

Progression in Art and Design	Year 1 and 2	Year 3 and 4	Year 5 and 6
NC obj.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>• Improve their mastery of art and design techniques including drawing painting and sculpture with a range of materials (eg pencil, charcoal, paint and clay)</li> </ul>	As year 3 and 4
Skills and techniques  Creating ideas	<p>For instance</p> <p>Work from observation and known objects</p> <p>Use imagination to form simple images from given starting points or a description</p> <p>Collect ideas in an art folder</p> <p>Work with different materials</p>	<p>For instance:</p> <p>Keep all artwork in their folder to be created into a sketch book at the end of each topic.</p> <p>Develop artistic/visual vocabulary to discuss work</p> <p>Experiment with a wider range of materials.</p> <p>Begin to suggest improvements to own work.</p>	<p>For instance</p> <p>Select and develop ideas confidently, using suitable materials confidently.</p> <p>Improve quality of sketchbook with mixed media, ICT and annotations.</p> <p>Develop artistic/visual vocabulary when talking about own work and that of others.</p>
Drawing and working with colour	<p>For instance</p> <p>Begin to control lines to create simple drawings from observations.</p> <p>Use thick felt-tip pens/chalks/charcoal/wax crayon/pastel.</p> <p>Learn to hold drawing and painting tools correctly.</p> <p>Mix primary colours to make secondary colours.</p> <p>Recognise warm and cool colours.</p> <p>Explore the relationship between mood and mark making/colour.</p>	<p>For instance</p> <p>Experiment with different tones using graded pencils.</p> <p>Draw and paint on a range of scales. Lighten and darken tones using black and white.</p> <p>Use of tracing.</p> <p>Explore complementary /contrasting colour in creating pattern.</p> <p>Explore using watercolour, developing intensity and making colour washes.</p>	<p>For instance</p> <p>Introduce perspective and proportion in their drawing.</p> <p>Use a range of mediums on a range of backgrounds.</p> <p>Work indoors and outdoors.</p> <p>Develop watercolour techniques.</p> <p>Explore restricting colour palette (example, only use tertiary colours)</p> <p>Develop brushwork control.</p>

Progression of Skills in Art and Design	Year 1 and 2	Year 3 and 4	Year 5 and 6
Textiles and collage	<p>For instance</p> <p>Investigate a range of textures using rubbings</p> <p>Develop collages, based on simple shapes in different papers and materials.</p> <p>Weave using recycled materials</p> <p>Simple batik work.</p> <p>Simple printmaking techniques</p>	<p>For instance</p> <p>Develop individual and group collages, working on a range of scales.</p> <p>Sew simple stitches using a variety of threads and wool.</p> <p>Create a collage using fabric as a base</p> <p>Develop printmaking techniques</p>	<p>For instance</p> <p>Introduce fabric block printing</p> <p>Weave using fabric /mixed media to create a collage.</p> <p>Create a group embroidery using collage and sewing techniques.</p>
Knowledge about artists	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>About a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul>	As year 3 and 4
	<p>For instance</p> <p>Describe the artwork of artists such as Paul Klee, Georgia O'Keefe and Picasso</p> <p>Use work of artists such as Niki de Saint Phalle (sculpture) to create own pieces</p> <p>Consider specific works such as Andy Goldsworthy's 'Stone circles'</p> <p>Explore work from different cultures e.g. Chinese origami, Aboriginal Art</p>	<p>For instance</p> <p>Look at the work of David Hockney and use specific piece 'Big Splash' as inspiration for own pictures.</p> <p>Look at and explore the work of ancient civilisations such as Aztec and Benin.</p> <p>Look at abstract art such as Bridget Riley (optical) and Kandinsky (inspired by music) to inform and enrich their own artwork.</p> <p>Explore the work of Gaudi (architecture).</p>	<p>For instance</p> <p>Explore the artwork from ancient cultures e.g. Greek and compare with artists working today e.g. Grayson Perry.</p> <p>Look at and replicate work of artist/textile designer William Morris and compare/contrast with modern textile designers e.g. Clare Youngs.</p> <p>Explore propaganda/political art- WW2 posters, Banksy, Graffiti art e.g. Keith Haring.</p> <p>Explore colour in the work of impressionists, Casset</p>

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