

Subject Progression

Name of subject: Art & Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made. Use thick pencils, colouring and felt-tips.</p> <p>Understand how to create closed shapes with continuous lines and begin to use these shapes to represent objects. Begins to use colours for a purpose.</p> <p>Show different emotions in their drawing e.g. happiness, sadness.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use thin pencils, colouring pencils and felt tips.</p>	<p><u>Spirals</u> Understand drawing is a physical activity.</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.</p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings.</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.</p>	<p><u>Explore and Draw</u> Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph.</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.</p> <p>Explore quality of line, texture and shape.</p>	<p><u>Silhouette Painting with Charcoal</u> Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans.</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.</p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.</p> <p>Develop mark making skills by deconstructing the work of artists.</p> <p>Use imaginative and observational drawing skills to consider background, foreground and subject.</p>	<p><u>Storytelling through Drawing</u> Understand that artists and illustrators interpret narrative texts and create sequenced drawings.</p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.</p> <p>Use colour, composition, elements, line, shape to create pattern, repeat pattern or folding patterns.</p> <p>To feel able to take creative risks in pursuit of creating drawings with energy and feeling</p>	<p><u>Typography and Maps</u> Understand that designers create fonts and work with Typography.</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.</p> <p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters.</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful.</p>	<p><u>Nature Art</u> Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <p>Explore using negative and positive space to “see” and draw a simple element/object.</p> <p>Use the grid system to scale up the image above, transferring the image onto card.</p> <p>Use collage to add tonal marks to the “flat image”.</p>

Print, Colour, Collage	<p>Print using everyday objects, vegetables and sponges to form a scene & repeat pattern.</p> <p>Use the senses to explore a range of printing materials and tools, e.g. found objects, rubbings. Eg. hands, feet etc.</p>		<p><u>Exploring the World Through Mono Print</u></p> <p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.</p> <p>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.</p> <p>Continue to develop their hand-eye coordination through slow drawing, picking out the things that interest them, playing with scale and line.</p> <p>Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition.</p>	<p><u>Egyptian Prints</u></p> <p>Understand that screen prints are made by forcing ink over a stencil.</p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.</p> <p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.</p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p>	<p><u>Making Monotypes</u></p> <p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artist’s book.</p> <p>Combine mono type with painting and collage to make an “artists book” inspired by poetry or prose.</p> <p>Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.</p>		
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Working in 3D	<p>To select tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Use the senses to explore a range of modelling materials, e.g. salt dough, play dough. Junk modelling materials etc. Handling, feeling, enjoying and manipulating materials.</p>	<p><u>Making Birds</u> Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand the meaning of “Design through Making.</p> <p>Use a combination of two or more materials to make sculpture.</p> <p>Use construction methods to build.</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p>				<p><u>Be an Architect</u> Understand that designers often create scaled models to test and share ideas with others.</p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better.</p> <p>Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation.</p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.</p> <p>Use a combination of materials, construction methods and tools.</p> <p>Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building.</p>	<p><u>Totem Poles</u> Understand that artists use a variety of media including light and sound as well as physical media to create installations.</p> <p>Understand that installations are often immersive, enabling the viewer to enter the artwork.</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p> <p>Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.”</p>
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Paint, Surface and Texture	<p>Enjoy using a variety of different tools including different size brushes, sponges and fingers.</p> <p>Recognise and name primary colours.</p> <p>Explore and mix colours.</p> <p>Investigate colour mixing using poster, powder and watercolour paints.</p> <p>Explore working with paint on different surfaces and in different ways.</p>	<p><u>Exploring Watercolour</u> Understand watercolour is a media which uses water and pigment.</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium.</p> <p>Paint without a fixed image of what you are painting in mind.</p> <p>Respond to your painting, and try to “imagine” an image within.</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p>	<p><u>Expressive Painting</u> Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools.</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above</p>	<p><u>Cloth, Thread, Paint</u> Understand that we can create imagery using natural pigments and light.</p> <p>Understand that paint acts differently on different surfaces.</p> <p>Understand the concept of still life and landscape painting.</p> <p>Continue to develop colour mixing skills.</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</p> <p>Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in</p>	<p><u>Exploring Still Life</u> Understand that still life name given to the genre of painting (or making) a collection of objects/elements.</p> <p>That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today</p> <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.</p> <p>To use close observation and try different hues and tones.</p> <p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making.</p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork.</p>	<p><u>Inspired by Land and Cityscapes</u></p> <p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</p> <p>Think about colour, composition and mark making. Think about light and dark, movement and energy.</p> <p>Mix colour intuitively to create painted sheets.</p> <p>Use pattern to decorate, working with more paint or ink.</p>	<p><u>Identity</u> Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</p>
Sketchbooks		<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</p> <p>Use sketchbooks to: Test out printmaking ideas. Develop experience of primary and secondary colours. Practice observational drawing. Explore mark making</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons’ sketchbook looks is unique to them.</p> <p>Work in sketchbooks to: Explore the qualities of different media. Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore colour and colour mixing. Make visual notes about artists studied</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons’ sketchbook looks is unique to them.</p> <p>Work in sketchbooks to: Explore the qualities of charcoal. Develop mark making skills. Write annotations about an artist’s work using prompts</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>Use sketchbooks to: Practise drawing skills. Make visual notes to record ideas and processes discovered through looking at other artists. Test and experiment with materials. Brainstorm pattern, colour, line and shape. Reflect.</p>	<p>Use sketchbooks to: Explore mark making. Make visual notes to capture, consolidate and reflect upon the artists studied. Explore ideas relating to design. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.</p>	<p>Use sketchbooks to: Practise seeing negative and positive shapes. Using the grid method to scale up an image. Explore colour: make colours, collect colours, experiment with how colours work together. Explore combinations and layering of media. Make visual notes to capture, consolidate and reflect upon the artists studied.</p>

