

Art and Design progression at Shaw CE Primary School



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cultural capital experiences (See passports for values links)	Draw a self portrait Paint a picture of a tree	Print an African bag to take home	Create a class collage	Animate a robot with a partner. Make a pebble picture on the beach Exhibit some art Use clay to make a religious item Create a Rangoli pattern			
General	Children will be given the opportunity to develop their artistic skills and knowledge from first-hand observation and imaginative experiences. This would be accomplished through child initiated, adult initiated and adult led experiences.	Begin to record and explore ideas from first hand observations. Begin to ask and answer questions about the starting points for their work. Begin to try things out and understand it is ok to make mistakes and change their minds. Begin to explore the work of artists, craftspeople and designers from different times and cultures. Begin to review their own work.	Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Try things out and understand it is ok to make mistakes and change their minds. Explore the work of artists (Kandinsky), craftspeople and designers from different times and cultures. Review their own and others' work.	Select and record from first hand observation, experience and imagination and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.	Select and record from first hand observation, experience and imagination and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in a sketchbook.	Know about one or 2 great artists, craft makers or designers, and understand the historical and cultural development of their art forms. (Hokusai & Peter Thorpe) To create sketch books to record their observations and use them to review and revisit ideas Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background (Great Wave) Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours (Great Wave; weaving, abstract rocket artwork)	(Summer mini project- drawing from local environment) Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. – throughout the year- Graffiti art in modern day- looking Banksy
Drawing	ELG EAD (Exploring and using media and materials) Experiment with colour. ELG EAD (Being imaginative) They represent their own ideas, thoughts and feelings through art. Begin to use a variety of drawing tools. Use drawings to tell a story. Investigate different lines. Explore different textures Encourage accurate drawings of people.	Experiment with a range of media including pencils and felt tips. Learn that they can control the marks they make on the page. Observe and draw lines and shapes from the world around them. Begin to investigate tone by discussing the ability to make lighter or darker marks.	Experiment with a range of media including; crayons, pencils, felt tips and rubbers. Understand how they can influence their work by using each media. Observe and draw lines and shapes observed around them. Begin to use tone. Design an alien sculpture	Make marks and lines using sketching pencils, coloured pencils, pastels and charcoal. Use pencil and charcoal to begin to add a third dimension to drawings. Apply tone in a simple way and begin to create texture with pencil and charcoal.	Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Begin to show an awareness of objects having a third dimension.	Continue to develop their proficiency in drawing Develop sketching techniques (e.g. shading, hatching etc) Create detailed pen/pencil drawing of Tudor monarchs	(Sketching from WW2 photos- using different media) Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. – Plane drawings WW2 Start to develop their own style using tonal contrast and mixed media. Animation and Graffiti
Colour	Experimenting with and using primary colours. Naming and mixing (not formal). Explore different tools that bring colour. Use a range of tools to make coloured marks on paper.						
Painting	Explore colour and form using paint.	Identify primary colours by name and begin to mix them to make lighter or darker colours. Understand that there are different types of paint and begin to suggest where they might be used and their effectiveness.	Discuss colour in relation to artefacts observed. Understand that there are different types of paint. Identify primary colours. Mix colours. Make a paper mache hot air balloon.	Work with a range of scales e.g. thin brushes on small picture, thick brushes on large pictures. Gain a secure understanding primary, secondary, hot and cold colours.	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades	Continue to develop their proficiency in painting Develop brush techniques to create different effects (canal rose works; Peter Thorpe-inspired paintings) Know how paint can be used in different ways by varying thickness, use of water, etc (Great Wave, canal rose paintings)	(British Monarchs- oil and paint portraits) Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours in graffiti work
Collage	ELG EAD (Exploring and using media and materials) Safely use and explore a variety of materials, tools and techniques, design, texture, form and function.	Create images from a variety of media; crepe paper, fabric, etc.	Fire pictures – children selecting appropriate materials (link to science) Under the sea – class collage.	Experiment with a range of collage techniques including layering to build up pictures. Explore the work of Eric Joyner.	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting	N/A	Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and

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	Handling, manipulating and enjoying using materials. Sensory experience. Simple collages.				ideas and information and building a visual vocabulary		making pieces of work Use collage as a means of extending work from initial ideas
Sculpture	Handling, feeling, enjoying and Manipulating materials. Constructing Building and destroying. Shape and model.	N/A	Manipulate malleable materials in a variety of ways. Understand the safety and basic care of materials and tools.	Join clay adequately and construct a base for extending and modelling other shapes. Use papier mod roc to create a 3D model.	N/A	Plan a sculpture through drawing and other preparatory work Use their understanding of sculpture to create Giacometti-inspired figures	N/A
Pattern	Repeating patterns. Irregular painting patterns. Simple symmetry						
Textile	Simple weaving and use of textiles to give texture and pattern to role play and creative experience.	Match and sort fabrics and threads for colour, texture, length, size and shape. Cut and shape fabric using scissors. Apply shapes with glue or by stitching. Apply decoration.	Cut and shape fabric using scissors. Apply shapes with glue or by stitching. Apply decoration. Puppets.	N/A	Use a variety of techniques, to create different textural effects Match the tool to the material Develop skills in cutting and joining Experiment with paste resist.	Apply colour with dipping Create and use dyes i.e. onion skins, tea, coffee Create fabrics by weaving materials (Mayan weaving)	Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
Printing	Rubbings. Print with variety of objects. Print with block. Colours.	String and block painting.	N/A	N/A	N/A	N/A	(Andy Warhol screen printing) Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays
Digital media	ELG EAD (Being imaginative) Use what they have learnt about media and materials in original ways, thinking about uses and purpose. Start to explore use of digital media using ipad to record experiences and observations.	Record visual information using iPad.	Record visual information using iPad. Great Fire of London animation. Purple Mash.	Use Powerpoint to present information and pictures. Use of animation – Stopmotion.	Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose	N/A	(Famous British figures augmented reality and Pop Art – Crime and punishment) Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software e.g. PowerPoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)
Vocabulary	<ul style="list-style-type: none"> • colour • construction • experiment • explore • form • function • join • lines • material • mix • shape • techniques • texture • tools 						