

ART – Progression across school

Threads across Art and DT

1. To be **creative, experiment, explore, develop** techniques and control of materials and equipment during practical tasks.
2. To **design, make and evaluate** own work as well as the work of others.
3. To master **techniques** and be taught technical knowledge
4. To understand and use correct **vocabulary**
5. To research artists, designers, craftspeople from a range of **historical times** and **different cultures**.
6. To **record ideas** and designs in sketch books.

The Curriculum

Key stage 1 Pupils should be taught:

to use a range of materials creatively to design and make products

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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.

Key stage 2 Pupils should be taught:

to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

Artistic Vocabulary

Line – Distance from one point to another.

Made with any mark making material, match, and trace with finger/media to draw lines. Can be dots, wavy, straight, broken, crosshatched etc.

Recommended artists are Raoul Dufy, MC Escher, Van Gogh, Henry Moore, Hokusai (prints), Bridget Riley, and William Morris (printing)

Shape – Refers to enclosed space between lines e.g. overall shape of objects.

Observe and draw shapes from observations of animals, plants etc.

Paul Cezanne (still life), Giuseppe Arcimboldi (fruit and veg), Georges Braque (collage), Gustav Klimt, Fernand Leger, Pablo Picasso, Mark Rothko, Kurt Schwitters (collage), Hundertwasser.

Colour

Theory is best learnt through colour mixing and understand tone, dark and light as well as tints and shades. Conveys mood, atmosphere, temperature and expression.

Henri Matisse, Peter Blake, Raoul Dufy, Paul Gauguin, Van Gogh, Eduard Munch (emotions), Pablo Picasso (blue/red), George Seurat, Jackson Pollock, Mark Rothko, Henri Rousseau

Tone – Refers to lightness or darkness of a colour.

Draw light/dark lines, patterns and shape. Look for shadows and darker areas that create 3d effect in 2d work.

Marc Chagall (dreams), Anthony Van Dyck (portraits), MC Escher, Eduard Manet, Pierre Renoir.

Form – Refers to a 3D work of art e.g. sculpture or installation. It can also refer to all visible features of an artwork.

Constantin Brancusi (sculptor), Edgar Degas (ballet dancers), Elizabeth Frink (sculptor), Henry Moore, Barbara Hepworth, Damien Hirst.

Texture – Surface quality of a piece of art.

Investigate and draw texture from buildings/animals, plants, landscaped etc. Rubbings create implied texture.

Jackson Pollock (moods and feelings), Andy Goldsworthy (sculptor), Auguste Renoir.

Pattern – Repetition of visual effects.

Investigate patterns in man-made and natural objects familiar to children. Talk and look at repeating patterns linked to printing. Patterns used in different cultures such as fabrics and wallpapers.

Paul Cezanne, Andre Carl, Gustav Klimt, Andy Warhol, Hundertwasser.

This document covers drawing/painting, printing, textiles/collage, clay and digital media.

PRINTING

Printing Expectation	What this could look like in class
<p>EYFS</p> <p>Explore mark making, colour change, describe texture.</p> <p>Experiments with blocks, colours, marks.</p> <p>Choses particular colours to use for a purpose.</p>	<p>Colour paint choices, fingers, hands, objects, vegetables on a selection of textured papers and surfaces.</p>
<p>Year 1</p> <p>Print onto different surfaces</p> <p>Simple block print/repeating patterns</p>	<p>Bricks, potatoes, fruits, grasses, leaves, sponges.</p> <p>Overprinting with 2 contrasting colours</p> <p>Different coloured papers/textures/fabric</p>
<p>Year 2</p> <p>Press, roll, rub, stamp</p> <p>Designing</p>	<p>String/felt blocks to create own stamp</p> <p>Roll twisted paper onto choices of paper/fabric</p>
<p>Year 3</p> <p>Block print in 2 colours</p>	<p>Card block print/polystyrene press prints using 2 colours</p>
<p>Year 4</p> <p>Print using 4 colours</p> <p>Accurate print design on different materials</p>	<p>Block or press print using 3 colours then mono-print over in black</p>
<p>Year 5</p> <p>Print in a number of colours/accurate/different materials</p>	<p>Use layered paper cut outs and printing techniques like screen printing using several colours for effect</p>
<p>Year 6</p> <p>Overprint using different colours, Make decisions about effectiveness of printing methods.</p>	<p>Lino print using 3 colours and applying techniques previously learnt.</p>

Clay work

Clay expectation	What this could look like in class
<p>EYFS</p> <p>Explores malleable materials, joins malleable materials together, uses and holds simple tools for purpose and to shape. Experiments with textures/colours, draws lines/circles, shows control over an object by pushing/patting, uses construction materials, realises tools can be used for a purpose, constructs with a purpose in mind, uses simple tools effectively, selects appropriate resources to shape, assemble and join materials they are using.</p>	<p>Ball of clay/malleable material to explore/push/pull/pat/stick together. Use sticks/tools to push in marks and patterns.</p>
<p>Year 1</p> <p>Cut, roll, coil, add texture using tools, make different shapes</p>	<p>Use tools to cut out a shape e.g. simple tile. Make texture using tools, rolling for coils, using lace or corrugated card to transfer patterns.</p>
<p>Year 2</p> <p>Make a pot</p> <p>Join 2 finger pots together</p> <p>Add line and shape</p>	<p>Thumb pots – join together</p> <p>Add line/pattern/texture/ cut out shapes to make a simple container e.g. money box</p>
<p>Year 3</p> <p>Add on to work to create texture and shape</p> <p>Repeating patterns</p>	<p>Thumb pot with added coils and decorate with repeated patterns.</p> <p>Focus on joining techniques</p>
<p>Year 4</p> <p>Combine materials and shapes</p> <p>To sculpt clay</p>	<p>Combine shapes to make sculpture</p> <p>Add pattern texture, shape and line to decorate.</p> <p>Focus on joining techniques.</p>
<p>Year 5</p> <p>Add texture and shape</p>	<p>Slab pots combined with thumb and coils. Joining techniques. Adding texture/decorative shapes.</p>
<p>Year 6</p> <p>Create a model on a range of scales</p> <p>Include visual and tactile elements</p>	<p>Sculpture of figure/s to include combination of clay techniques learnt. Use of shapes, textures. Decorate with slip.</p>

