

# Curriculum overview: Progression in Art and Design



		Year 1/2	Year 3/4	Year 5/6
Skills	Creating Ideas	<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 sketch books 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 (for example, pencil, charcoal, paint, clay)</li> </ul>	
		<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>Work with different materials</p> <p>Begin to think what materials best suit the task</p>	<p>For instance:</p> <p>Start a sketch books</p> <p>Use a variety of ways to record ideas</p> <p>Develop artistic/visual vocabulary to discuss work</p> <p>Begin to suggest improvements to own work</p> <p>Experiment with a wider range of materials Present work in a variety of ways</p>	<p>For instance:</p> <p>Select and develop ideas confidently, using suitable materials confidently</p> <p>Improve quality of sketchbook with mixed media work and annotations</p> <p>Select own images and starting points for work</p> <p>Develop artistic/visual vocabulary when talking about own work and that of others</p> <p>Begin to explore possibilities, using and combining different styles and techniques</p>

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Skills and Techniques continued	Drawing / Mark Making	<p>For instance:</p> <ul style="list-style-type: none"> <li>Begin to control lines to create simple drawings from observations</li> <li>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</li> <li>Hold a large paint brush correctly</li> <li>Make marks using paint with a variety of tools</li> <li>Consider consistency when applying paint</li> <li>Colour within the line</li> <li>Draw on smaller and larger scales</li> <li>Begin to add detail to line drawings</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>Use sketchbooks to record drawings from observation</li> <li>Experiment with different tones using graded pencils</li> <li>Include increased detail within work</li> <li>Draw on a range of scales</li> <li>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</li> <li>Use a variety of brushes and experiment with ways of marking with them</li> <li>Develop shadows</li> <li>Use of tracing</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>Use first hand observations using different viewpoints, developing more abstract representations</li> <li>Introduce perspective, fore/back and middle ground</li> <li>Investigate proportions</li> <li>Use a range of mediums on a range of backgrounds</li> <li>Work indoors and outdoors</li> <li>Show tonal qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</li> </ul>

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	<b>Working With Colour</b>	<p>For instance:</p> <ul style="list-style-type: none"> <li>Recognise and name primary and secondary colours</li> <li>Mix primary colours to make secondary colours</li> <li>Share colour charts to compare variations of the same colour</li> <li>Create and experiment with shades of colour and name some of these</li> <li>Recognise warm and cold colours</li> <li>Create washes to form backgrounds</li> <li>Explore the relationship between mood and colour</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>Mix and match colours (create palettes to match images)</li> <li>Lighten and darken tones using black and white</li> <li>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</li> <li>Experiment with watercolour, exploring intensity of colour to develop shades</li> <li>Explore complementary and opposing colours in creating patterns</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>Build on previous work with colour by exploring intensity</li> <li>Introduce acrylic paint</li> <li>Develop watercolour techniques</li> <li>Explore using limited colour palettes</li> <li>Investigate working on canvas experiment with colour in creating an effect</li> <li>Mark make with paint (dashes, blocks of colour, strokes, points)</li> <li>Develop fine brush strokes</li> </ul>
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Skills and Techniques continued	Printing	<p>For instance:</p> <p>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</p> <p>Develop controlled printing against outline /within cut out shapes</p> <p>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns</p> <p>Experiment with marbling, investigating how ink floats and changes with movement</p>	<p>For instance:</p> <p>Use roller and ink printing. Use simple block shapes formed by children</p> <p>Blend two colours when printing</p> <p>Using roller &amp; inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</p> <p>Form string roller prints to create continuous patterns</p>	<p>For instance:</p> <p>Create polystyrene printing blocks to use with roller and ink</p> <p>Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point</p> <p>Experiment with screen printing</p> <p>Design and create motifs to be turned into printing block images</p> <p>Investigate techniques from paper printing to work on fabrics</p>
	Sculpt	<p>For instance:</p> <p>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</p> <p>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</p> <p>Look at sculptures and try to recreate them using everyday objects/range of materials</p> <p>Begin to form own 3D pieces</p> <p>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</p> <p>Look at sculptures by known artists and natural objects as starting points for own work</p>	<p>For instance:</p> <p>Develop confidence working with clay adding greater detail and texture</p> <p>Add colour once clay is dried</p> <p>Investigate ways of joining clay - scratch and slip</p> <p>Create work on a larger scale as a group</p> <p>Use pipe cleaners/wire to create sculptures of human forms</p>	<p>For instance:</p> <p>Design and create sculpture, both small and large scale</p> <p>Make masks from a range of cultures and traditions, building a collage element into the sculptural process</p> <p>Use objects around us to form sculptures</p>

