

St Columb Major Academy: Art and Design Curriculum Progressions



The National Curriculum states:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art & Design Curriculum: NC Programmes of Study							
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Materials	PD: Moving & Handling (30-50 & 40-60)	*To use a range of materials creatively to design and make products.		*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]			
Expression & Imagination	EAD: Exploring & Using Media and Materials (30-50 & 40-60) EAD: Being Imaginative (30-50 & 40-60)	*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.		*To create sketch books to record their observations and use them to review and revisit ideas.			
Techniques		*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		*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]			
Artists		*Learn 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.		*Learn about great artists, architects and designers in history.			

Art & Design Curriculum: Progression of Skills for Expression and Imagination

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>EAD: Being Imaginative 30-50 Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>40-60 Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.</p>	<p>Create Art from imagination.</p> <p>Create a piece of Art that is responding to an experience.</p> <p>Begin to draw what is in front of them.</p>	<p>Respond to a range of stimuli.</p> <p>Begin to give reasons for choice of materials and colours.</p> <p>Begin to look at different artists' work and attempt own interpretations of the style and technique.</p>	<p>Respond to the work of others and say how it makes them feel or think and give reasons as to why.</p> <p>Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition.</p>	<p>Talk about their intention and how they wanted their audience to feel or think.</p> <p>Continue to use art as a tool in other curricular areas eg: RE or Literacy. As a response to work or as a starting point to learning.</p>	<p>Use Art to express an emotion. Why have they chosen the materials and techniques that they have?</p> <p>Begin to build up a portfolio of their work.</p>	<p>Use Art to express an abstract concept e.g war, love, creation.</p> <p>Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.</p> <p>Continue with their portfolios.</p>

Art & Design Curriculum: Progression of Skills for Artists

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Look at a range of work by different artists.</p> <p>Say whether they like or dislike it begin to give reasons why.</p>	<p>Explore a range of work by other artists, craft makers and designers.</p> <p>Be able to give their opinion and say why they like/dislike the work of other artists.</p> <p>Use a piece of artwork as a starting point for their own work.</p>	<p>Continue to explore and be exposed to work by other artists and designers.</p> <p>Be able to describe the similarities and differences between pieces of work by other artists.</p> <p>Work alongside an artist in order to make links to their own work.</p> <p>To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work.</p>	<p>Begin to research great artists and designers through time.</p> <p>Begin to include elements of other artists' work in their own.</p> <p>Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.</p>	<p>Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.</p> <p>Have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.</p> <p>Begin to critique their own and others' work alongside set criteria.</p>	<p>Use the work of a famous artist as a stimulus for their own work.</p> <p>Use other artists work as a basis for critique.</p> <p>Research and develop the techniques of other artists to use in own work.</p> <p>Be introduced to the work of great designers through history.</p> <p>Continue to critique their own work and that of others.</p>	<p>Be able to identify and appraise the work of designers through history.</p> <p>Work in the environment or for a particular role (eg: in hospitals, parks, school playgrounds). Look at real-life art in situ (such as The Angel of the North)</p>

Art & Design Curriculum: Progression of Skills for Techniques & Materials

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use of a sketchbook		*Start to record simple media explorations in a sketch book.	*Use to plan and develop simple ideas and continue to store information on techniques	*Use to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.	*Use to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	*Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	*Carry out preliminary studies, test media and materials and mix appropriate colours. *Work from a variety of sources, inc. those researched independently. *Show an awareness of composition. *Annotate work in sketchbook.
Drawing	Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.	*Experiment with a variety of media. *Begin to control the types of marks made with the range of media. *Draw on different surfaces. *Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. *Investigate textures by describing, naming, rubbing, copying. *Produce an expanding range of patterns and textures.	* Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. *Draw for a sustained period of time from the figure and real objects, including single and grouped objects. *Experiment with the visual elements; line, shape, pattern and colour.	*Experiment with different grades of pencil and other implements. *Plan, refine and alter their drawings as necessary. *Draw for a sustained period of time at their own level. *Use different media to achieve variations in line, texture, tone, colour, shape and pattern. *Begin to show an awareness of objects having a third dimension and perspective. *Create textures and patterns with a wide range of drawing implements.	*Make informed choices in drawing inc. paper and media. *Alter and refine drawings and describe changes using art vocabulary. *Explore relationships between line and tone, pattern and shape, line and texture. *Have opportunities to develop further drawings featuring the third dimension and perspective.	* Work in a sustained and independent way from observation, experience and imagination. *Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	*Demonstrate a wide variety of ways to make different marks with dry and wet media. *Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape—use for different purposes. *Develop an awareness of composition, scale and proportion in their drawings.

