

Art and Design									Progression of Learning	
Curriculum										
• <i>Recognise their roles as Global citizens</i> • <i>Communicate their learning in relevant ways</i> • <i>Show empathy</i>									• <i>Recognise that they can impact their environment and community</i> • <i>Show a commitment to justice</i>	
	EXPLORING & DEVELOPING IDEAS, EVALUATING & DEVELOPING WORK	PAINTING	DIGITAL Media	PRINTING	DRAWING	3D	TEXTILES	COLLAGE	ASSESSMENT	
Y1	• Record and explore ideas from first hand observations • Ask and answer questions about the starting points for their work • Develop their ideas – try things out, change their minds • Explore the work of artists, craftspeople and designers from different times and cultures for	• Use a variety of tools and techniques including different brush sizes and types • Mix and match colours to artefacts and objects • Work on different scales • Experiment with tools and techniques	Explore examples of digital media Use a simple programme to create art by adding colours, lines and pictures.	• Print with a range of hard and soft materials e.g. corks, pen barrels, sponge • Make simple marks on rollers and printing palettes • Take simple prints i.e. mono - printing • Roll printing ink over found objects	• Explore mark making including straight and wavy lines. • use 2D shapes to draw. • Explore a variety of media such as chalk, pastel and pencil.	• Manipulate malleable materials in a variety of ways including rolling and kneading • Explore sculpture with a range of malleable media • Manipulate malleable materials for a purpose, e.g. pot, tile • Understand the safety and basic care of		• Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. • Arrange and glue materials to different backgrounds • Sort and group materials for different purposes e.g. colour, texture • Fold, crumple, tear and overlap papers • Work on different scales • Colour- Collect, sort, name match colours appropriate for an image	EMERGING	• Begin to clarify ideas by recording first hand observations and asking questions. • Explain what they like about their work. • Begin to identify ways to improve their work.
									EXPECTED	• Demonstrate increased skill with a range of techniques and materials (pencil, crayon, paint, collage) • Begin to use first hand observation to plan their work. • Begin to use critique to evaluate their work and the work of others. • Begin to compare some of the techniques used in their own and others’ work.

	differences and similarities - Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in future work	e.g. layering, mixing media, - Colour- Identify primary colours by name - Mix primary shades and tones		to create patterns e.g. plastic mesh, stencils - Build repeating patterns and recognise pattern in the environment - Create simple printing blocks with press print - Design more repetitive patterns Colour- Experiment with overprinting motifs and colour Texture- make rubbings to collect textures and patterns		materials and tools Form- Experiment with constructing and joining recycled, natural and manmade materials - Use simple 2-D shapes to create a 3-D form Texture- Change the surface of a malleable material e.g. build a textured tile		- Shape- Create and arrange shapes appropriately - Texture- Create, select and use textured paper for an image	EXCEEDING	- Create sketchbooks to record observations and ideas as a starting point for a piece of work. - Develop an understanding of some of the differences and similarities in the work of artists, craftspeople, and designers. - Begin to develop their ideas – try things out and change their minds.
Y2	EXPLORE - Record and explore ideas from first hand observations - Ask and answer questions about the starting points for their work - Develop their ideas – try things out, change their minds - Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities - Review what they and others have done and say what they think and feel about it. - Identify what they might change in their	PAINTING - Use a variety of tools and techniques including different brush sizes and types - Mix and match colours to artefacts and objects - Work on different scales - Experiment with tools and techniques e.g. layering, mixing media, scrapping through - Name different types of paint and their properties - Colour- Identify	DIGITAL MEDIA - Explore ideas using digital sources, i.e. internet, CD-ROMS - Record visual information using digital cameras, video recorders - Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas, shapes with eraser, shape and fill tools - Use basic selection and cropping tools	DRAWING - Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt, tips, charcoal, ballpoints, chalk - Control the types of marks made with the range of media Lines & marks- Name, match and draw lines/marks from observations, invent new lines, draw on different surfaces with a range of media Shape - Observe and draw shapes in between objects, invent new shapes Tone- Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Shading- begin to use a variety of shading techniques. Texture- Investigate textures by describing,		TEXTILES - Match and sort fabrics and threads for colour, texture, length size and shape - Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting - Cut and shape fabric using scissors/snips - Apply shapes with glue or by stitching - Apply decoration using beads, buttons, feathers etc. - Create cords and plaits for decoration Colour- Apply colour with printing, dipping, fabric crayons	COLLAGE - Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. - Arrange and glue materials to different backgrounds - Sort and group materials for different purposes e.g. colour, texture - Fold, crumple, tear and overlap papers - Work on different scales Colour- Collect, sort, name match colours appropriate for an image Shape- Create and arrange shapes appropriately Texture- Create, select and use textured paper for an image	EMERGING	- Clarify ideas by recording first hand observations and asking questions. - Explain what they like about their work. - Identify ways to improve their work. .	
								EXPECTED	- Demonstrate increased skill with a range of techniques and materials (pencil, paint, printing, collage) - Use first hand observation to plan their work. - Use critique to evaluate their work and the work of others. - Compare some of the techniques used in their own and others’ work.	
								EXCEEDING	- Create sketchbooks to record observations and ideas as a basis for exploring a piece of work. - Develop an understanding of the differences and similarities in the work of artists, craftspeople, and designers. - Develop their ideas – try things out and change their minds	

