



Art Progression:

St James Church of England Primary School

	EYFS Nursery and Reception complete different learning enquires across the 'Discipline of Art'	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 						
NC Objectives	<p>Early Learning Goals</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques. Experiment with colour, design, textures, form and functions. Make use of props and materials when role playing characters in narratives and stories. <p>KSI</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. 			<p>KS2</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. 			
Techniques (Making)	<p>Drawing</p> <p>Nursery</p> <ul style="list-style-type: none"> Early mark making Produce patterns and shapes <p>Reception</p> <ul style="list-style-type: none"> 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 <p><i>Through exploration of pencil, charcoal, ink, chalk, pastels and ICT software.</i></p>	<ul style="list-style-type: none"> Explore a range of drawing tools to make marks Begin to control the types of marks made with a range of media. Draw on different surfaces Explore different textures Draw from imagination Explore drawing from observation Investigate textures by describing, naming, rubbing and copying Produce a range of patterns and textures 	<ul style="list-style-type: none"> Experiment with tools and surfaces Draw experiences and feelings Sketch to make records Begin to control marks made with different media Investigate tone by drawing light/dark lines using pencil Investigate textures and produce an expanding range of patterns 	<ul style="list-style-type: none"> Experiment with various pencils Use a sketchbook to document and develop ideas Draw from observation and imagination Experiment with mark making using alternative tools Create initial sketches for painting Begin to draw with accuracy Discuss shadows, light and dark Have an awareness of how pattern can be used to create texture 	<ul style="list-style-type: none"> Consider scale and proportion Create accurate observational drawings Work on a variety of scales Produce drawings using IT Identify and draw the effect of light Draw for a sustained period of time Collect and record visual information Plan and collect source material Develop techniques to create intricate patterns - range of media 	<ul style="list-style-type: none"> Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) Draw from different viewpoints considering horizon lines. Begin to consider perspective Use different techniques for purpose eg. different styles of shading Work from a variety of sources including observation and photographs to develop own work 	<ul style="list-style-type: none"> Select appropriate media and techniques to achieve a specific outcome Develop their own style Draw for a sustained period of time over a number of sessions Use tone in drawings to achieve depth Develop drawing with perspective and focal points Adapt drawings according to evaluations and discuss further developments
	<p>Printing</p> <ul style="list-style-type: none"> Printing through use of sponges. <p>Reception</p> <ul style="list-style-type: none"> Rubbings Print with variety of objects Print with block colours <p><i>Through exploration of: found materials, fruit/veg, wood blocks, press print, lino and string.</i></p>	<ul style="list-style-type: none"> Print with a range of hard and soft materials eg cork, earbud, sponge. Take simple prints (mono prints). Build repeating patterns and recognise pattern in the environment. Create and use simple printing blocks with press print. 		<ul style="list-style-type: none"> Press print with two colour overlays. Organise their equipment to work with a partner successfully to press print. Create accurate repeating patterns. 		<ul style="list-style-type: none"> Create prints with 3 overlays. Create relief printing blocks eg with string, cut wallpaper etc. Print onto different coloured papers, cut and combine to create an image or pattern. 	
	<p>Textiles</p> <p>Nursery</p> <ul style="list-style-type: none"> Explore different textures. Simple weaving <p>Reception</p> <ul style="list-style-type: none"> Handling, manipulating and enjoying using materials Sensory experience and threading. <p><i>Through exploration of textiles, clay, sand, plaster and stone.</i></p>	<ul style="list-style-type: none"> Change and modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting or plaiting. Cut and shape fabric using scissors/snips. Apply shapes to fabric with glue or by stitching. Apply decoration using beads, buttons, feathers etc. 		<ul style="list-style-type: none"> Create and use dyes to colour fabric eg onion skins. Experiment with batik techniques. 		<ul style="list-style-type: none"> Create and use dyes to colour fabric eg onion skins. Develop batik techniques in their work. 	
	<p>3D</p> <p>Nursery</p> <ul style="list-style-type: none"> Using fine motor skills. <p>Reception</p> <ul style="list-style-type: none"> Handling, feeling, enjoying and manipulating materials Constructing and building Shape and model <p><i>Through exploration of 3D work, clay, dough, boxes, wire, paper, sculpture and mod roc.</i></p>	<ul style="list-style-type: none"> Explore sculpture with a range of malleable and non malleable materials eg clay, modroc, natural materials, dough. 			<ul style="list-style-type: none"> Plan, design and make models from observation or imagination. Explore shaping clay including rolling and pinching eg slabs, coils. Join clay adequately including using slips. Roll clay to an even thickness using battens. Apply a variety of textures in their work. Manipulate a variety of media with increasing accuracy. 	<ul style="list-style-type: none"> Plan a sculpture through drawing and other preparatory work. Develop skills in using clay including rolling and pinching eg slabs, coils, slips. Combine a variety of techniques when hand building clay. 	