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Skills and Techniques		<p>For instance:</p> <p>Develop collages, based on a simple drawing, using papers and materials</p> <p>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</p> <p>Weave using recycled materials – paper, carrier bags</p> <p>Investigate a range of textures through rubbings</p> <p>Simple batik work</p> <p>Develop tearing, cutting and layering paper to create different effects</p> <p>Dye fabrics using tea, red cabbage, beetroot, onion, spinach</p> <p>Weave with wool</p>	<p>For instance:</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 individual and group collages, working on a range of scales</p> <p>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</p>	<p>For instance:</p> <p>Introduce fabric block printing</p> <p>Create tie dye pieces combining two colours</p> <p>Weave using paintings as a stimulus / the natural world</p> <p>Create detailed designs which can be developed using another skill.</p>
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Knowledge About Artists	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>about the work of 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>	
	<p>For instance:</p> <p>Describe and use the artwork of artists such as Mondrian, Klee, Rothko, Pollock, Delaunay, Kandinsky, Lowry, Gunta, St Olz, Joan Miró, Claude Monet, Vincent van Gogh, and Jean Metzinger, Andy Goldsworthy</p> <p>Consider specific works and those from different cultures.</p> <p>Make links to their own work by comparing and contrasting.</p>	<p>For instance:</p> <p>Describe and use the artwork of John Singer Sargent, Helen Frankenthaler, Jean-Michel Basquiat, Mary Cassatt, Julian Opie, Alberto Giacometti and Henry Moore</p> <p>Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.</p> <p>Photographer Ansel Adams and architect Frank Lloyd Wright</p> <p>Consider specific works and those from different cultures and times in history.</p>	<p>For instance:</p> <p>Describe and use the artwork John Singer Sargent, Helen Frankenthaler, Jean-Michel Basquiat, Mary Cassatt, Julian Opie, Alberto Giacometti and Henry Moore</p> <p>Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.</p> <p>Photographer Ansel Adams and architect Frank Lloyd Wright</p> <p>Consider specific works and those from different cultures and times in history.</p>