Art & Design Curriculum: Progression of Skills for Techniques & Materials

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<ul style="list-style-type: none"> *Explores what happens when they mix colours. *Understands that different media can be combined to create new effects (shaving foam and paint/ bubbles and paint etc.) *Manipulates materials to achieve a planned effect. *Paints with a purpose in mind– using different size paint brushes and tools. 	<ul style="list-style-type: none"> *Use a variety of tools and techniques including different brush sizes and types *Mix and match colours to artefacts and objects <p><u>Colour</u></p> <ul style="list-style-type: none"> *Identify primary colours by name <p>Mix primary shades and tones</p> <p><u>Texture</u></p> <ul style="list-style-type: none"> *Create textured paint by adding sand, plaster/ painting onto different textures/ paper types 	<ul style="list-style-type: none"> *Choose tools for purpose from given range *Work on different scales <p><u>Colour</u></p> <ul style="list-style-type: none"> *Identify primary colours by name *Mix primary shades and tones <p><u>Texture</u></p> <ul style="list-style-type: none"> *Create textures by applying paint in different ways 	<ul style="list-style-type: none"> *Experiment with tools and techniques e.g. layering, mixing media, scrapping through *Name different types of paint and their properties <p><u>Colour</u></p> <ul style="list-style-type: none"> *Mix colours and know which primary colours make secondary colours. Use more specific colour language *Mix and use tints and shades <p><u>Texture</u></p> <ul style="list-style-type: none"> *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. 	<p><u>Colour</u></p> <ul style="list-style-type: none"> *Make and match colours with increasing accuracy. *Use more specific colour language e.g. tint, tone, shade, hue. *Choose paints and implements appropriately. <p><u>Texture</u></p> <ul style="list-style-type: none"> *Plan and create different effects and textures with paint according to what they need for the task. 	<p><u>Colour</u></p> <ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. *Mix and match colours to create atmosphere and light effects. <p><u>Texture</u></p> <ul style="list-style-type: none"> *Confidently control the types of marks made and experiment with different effects and textures. 	<ul style="list-style-type: none"> *Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. *Choose appropriate paint, paper and implements to adapt and extend their work. *Understand which works well in their work and why. <p><u>Colour</u></p> <ul style="list-style-type: none"> Create shades and tints using black and white. *Mix colour, shades and tones with confidence building on previous knowledge. <p><u>Texture</u></p> <ul style="list-style-type: none"> *Confidently control the types of marks made and experiment with different effects and textures.
Sculpture	<ul style="list-style-type: none"> Enjoy a range of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. 	<ul style="list-style-type: none"> *Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. *Explore sculpture with a range of malleable media, especially clay. *Experiment with, construct and join recycled, natural and man-made materials. *Explore shape and form. <p><u>Texture</u></p> <ul style="list-style-type: none"> Change the surface of a malleable material e.g. build a textured tile Manipulate malleable materials for a purpose, e.g. pot, tile *Understand the safety and basic care of materials and tools 	<ul style="list-style-type: none"> *Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. *Build a textured relief tile. *Create surface patterns and textures in a malleable material *Understand the safety and basic care of materials and tools. *Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> *Join clay adequately and work reasonably independently. *Construct a simple clay base for extending and modelling other shapes. *Make a simple papier mache object. 	<ul style="list-style-type: none"> *Show an understanding of shape, space and form. *Use tools to create surface patterns and textures in a malleable material *Talk about their work understanding that it has been sculpted, modelled or constructed. *Use a variety of materials. 	<ul style="list-style-type: none"> *Shape, form, model and construct from observation or imagination *Describe the different qualities involved in modelling, sculpture and construction. *Use recycled, natural and man-made materials to create sculpture. *Develop skills in using clay inc. slabs, coils, slips, etc *Produce intricate patterns and textures in a malleable media 	<ul style="list-style-type: none"> *Plan a sculpture through drawing and other preparatory work. *Shape, form, model and construct from observation or imagination *Develop skills in using clay inc. slabs, coils, slips, etc. *Create sculpture and constructions with increasing independence.
