

## Larchfield Primary and Nursery Art Progression



### National Curriculum Coverage for Art

Our school curriculum covers all the National Curriculum requirement in full, as detailed in our medium-term plan and progression document

#### **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 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.

## Art and Design Progression – Techniques and Skills



	EYFS	Year 1/2	Year 3/4	Year 5/6
<b>Drawing</b>	<p>Make marks, signs, symbols on a variety of papers</p> <p>Make lines and curves</p> <p>Experiment with circles, squares and triangles</p> <p>Colour in areas</p> <p>Use lines to represent objects seen, remembered or imagined</p>	<p>Draw 2D shapes</p> <p>Explore light and dark</p> <p>Explore tone using different grades of pencil, pastel and paint</p> <p>Use line and tone to represent things observed</p> <p>Experiment with smudging, dotting and shading using different media</p> <p>Shade neatly without gaps</p> <p>Draw texture and patterns</p> <p>Use line, tone and shade to represent things seen, remembered or imagined.</p>	<p>Use a sketchbook to practise/try out ideas and techniques.</p> <p>Use a sketch book to make records of the world around them, ideas, thoughts, feelings and discoveries</p> <p>Draw 2D and 3D shapes</p> <p>Draw the natural environment</p> <p>Blend shading</p> <p>Rub out rough edges</p> <p>Use different viewpoints in observational work</p> <p>Draw objects against a background</p> <p>Choose drawing materials best for a task</p> <p>Draw quick light lines (sketching)</p> <p>Make deliberate lines using more pressure</p> <p>Explore graphic, realistic and abstract art</p> <p>Draw aerial perspectives</p>	<p>Use a sketchbook to experiment with techniques to see what does/does not work</p> <p>Label sketchbook experiments as a record of learning</p> <p>Use sketch books to try out ideas and techniques</p> <p>Use sketch books to record observations/research of artists and themes</p> <p>Use line, tone and shade to create 3D effect using a range of material</p> <p>Create light on drawn objects</p> <p>Explore further drawing techniques</p> <p>Independently select media for purpose/intentions</p> <p>Use proportion/scale</p>
<b>Painting</b>	<p>Hold a paintbrush correctly</p> <p>Learn how to look after brushes</p> <p>Make marks on a variety of papers</p> <p>Use a variety of tools to spread paint and make marks (straws, fingers, cottonbuds)</p> <p>'Play' with colour</p> <p>Name colours</p>	<p>Represent thing observed, remembered or imagined</p> <p>Experiment with textured paint (e.g. glue, sand, sawdust)</p> <p>Use different types of brushes for specific purposes</p> <p>Experiment with tones by adding white</p> <p>Experiment with making secondary colours from primary colours</p>	<p>Make shades, tints and tones (by adding black, grey and white)</p> <p>Make secondary colours from primary colours</p> <p>Make a colour wheel</p> <p>Develop colour vocabulary</p> <p>Choose appropriate paint brush</p> <p>Learn how artists use paint</p> <p>Apply this knowledge to their own work</p>	<p>Make hues</p> <p>Know which colours are harmonious/contrast</p> <p>Mix colours to match</p> <p>Know how to make colours lighter/darker without using black or white</p> <p>Further develop colour vocabulary (Purple: violet, lavender, lilac, plum)</p>

		<p>Name secondary colours</p> <p>Use techniques including splattering, dripping, pouring</p>	<p>Use the right amount of paint on a surface</p> <p>Experiment with colour, texture and composition</p> <p>Experiment with mood/feelings</p>	<p>Investigate shapes, form and composition</p> <p>Use techniques, colours, tools and effects to represent things seen, remembered or imagined</p> <p>Create depth and distance</p> <p>Explore the effect of light and colour, texture and tone on natural and man-made objects</p> <p>Use tone, line, texture and colour to express mood and feeling</p> <p>Create fine details</p> <p>Apply paint to 3D objects carefully</p> <p>Independently select materials to suit intent</p> <p>Know when to paint loosely or precisely</p> <p>Name different types of paint, surface and know when to use them</p> <p>Articulate views about a range of artists/styles of painting</p> <p>Know how to care for equipment</p>
<b>3D work</b>	<p>Handle, feel and manipulate rigid and malleable materials (e.g. clay, dough)</p> <p>Pull apart and reconstruct</p> <p>Use construction toys for building</p> <p>Become aware of form, feel, texture, pattern and weight</p> <p>Experiment with basic tools on rigid/plastic materials</p> <p>Make 3D art with boxes/cartons</p>	<p>Cut, form, tear, join and shape a range of materials (e.g. clay, card, found and natural)</p> <p>Make simple plans for making</p> <p>Recreate 2D drawn images in a 3D piece (e.g. bridge)</p> <p>Create clay models</p> <p>Experiment with basic tools on malleable materials (Diwali lights)</p> <p>Use texture, form and shape</p> <p>Begin to look at colour and pattern in 3D structures</p>	<p>Design and make 3D work</p> <p>Use papier mache</p> <p>Make 3D sculptures using found objects</p> <p>Work safely and sensibly</p> <p>Persevere when the work is challenging</p> <p>Create a paper sculpture</p> <p>Crate a clay vessel using the pinch pot or coil pot technique</p> <p>Use stimuli as a starting point for 3D work</p>	<p>Design and make complex forms in 3D using a range of modelling materials including papier mache</p> <p>Understand how to finish work to a good standard</p> <p>Explore wire to make sculptures and use mod roc and wire to make a form</p> <p>Make 3D figures and interlock 2D card shapes</p> <p>Design and make art for different purposes (e.g Library installation)</p> <p>Look at 3D work from a variety of genres and cultures</p>