Drawing/Painting

Drawing/Painting Expectation	What this could look like in class
<p>EYFS</p> <p>Encourage and support the inventive ways in which children add or mix media or enjoy a particular experience, explores colour and how they can be changed, understands that they can use lines to enclose a space and then use these shapes to represent objects, beginning to be interested in and describe texture of things, explores what happens when they mix colours, experiments to create different textures, understands that different media can be combined to create new effects, manipulates materials to achieve a planned effect, beginning to use representation to communicate.</p>	<p>Explore colour mixing, lines, shapes, and textures of man-made and natural objects, mix various media and colours to see how they change.</p> <p>Simple line drawings in variety of media to represent objects and themselves. Paint with sawdust/sand mixes.</p> <p>Use hands.</p>
<p>Year 1</p> <p>Communicate something about themselves, create models, draw using 2 grades of pencil/crayons, choose thick or thin brush, draw lines using different thicknesses, paint something they can see, name primary/secondary colours</p>	<p>Illustrate own work, draw using different media, use 2 grades of pencil and thicknesses of graphite, sticks, wax etc.</p> <p>Draw and paint something from nature that they can see. Name primary/secondary colours, communicate something about themselves using media/colours e.g. mood using warm/cool colours.</p>
<p>Year 2</p> <p>Draw using 3 pencil grades in charcoal/pencil/pastel, mix own tones and tints, patterns and textures, mix paint to create secondary colours and predict outcomes, light/dark work.</p>	<p>Colour mixing, tone and tint work, light/dark drawings, wax resist in light/dark colours.</p>
<p>Year 3</p> <p>Draw facial expressions, add notes to sketches, use graded pencils for tone and texture, know where colours sit in a colour wheel (contrasting and complementary), create background wash, use range of brushes for effect.</p>	<p>Portraits, watercolour washes, stippling and other brush techniques for texture.</p>
<p>Year 4</p> <p>Create facial expression and body language, draw objects, use marks and lines to produce texture/represent figures and forms in movement using line, tone, shape, colour, show reflections, justify own choices.</p>	<p>Scratch into paint for texture, mix paints of different thicknesses, observational drawings of objects and figures in action, use tonal work to show the 3D aspects, mirror reflections of self/other pupil, contrasting halves of face.</p>

<p>Year 5 Use lines/texture to draw objects/shade for mood/use line, tone, shape, colour to represent figures and forms in movement, show reflections, create colours needed to express emotions in paint, concept of perspective.</p>	<p>Emotive paintings, water reflections, observational drawings of artefacts using shading and tonal work blended and softened to create 3d effect.</p>
<p>Year 6 Sketch to communicate emotions with sense of self and accuracy, explain choices of tools and techniques, explain their own style, use a wide range of techniques and explain them</p>	<p>Paintings and drawings with layered media, compositional and perspective work.</p>

Textiles

Textile expectation	
<p>EYFS</p> <p>Use unusual or interesting materials and resources that inspire exploration such as textured wall coverings, raffia, string, translucent paper or water based glues with colour added.</p>	<p>Explore wools, fabric pieces, foil etc.</p> <p>Create a one colour collage.</p> <p>Weave into plastic mesh on a large scale.</p>
<p>Year 1</p> <p>Cut and tear paper, card for collage, gather and sort materials, sort threads and fabric and group by colour and texture, weave with fabric and thread.</p>	<p>Create images from paper using cutting, folding, crumpling, tearing, curing, twisting and overlapping. Weave with paper, fabric and threads.</p>
<p>Year 2</p> <p>Create own and group collage, use variety of materials and justify choices, use repeated patterns, join fabric using glue, sew fabrics together, create part of class patchwork.</p>	<p>Class patchwork collage, fabric wall hanging, Simple weaving on card, sew into large woven piece, binca squares with running stitch and dipped into pva to create fabric pot.</p>
<p>Year 3</p> <p>Accurately cut, overlap materials, experiment using different colours, use mosaic, use montage, use more than 1 type of stitch, and join fabric to form a padded quilt, use sewing to add detail and texture.</p>	<p>Make a paper frieze and overlay with stitching to embellish, padded work to create relief and textures. Tie dye fabrics then stitch to embellish.</p>
<p>Year 4</p> <p>Experiment and combine materials, use sewing techniques as part of a project, use ceramic mosaics, combine visual and tactile qualities.</p>	<p>Paper or ceramic mosaics, flour and water batik and dye work, then add stitches.</p>
<p>Year 5</p> <p>Use textile and sewing skills as part of a project using running, cross and back stitch, applique and embroidery, use ceramic mosaic.</p>	<p>Teach all stitch types.</p> <p>Layering fabrics for effect e.g. felting, fringing, cut outs and applique using a range of stitches for effect.</p>
<p>Year 6</p> <p>Include visual and tactile elements, justify materials chosen/ combine pattern, tone and shape.</p>	<p>Combination of all elements, stitches and techniques taught.</p> <p>Rag rugging.</p> <p>Recycle and sew fabric to create a new product.</p>