	current work or develop in future work	primary colours by name - Mix primary shades and tones - Begin to understand how primary colours make secondary colours - Texture- Create textured paint by adding sand, plaster			naming, rubbing, copying Begin to add expression to drawing.		Create and use dyes i.e. onion skins, tea, coffee Texture- Create fabrics by weaving materials, i.e. grass through twigs, carrier bags on a bike wheel			
Y3	EXPLORE - 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 how they feel about them. - Adapt their work according to their views and describe how they might	PAINTING - Experiment with different effects and textures including 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	DIGITAL MEDIA Record visual information using digital cameras, video and present recorded information. Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas, shapes with eraser, shape and fill tools. Use cropping tools with increasing precision.	PRINTING - Create printing blocks using a relief or impressed method - Create repeating patterns - Print with two colour overlays	DRAWING -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 Lines & marks- make marks and lines with a wide range of drawing implements e.g. pencils, rubbers, crayons, pastels, felt, tips, charcoal, ballpoints, chalk. – Experiment with different grades of pencil and other implements to create lines and marks. - Form and shape- experiment with different grades of pencil and other implements to draw different forms and shapes. – Begin to show an awareness of objects having a third dimension - Tone- experiment with different grades of pencil and other implements to achieve variations in tone.	3D - Plan, design and make models from observation or imagination - Join clay adequately and construct a simple base for extending and modelling other shapes - Create surface patterns and textures in a malleable material - Use papier-mâché to create a simple 3D object	TEXTILES - Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects - Match the tool to the material - Develop skills in stitching, cutting and joining - Experiment with paste resist	COLLAGE - 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 ideas and information and building a visual vocabulary	EMERGING	- Begin to clarify and explore ideas for different purposes by recording first hand observations and asking questions. - Begin to explain their work and say what they think and feel about it. - Begin to use feedback to rework ideas.
									EXPECTED	- Demonstrate increased skill with a range of techniques and materials (pencil, paint & sculptural materials) - Begin to evaluate their own work and that of others in order to improve the quality of their work. - Begin to combine and select ideas to use as a starting point for their work. - Begin to analyse some of the ideas, methods and approaches used in their own and others' work.
									EXCEEDING	- Create sketchbooks to record observations, ideas, thoughts and feelings as a basis for exploring a piece of work. - Begin to value and appreciate the work of a range of artists, craft makers and designers. - Begin to develop and adapt work according to their views

	develop it further. • Annotate work in sketchbook	• Mix and use tints and shades			Apply tone in a drawing in a simple way. • Shade- to explore the 4 rules of shading • Texture- create textures with a wide range of drawing implements. • Apply a simple use of pattern and texture in a drawing.					
Y4	EXPLORE • 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 how they feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook	PAINTING • Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects • Work on a range of scales and use appropriate tools for each • 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 different tints and shades to match the design	DIGITAL MEDIA • Record and collect visual information using digital cameras and video equipment • Present recorded visual images using software e.g. • Photo story, 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 shape by making selections to cut, duplicate and repeat ○ Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate	PRINTING	DRAWING • 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 • Lines & marks- make marks and lines with a wide range of drawing implements e.g. pencils, rubbers, crayons, pastels, felt, tips, charcoal, ballpoints, chalk. • Experiment with different grades of pencil and other implements to create lines and marks. • Form and shape- experiment with different grades of pencil and other implements to draw different forms and shapes. • Begin to show an awareness of objects having a third dimension • Begin to show reflection and symmetry within drawings • Begin to show an awareness of proportion in drawing • Tone- experiment with different grades of pencil and other implements to achieve variations in tone.	3D • Plan, design and make models from observation or imagination • Join clay adequately and construct a simple base for extending and modelling other shapes • Create surface patterns and textures in a malleable material • Use papier-mâché to create a simple 3D object	TEXTILES • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects • Match the tool to the material • Develop skills in stitching, cutting and joining • Experiment with paste resist	COLLAGE 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 ideas and information and building a visual vocabulary	EMERGING	• Clarify and explore ideas for different purposes by recording first hand observations and asking questions. • Explain their work and say what they think and feel about it. • Use feedback to rework ideas.
									EXPECTED	• Demonstrate increased skill with a range of techniques and materials (pencil, paint, printing, textiles) • Evaluate their own work and that of others in order to improve the quality of their work. • Combine and select ideas to use as a starting point for their work. • Analyse some of the ideas, methods and approaches used in their own and others' work.
									EXCEEDING	• Create sketchbooks to record observations, ideas, thoughts and feelings as a basis for exploring a piece of work. • Value and appreciate the work of a range of artists, craft makers and designers. • Develop and adapt work according to their views.