				<p>Develop knowledge of techniques (e.g. clay: coiling, joining with a slip; hot glue, creating an armature)</p> <p>Make imaginative use of the knowledge they have acquired to tools, techniques and materials to express own ideas and feelings</p> <p>Work safely with tools and know safety guidelines.</p>
<b>Collage, Textiles, Craft</b>	<p>Hold scissors correctly</p> <p>Cut strips/simple shapes</p> <p>Thread through holes</p> <p>Glue materials together</p> <p>Manipulate materials</p> <p>Make collages -cut colours, shapes, textures and images</p> <p>Sort according to specific qualities (e.g. shiny, smooth).</p>	<p>Experiment with paper collage (plain colours, printed paper and textures from magazines)</p> <p>Use tearing, cutting, arranging, folding</p> <p>Decorate images with simple applique technique (e.g. sequins, lace)</p> <p>Select the joining material/tool: Stapler, tape, glue appropriate to the task</p>	<p>Explore embroidery/sewing</p> <p>Stitch and cut threads</p> <p>Create simple stitching (long needle/straight stitches)</p> <p>Weave paper, progressing from one to two colours – overlapping and overlaying</p> <p>Use contrasting colours/textures in stitching and weaving</p> <p>Experiment with using tissue paper overlapping colours to create new shades</p> <p>Use mosaics to create shape, pattern and areas of colour.</p>	<p>Dye fabrics e.g. tie-dye, batik</p> <p>Embellish (using drawing, painting, printing)</p> <p>Colour match to natural environment</p> <p>Use plaiting, pinning, stapling, stitching and sewing</p> <p>Design an artefact, using knowledge of techniques, for a specific outcome</p> <p>Cut and stitch patterns</p> <p>Experiment with soft sculpture; cut and join patterns embellish the components</p> <p>In collage, create decorative papers which can be used with other materials</p>
<b>Printing and Pattern</b>	<p>Make rubbings from surfaces- indoors and outdoors</p> <p>Experiment with printing (hands, feet, junk, sponges, leaves and simple shapes)</p> <p>Make simple printing blocks from soft materials they have cut, shaped or moulded</p> <p>Experiment with symmetry: folded paper and paint</p>	<p>Use printing (mono printing, block printing, relief printing)</p> <p>Use simple stencils to overlap images to make a repeat pattern</p> <p>Print using a range of simple materials/shapes</p> <p>Create a resist pattern/picture</p> <p>Explore patterns in nature and the environment: stripes, spots, checks.</p>	<p>Use printing to create an individual picture or pattern</p> <p>Create a simple relief print</p> <p>Use overlapping contrasting colours to make a repeated pattern</p> <p>Explore colour mixing through printing using two colours</p> <p>Experiment with tessellation</p>	<p>Compare work with that of well-known artists</p> <p>Print on fabrics</p> <p>Design a print for a purpose</p> <p>Print using 3 or more colours</p>