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	<p><b>Colour chaos</b>            Mix colours            Create art works with the colours they have mixed            Mix secondary colours            Mix shades            Mix tints            Decide if colours are warm or cool</p> <p><b>Lowry</b>            Mix paint in Lowry colours            Paint a seascape            Draw simple buildings            Find matchstick people in the paintings            Draw matchstick people            Compare paintings comment on Lowrys colours and paintings            Talk about Lowrys matchstick people and suggest what they are doing            Draw matchstick people in action</p> <p><b>Earth art</b>            Assemble a collage      Exploring how indigenous people paint on rocks before painting their own 'pet rocks' or painting rocks to tell a story.            2 Exploring and creating sculptures made from sticks and twigs.</p>	<p><b>Castles</b>            Use line to create a picture in the style of the Bayeux Tapestry.</p> <p>Use line to create a picture in the style of the Buck brothers.</p> <p>Create a painting in the style of James Paterson.</p> <p><b>Sparkes and flames</b>            Use chalk to create flames pictures            Use collage to create flames pictures            Create 3-D pictures of a London landmark that was destroyed in The Great Fire            Look at a painting of the Great Fire of London through the arches of a bridge. Think about the foreground, middle ground and background of the painting and create layered 3-D scenes using paper.            Create dioramas of fire scenes</p> <p><b>Antony Gormley</b>            Create a class version of 'Another place' – sea installation using photos</p> <p>Explore different techniques and joins using modelling clay</p>	<p><b>North American art</b>            To learn about great artists, architects and designers in history in the context of John Singer Sargent, Ansel Adams, Helen Frankenthaler, Jean-Michel Basquiat and Mary Cassatt.            To improve mastery of art and design techniques, including drawing in the context of coloured drawing.            To create sketch books to record observations and use them to review and revisit ideas.            To improve mastery of art and design techniques, including painting in the context of black and white collage.            To improve mastery of art and design techniques, with a range of materials in the context of painting.            To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity.</p> <p><b>World war 2 art</b>            To be able to design a poster in the style of World War 2 propaganda.            To study World War 2 aircrafts to improve pencil and sketching skills.            To be able to use art to express feelings and</p>	<p><b>Bodies</b>            To improve mastery of art and design techniques, including drawing in the context of felt tip, charcoal, pen drawings</p> <p>To learn about great artists, architects and designers in history in the context of Julian Opie, Henry Moore, Giacometti and Vivienne Westwood</p> <p>To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity.</p> <p>To improve their mastery of art and design techniques in the context of making maquettes.</p> <p>To improve their mastery of art and design techniques in the context of making 3D models.</p> <p>To improve mastery of art and design techniques, in the context of making paper clothes</p> <p><b>Egyptians</b>            To improve mastery of art and design techniques, including drawing in the context of pencil, charcoal, pen drawings</p> <p>To use sketch books to record observations and use them to review</p>
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	<p>3 Looking at examples of rangoli patterns and exploring how to create animal pictures with leaves.</p> <p>4 Exploring what weaving is and how it works before learning to weave with a variety of natural materials.</p> <p>5 Investigating mandalas and exploring and creating mandalas using natural materials.</p> <p>6 Exploring the art of collage before using a variety of natural materials to create a collage.</p>	<p>Design and create a sculpture of themselves from their photo using modelling materials.</p> <p>Create a whole class installation using the individual sculptures.</p> <p>Evaluate their work and the whole class installation.</p>	<p>emotions associated with World War 2.</p> <p><b>British Art</b> To learn about great artists, architects and designers in history in the context of Paula Rego, Lucien Freud, Gainsborough, Sonia Boyce, Howard Hodgkin and Anish Kapoor. To improve mastery of art and design techniques, including drawing in the context of illustrating a story. To improve mastery of art and design techniques, including drawing in the context of painting. To improve mastery of art and design techniques, including painting in the context of composition To improve mastery of art and design techniques, in the context of a range of media.</p> <p><b>Rainforest</b> 1 Explore the mask of Lord Pakal and recreate Mayan masks.  2 Use clay to recreate Mayan artefacts.  3 Recreate the Bonampak murals using pastels and 3D nets.</p> <p><b>Mayan Art</b></p>	<p>and revisit ideas in the context of the drawing activity.</p> <p>To learn about great artists, architects and designers in history in the context of David Hockney, Man Ray and Fernand Leger</p> <p>To improve mastery of art and design techniques, including clay in the context of clay facemasks.</p> <p>To improve mastery of art and design techniques, including sculpture in the context of modelling masks in papier mache.</p> <p>To improve their mastery of art and design techniques, including painting in the context of painting Egyptian masks.</p> <p><b>Tudor art</b> To improve mastery of art and design techniques, including drawing in the context of pencil drawings.  To improve mastery of art and design techniques, including drawing in the context of recording observations as a drawing.  To improve their mastery of art and design techniques, including painting.  To use a variety of materials such as tissue paper, paint and card.</p>
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		<p>1 Learn and refine techniques to observe and draw animals. 2 Explore the art of Henri Rousseau and replicate some of his work using collage. 3 Design and make an animal mask.</p> <p><b>Insects</b></p> <p>To improve mastery of art and design techniques, including drawing in the context of pencil drawings.</p> <p>To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity</p> <p>To improve mastery of art and design techniques, including drawing in the context of oil pastel and coloured pencil.</p> <p>To improve mastery of art and design techniques, including collage in the context of insect mosaic patterns.</p> <p>To learn about great artists, architects and designers in history in the context of Louise Bourgeois and Jennifer Angus</p> <p>To improve mastery of art and design techniques, including collage in the context of insect shadow puppets</p> <p>To improve mastery of art and design techniques, including sculpture in the context of modelling insects.</p>	<p>To learn about the Tudor Rose and its history.</p> <p>To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>To apply their experience of materials and processes, including drawing, developing control of tools and techniques.</p> <p><b>Portraits</b></p> <p>To learn about the history of portraits and the importance of the style of art.</p> <p>To create shade and tone using pencils. To make different types of marks and effects on paper.</p> <p>To represent detail using different pencil effects and emphasise the tonal qualities of colour.</p> <p>To learn to make decisions whilst drawing.</p> <p>To improve mastery of art and design techniques by using a range of tools.</p> <p><b>Greek art</b></p>
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		<p>To improve their mastery of art and design techniques in the context of modelling insects</p> <p><b>Roman</b></p> <p>1 Make a Roman mosaic inspired by examples the Romans left behind.</p> <p>2 Investigate the use of symbolism in art and create a piece of artwork to portray a Roman myth.</p> <p>3 Use clay to create a repro</p>	<p>To explore the use of comedy and tragedy masks and design and make masks using modroc.</p> <p>To be able to study examples of ancient Greek pottery and recreate pots in the style of the ancient Greeks.</p> <p>To explore examples of ancient Greek marble sculpture and replicate a sculpture by carving soap</p> <p><b>Viking / Saxon brooch</b></p> <p>To learn about Viking Brooches and compare them with other examples.</p> <p>To design a pattern for a brooch using pencil.</p> <p>To plan and generate ideas for discussions of brooches made from clay.</p> <p>To improve their mastery of art and design techniques, including drawing with a range of materials</p> <p>To use clay to shape and form a design.</p> <p>To use tools to add detail and blend/smooth the clay.</p>
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