, rub, print, natural	collage, effect, impress, relief, images, printing, symmetry, artist, coil, press, texture, clay	Charcoal, chalk, pastel, crayon, tone, brush stroke, wash, overlapping, overlaying, running stitch, man-made, 3D, form, watercolour, experiment, sketch, regular and irregular pattern.	Perspective, blend, tint, smudge, canvas, carve, shading, observational drawing, slab, model, mould, landscape, portrait, stippling	Abstract, bleed	Tie dye, batik. Silk screen, foreground, background, hue, embellish, applique, origami	Malleable, intricate, horizon, realistic, composition, focal point, inanimate, ceramics

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End points / assessments							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing/ colour/ painting	Experiment with mark making (using a variety of tools) and colour choice. <b>David Hosking</b>	Observe, draw and use paint to represent a landscape eg coastline, Carne Brea etc – local artists <b>Joanne Short, Ted Dyer, John Dyer, John Miller, Joan Gillchrest</b>	Experimentation with colour and paints to create different effects. <b>Kandinsky, Jackson Pollock Seurat</b> – pointillism	Develop skill using tone to represent 3D in drawing and sketches.  <b>Da Vinci, John Tremaine</b>	Study the work of different portrait artists with attention to use of proportion. Use knowledge gained to produce a portrait (or part of one). Portraits – <b>Rembrandt, Klimt, Picasso, Luke Caddy</b>	Study the work of different still life artists with attention to use of light and shadow. Use knowledge gained to produce a still life painting (or part of one). Still life - <b>Cezanne, Van Gogh, Ingrid Sofrin</b>	Study artists that have used art to convey messages and convey the impact that this has on you. Create own art work to convey a message. Propaganda / pop art – <b>Andy Warhol, Roy Lichtenstein, Picasso</b> Street art - <b>Banksy</b>
Texture / printing / pattern	Experiment with rubbing, printing to create texture and pattern (using natural and man-made objects).	Create pattern using drawing and painting techniques <b>Hundertwasser</b>	Create collage using overlapping and overlaying techniques including sewing to attach fabric. <b>Laurie McCall Ben Nicholson, Sir Terry Frost, Matisse</b>	Paper weave an exploration of colour and different techniques with paint.  (could join to make one large piece) see image bank	Use a variety of media to create a landscape scene <a href="#">possible link rivers</a>  Textural art – <b>Debbie Smyth, Beach art - John Dahlsen</b>	Use sketch books to capture investigations into how inks behave on fabric and how they can change and embellish fabric. Fabric – embellishment, <b>Bethan Ash, Louise Boldwin</b> Ways of changing Fabrics - <b>Nicky Perriman, Sophie Standing</b>	Create a painting or drawing around a single focal point and horizon which demonstrates a developing awareness of composition, proportion, and perspective.
Form – 3D work	Representations - create 3D work modelling and remodelling <b>Archimboldo</b>	Make clay or dough candle holder – use repeating pattern impressed images <a href="#">link to history or Diwali</a>	Explore art from another culture to create a 3D structure decorated using regular and irregular pattern. <a href="#">Link to geography study of African village or RE</a> <b>Peter Minshall</b>	Further develop modelling techniques  Carving – <b>Henry Moore, Barbara Hepworth</b> <a href="#">link to geography eg tree stumps carved from clay and detail added using a range of techniques</a>  Coil pots and clay ware - <b>Lucie Rie, Rubert Spira</b> <a href="#">Link to Stone Age</a>	Make simple sculptures adding surface patterns and textures <a href="#">eg Sculpt Roman amphora, Egyptian death masks</a>	Create paper sculpture using a variety of techniques eg head wear.  Paper sculpture – <b>Asya Kozina</b>	Create a collaborative 3D artwork which conveys an environmental message.  <a href="#">(geography environment link)</a>