Collage	<ul style="list-style-type: none"> Explore sticking different materials, using a variety of materials and joining techniques 	<ul style="list-style-type: none"> *Arrange and glue materials to different backgrounds. *Sort and group materials for different purposes e.g. colour texture. 	<ul style="list-style-type: none"> *Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc. *Fold, crumple, tear and overlap papers. 	<ul style="list-style-type: none"> *Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures 	<ul style="list-style-type: none"> *Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures 	<ul style="list-style-type: none"> *Add collage to a painted, printed or drawn background *Use a range of media to create collages. 	<ul style="list-style-type: none"> *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.
Printing	<ul style="list-style-type: none"> Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture 	<ul style="list-style-type: none"> *Print with a range of hard and soft materials e.g. corks, pen barrels, sponge *Make simple marks on rollers and printing palettes *Design more repetitive patterns *Make rubbings to collect textures and patterns 	<ul style="list-style-type: none"> *Print using materials from given range for specific purpose *Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils *Build repeating patterns and recognise pattern in the environment *Create simple printing blocks with press print *Experiment with overprinting motifs and colour 	<ul style="list-style-type: none"> *Continue to explore both mono-printing and relief printing. *Learn techniques in 2 colour overlays. *Demonstrate experience in combining prints taken from different objects to produce an end piece. 	<ul style="list-style-type: none"> *Increase awareness of mono and relief printing. *Demonstrate experience in fabric printing. *Learn techniques in 3 colour overlays. *Continue to experience in combining prints taken from different objects to produce an end piece. *Create repeating patterns. 	<ul style="list-style-type: none"> *Continue to gain experience in overlaying colours. *Start to overlay prints with other media. *Use print as a starting point to embroidery. *Show experience in a range of mono print techniques. 	<ul style="list-style-type: none"> *See positive and negative shapes. *Demonstrate experience in a range of printmaking techniques. *Describe techniques and processes. *Develop their own style using tonal contrast and mixed media.
Textiles	<ul style="list-style-type: none"> Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures. 	<ul style="list-style-type: none"> *Begin to identify different forms of textiles. *Have experience in colouring textiles: printing, fabric crayons. Use more than one type of stitch. *Know how to thread a needle, cut, glue and trim material. *Have some experience of weaving and understand the process and some techniques. 	<ul style="list-style-type: none"> *Match and sort fabrics and threads for colour, texture, length, size and shape. *Gain confidence in stitching two pieces of fabric. *Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel *Gain experience in applying colour with printing, dipping, fabric crayons *Create and use dyes i.e. onion skins, tea, coffee 	<ul style="list-style-type: none"> *Show an awareness and name a range of different fabrics. *Apply colour in different ways eg. Printing, tie-dying. *Explore using resist paste and batik. *Demonstrate experience in looking at fabrics from other countries. 	<ul style="list-style-type: none"> *Use a technique as a basis for stitch embroidery. *Apply decoration using needle and thread: buttons, sequins. *Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. 	<ul style="list-style-type: none"> *Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. *Demonstrate experience in 3D weaving. *Produce two colour tie dye. *Continue to gain experience in batik- use more than one colour. *Demonstrate experience in combining techniques to produce an end piece: embroidery over tie dye. 	<ul style="list-style-type: none"> *Use a number of different stitches creatively to produce different patterns and textures. *Work in 2D and 3D as required. *Design, plan and decorate a fabric piece. *Recognise different forms of textiles and express opinions on them.