			and create images for a particular purpose		Apply tone in a drawing in a simple way. • Texture- create textures with a wide range of drawing implements. • Apply a simple use of pattern and texture in a drawing.				
Y5	EXPLORE • 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.	PAINTING • 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 source 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 - Control brush strokes.	DIGITAL MEDIA • Record, collect and store visual information using digital cameras and video equipment • Present recorded visual images using software e.g. Photo story, PowerPoint • Use a graphics package to create and manipulate new images • Begin to understand that a digital image is created by layering • Explore how digital media is used in everyday designs (e.g. in bedding and clothing designs) • Create layered images from original ideas (sketch books etc.)	PRINTING Create printing blocks by simplifying an initial sketch book idea • Use relief or impressed method • Create prints with three overlays • Work into prints with a range of media e.g. pens, colour pens and paints	DRAWING • Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. • Develop close observation skills using a variety of view finders. • Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. • Lines, marks, tone, form and texture- • Use dry media to make different marks, lines, patterns, and shapes within a drawing. • 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 purpose i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media.	3D • Use fabrics to create 3D structures • Use different grades of threads and needles • Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects		EMERGING	• Begin to clarify and explore ideas for different purposes by recording detailed first hand observations and asking a range of questions. • Examine their work and that of others – say what they think and feel about it. • Begin to use observations and feedback to review and rework ideas.
								EXPECTED	• Demonstrate increased skill with a range of techniques and materials (pen, pencil, charcoal, paint, photography) • Begin to analyse and evaluate their own work and that of others in order to improve the quality of their work. • Begin to combine observations, experience and imagination as a starting point for their work. • Compare methods, approaches and techniques in their own and others' work saying what they think and feel about them.
								EXCEEDING	• Create sketchbooks using a range of techniques to record observations, ideas, thoughts and feelings as a basis for exploring a piece of work. • Begin to value and appreciate different aspects of art, craft, design and architecture. (Including periods, styles and movements) • Develop and adapt work according to their views and begin to describe how they might develop it further.

	• Annotate work in sketchbook.	-Apply tints and shades when painting. -Paint with greater skill and expression.			• Perspective and composition- begin to use simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Show an awareness of how paintings are created i.e. composition.					
Y6	EXPLORE • 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	PAINTING • 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 source e.g. observational I drawing, themes, poetry, music • Colour- Mix and match colours to create atmosphere and light effects • Be able to identify primary secondary,	DIGITAL MEDIA • Record, collect and store visual information using digital cameras and video equipment • Present recorded visual images using software e.g. Photo story, 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	PRINTING	DRAWING • Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. • Develop close observation skills using a variety of view finders. • Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. • Lines, marks, tone, form and texture- • Use dry media to make different marks, lines, patterns, and shapes within a drawing. • 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 purpose i.e. shading,	3D • Shape, form, model and construct from observation or imagination • Use recycled, natural and man-made materials to create sculptures • Plan a sculpture through drawing and other preparatory work • Develop skills in using clay including slabs, coils, slips, etc. • Produce intricate patterns and textures in a malleable media		COLLAGE • 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 making pieces of work • Use collage as a means of extending work from initial ideas	EMERGING	• Clarify and explore ideas for different purposes by recording detailed first hand observations and asking a range of questions • Examine their work and that of others – say what they think and feel about it. • Use observations and feedback to review and rework ideas.
									EXPECTED	• Demonstrate increased skill with a range of techniques and materials (pen, pencil, oil pastel, paint) • Analyse and evaluate their work and that of others in order to strengthen the visual impact or applications of their work. • Combine observations, experience and imagination as a starting point for their work. • Compare and contrast methods, approaches and techniques in their own and others' work saying what they think and feel about them.
										EXCEEDING

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