## Our Inspiration: Artists and Stimuli



	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b>EYFS</b>	Kandinsky, Mondrian	Chinese Dragons	Dinosaur Fossils Jack and the Beanstalk
<b>Year 1</b>	Guy Fawkes Matisse	Pollock, Klee, Mondrian	Thandiwe Muriu African Jewellery
<b>Year 2</b>	Tom Camp	Lieve Verschuier Paolo Uccello Dragon Eyes	John Miller Turner, Monet, van Gogh
<b>Year 3</b>	Stonehenge Cave Art Ken Done	Tutankhamun Canopic Jars	Henri Rousseau Bernadette Twomey
<b>Year 4</b>	Roman mosaics Roman busts Christmas baubles	Islamic art Escher	Monet Hokusai
<b>Year 5</b>	Charles Schridde Arthur Radebaugh Lindisfarne David Hockney	Ancient Greek pottery Emile Nolde	van Gogh Owls
<b>Year 6</b>	Henry Moore Katherine Harvey Ifeoma Anyaeji	Yinka Shonibare African Masks	Johannes Vermeer Enxu Zhou Frieda Kahlo

## Knowledge and Understanding: Becoming artistically literate

	Vocabulary and Evaluation	Teacher questions and children's self-evaluation	Pictorial Symbol			
<b>EYFS</b>	<b>Use and understand:</b> art, colour, line, shape, texture and pattern, cut, tear, scrunch, artist	How does this artwork make you feel? Which bits do you find interesting? What have you made? Tell me about it	Feelings  Interest  Tell me 			
<b>Year 1/2</b>	<b>Use and understand:</b> art, colour, primary colours, tone, shape, form, mark, texture, pattern, light and dark, observation, mixing blend, pressure, shade, control, tear, form, join, artist, inspiration, influence <b>Evaluate:</b> talk about and describe art including their own work or planning what they will do Use opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes	How was this made? When was this made? What can you see/describe? How does it make you feel?	How?  Feelings  When?   See and describe 			
<b>Year 3/4</b>	<b>Use and understand:</b> art, colour, line, tone, shape, form, mark, texture, pattern, light and dark, observation, mixing, blend, pressure, shade, control, tear, form, join, artist, influence, surface, precision, expression imagination, intention, evaluation, secondary and tertiary colours, manipulation. <b>Evaluate:</b> Talk showing a developing use of the language of art, knowledge or artists and variety of techniques. They can describe the formal elements of colour, line, shapes, textures and patterns. Develop skills in orally describing their thoughts, ideas and intentions	How has the artist produced this work? What was the background to the art (time in history)? Is it traditional, modern or contemporary? Who made it? Where were they from (culture)? Why was it made? What is your opinion of this work?	How?  When?  Style <table border="1" style="width: 100%; text-align: center; background-color: #90EE90;"><tr><td>Traditional</td><td>Modern</td><td>Contemporary</td></tr></table> Who?  Where?  Why? 	Traditional	Modern	Contemporary
Traditional	Modern	Contemporary				

	<p>Use evaluation to understand what they need to do to improve and that all artists do this. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others.</p>	<p>Why do you like this art? How does it make you feel?</p>	<p>Opinion </p> <p>Feelings </p> <p>Talk using the language of art </p>
<p><b>Year 5/6</b></p>	<p><b>Use and understand:</b> art, colour, line, tone, shape, form, mark, texture, pattern, light and dark, observation, mixing, blend, pressure, shade, control, tear, form, join, artist, influence, surface, texture, precision, expression, imagination, intention, evaluation, secondary and tertiary colours, composition, manipulation, realistic, expressive, thoughts, feelings, memories, social, historical context, modern, traditional, contemporary, movement, sensitivity, perspective, dramatic effect. Talk more showing a more fluent use of the language of art, knowledge of artists and variety of techniques. Apply knowledge of techniques and processes learnt to produce original work. <b>Evaluate:</b> Make careful and considered judgements about their own and others work without comparing their own work to that of others. Use evaluation to understand what they need to do to improve and that all artists do this Know that the creative process often leaves us with doubt, anxiety and uncertainty Understand that the making process is difficult and children should know that they should not be too self-critical or compare to others at their own expense. They should fairly appraise their own work and others identifying positives and areas for improvement, accepting the criticism of others. They should understand that most artists struggle with this and that it is a vital part of the art process</p>	<p>Describe the art When was the work made? What social, historical factors affect the work (historical context) Does it have historical significance? Was it valued in its time? Now? Is it 'art'? Is it traditional, modern or contemporary? Is it in a particular art movement? What materials and techniques are used? What do you see in terms of line, tone, colour, shape, form, composition, pattern, texture? What emotions does the work convey?</p>	<p>Describe using the language of art </p> <p>Techniques and materials </p> <p>When in history? </p> <p>Value </p> <p>Who? </p> <p>Where? </p> <p>Why? </p> <p>Opinion </p> <p>Feelings </p>