		EYFS Nursery and Reception complete different learning enquires across the 'Discipline of Art'	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Techniques continued (Making)	Digital Media	Nursery -Use of iPads to explore creative media. Reception -Using technology to capture photographs. -Using 'paint' on computers.		-Record visual information for a purpose using digital cameras or video recorders. -Use a simple graphics package to create images and effects. -Create different lines by changing the size of brushes in response to ideas. -Create shapes using shape and fill tools. -Colours and texture: use simple filters to manipulate and create images. -Use basic selection and cropping tools		-Record visual information using digital cameras or video recorders. Present recorded visual images using software eg, 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 eg charcoal. -Create patterns 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.		-Work from a variety of sources including observation, photographs and digital images. -Record, collect and store visual information using digital cameras or video recorders and use as a source for work. -Use a graphics package to create and manipulate new images. -Be able to import an image (scanned, retrieved or taken) into a graphics package. -Understand that a digital image is created by layering. Create layered images from original ideas (sketchbooks etc)
	Painting	Nursery -Using a variety of tools to paint. Reception -Explore colour mixing. -Using tints		-Organise, use efficiently and clear up painting equipment. -Mix paint of a consistency fit for purpose. Problem solve when paint not of correct consistency. -Use paint to mix primary and secondary colours. -Add white to a primary colour to make tints.		-Experiment with different effects and textures inc blocking in colour, washes, thickened paint to create textural effects.	-Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. -Name different types of paint and their properties.	
	Collage	Nursery -Create simply collage. Reception -To make collage using their own choice of materials. -Using cutting skills.		-Create, select and use textured materials for an image. -Create and arrange shapes appropriately. -Collect, sort, and name match colours appropriate for a purpose.	-Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.		-Print onto different coloured papers, cut and combine to create an image or pattern. -Use collage as a means of extending work from initial ideas.	
Elements of art (Knowledge and understanding)		-Explore and work purposefully responding to colours, shapes, line and texture. Colour -Experimenting with and using primary colours. -Naming and mixing (not formal) -Learn the names of different tools that bring colour. Line -Use a range of tools to make coloured marks on paper. -Repeating patterns - irregular painting patterns - Simple symmetry	In Year 1, introduce children to line and colour. Engage students in recognising and using different kinds of lines and colours, and point out lines and colours you see around you, in everything from the built environment to the natural world. Colour -Primary colours (red, blue and yellow) - 'Warm' (red, orange, yellow) or 'cool' (blue, green, grey). -Identify and describe the use of colour— thinking about how it sets the scene, creates an atmosphere or feeling in artwork. Line -Identify and use different lines: straight, zigzag, curved, wavy, thick, thin. -Observe and describe different kinds of lines in artwork. Form -Identify form in the environment linking to known 3D shapes. -Experiment with constructing and joining recycled, natural and manmade materials and manipulates these to create desired effects.	In Year 1 the children should have studied Colour and Line. Colour -Review 'warm' and 'cool' colours from Year 1. -Primary colours: Know that red, yellow and blue are commonly referred to as the primary colours, meaning they are colours that cannot be made from mixing other colours together -Mixing primary colours · Blue + yellow = green · Blue + red = purple · Red + yellow = orange -Secondary colours: Know that green, purple and orange (colours made from mixing primary colours) are commonly referred to as the secondary colours -Observe and discuss the use of colour in artwork. Shape -Recognise basic geometric shapes—square, rectangle, triangle, circle, oval—in nature, manmade objects, and artworks. Texture -Children experience both 'tactile' and 'visual' texture. -Describe qualities of texture in existing or real objects, which they can actually touch (tactile texture). -Describe textures depicted or suggested in works of art (visual texture). -Describe qualities of texture (as, for example, rough, smooth, ridged, etc.)	In Year 3, continue to discuss qualities of line, shape, colour, and texture that children learned about in Years 1 and 2. Develop children's knowledge and understanding by considering line orientation. Colour -Review primary, secondary, 'warm' and 'cold' colours from Years 1 and 2. -Tertiary colours: is the result of one Primary Colour mixed with one of its nearest Secondary colours. -Yellow + Orange = YELLOW/ORANGE -Red + Orange = RED/ORANGE -Red + Purple = RED/PURPLE -Blue + Purple = BLUE/PURPLE -Blue + Green = BLUE/GREEN -Yellow + Green = YELLOW/GREEN -Children will be able to use a colour wheel to identify complimentary colours (colours opposite each other) Line -Recognise lines as horizontal, vertical, or diagonal. Observe the use of line in artwork. Tone -Observe how artists use light and shadow to focus our attention, create mood, etc. in artwork.	In Year 4, build on what the children have learned in earlier years as you introduce concepts of light, space and design. Colour -Review primary, secondary, tertiary, 'warm', 'cold' and complementary colours from Years 1, 2 and 3. -Analogous colours are a group of three colours next to each other on a colour wheel. Form -Explain that form, in the discussion of art, is a term useful for describing complex shapes, often organic rather than geometric, as well as three-dimensional as opposed to flat shapes: the 'form' of a human figure, for example, or the form of a tree. Find ways to describe form in artwork. Space -Understand the terms two dimensional (height, width), and three dimensional (height, width, depth). -Begin to consider perspective (more in depth in Year 6). -Observe the relationship between two dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder. -Observe how artists can make what they depict look three-dimensional, despite working in two dimensions, by creating an illusion of depth. -Examine the foreground and background.	In Years 1-4 students have learned a great deal about the elements of art and how to talk about works of art and architecture. In Year 5 they will extend this knowledge. Colour -Review primary, secondary, tertiary, 'warm', 'cold', analogous and complementary colours from Years 1 - 4. -Hue, tint, tone, shades and mood - explore the use of texture in colour and purpose.	In Years 1-5 students have learned a great deal about the elements of art and how to talk about works of art and architecture. In Year 6 they will extend this knowledge. Space -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 painting eg foreground, middle ground and background. -Show an awareness of how paintings are created ie composition
Evaluating		-Verbally respond to their own work and others.	-Recognise and describe key features of their own and other's work.	-Express preferences and give some reasons for these when looking at creative work.	-Take time to reflect upon what they like and dislike about their work in order to improve it.	-Regularly reflect upon their own work and use comparisons with the work of others.	-Regularly analyse and reflect on their progress taking account of what they hoped to achieve.	-Provide a reasoned evaluation of both their own and professional's work which takes account of the starting point, intentions and context behind the work.