Evaluation	<p>To manipulate materials to achieve a planned effect.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To select the appropriate resources and adapt work where necessary.</p>	<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Reflect upon the artists' work and share responses verbally ("I liked...").</p> <p>Present artwork, reflect and share verbally ("I enjoyed... This went well").</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Present artwork (journey and any outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates' work, appreciating similarities and differences.</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors.</p> <p>Understand the processes, intentions an outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions an outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p>
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Vocabulary Progression	<p>Autumn: Mix, palette, cut, snip, lines, circles, red, blue, yellow, powder, paint.</p> <p>Spring Observational drawing, face, pencils, daffodils, mix, colour</p> <p>Summer Sunflowers, animal, transport, light, dark, symmetrical,</p>	<p>Spirals Autumn 2: Spiral, Movement, Pressure, Pencil. Hand, Wrist, Elbow, Shoulder. Graphite, Chalk, Pen. Drawing, Tones Oil Pastel, Dark, Light, Blending, Colour, Pattern, Sketchbook, Reflect, Discuss, Share, Think</p> <p>Exploring Watercolour Spring 2: Watercolour, Brush, Wash, Wet on dry, Wet on wet, Mark making, Primary colours, secondary colours, Colour mixing, Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop, Scale. Reflect, Share, Discuss</p> <p>Making Birds Summer 1: Lines, Shapes, Mark Making, Texture, Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil, Observation, Close study, Blending, Texture, Explore, Discover, Transform, Sculpture, Structure, Balance, Texture, Personality, Character, Installation, Flock, Collaboration, Present, Reflect, Share, Discuss</p>	<p>Explore & Draw Autumn 1: Explore, Collect, Inspiration, Curious, Present, Re-present, arrange, composition, Observational Drawing, Pressure, Line, Mark, Page, Wax resist, Graphite, Watercolour, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback</p> <p>Explore the World Through Monoprint Summer 2: Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, present, Impression, Try, Graphite, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Secondary Colours: Green, Orange, Purple, Pattern, Sequence, Expressive Painting Summer 1: Gesture, Gestural, Mark making, Colour, Life, Shape, Form, Texture, Line, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Abstract, Explore, Invent, Discover, Intention. Still Life</p>	<p>Gestural Drawings with Charcoal Autumn 1: Charcoal, Gestural, Loose, Mark Making, Hue, Shade, Chiaroscuro, Tone, Tint, Dark, Light, Midtone, Squint. Perspective Drawing, Silhouette, Egyptian Printing Spring 2: Profile, silhouette, stylised, tone, landscape, Hieroglyphics, Papyrus, Cartouche, Sphinx Scarab beetle, Pharaoh, Ank, Amulets, Canopic jars, colour, complementary, contrasting, pale, pastel, vibrant, subtle, repeated, symmetrical, half drop, Pressure, Impression, Mono Print, Mono Type, Carbon Paper, Sequence</p> <p>Paint, Cloth, Thread Summer 1: Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash,</p>	<p>Storytelling Through Drawing Autumn 1: Illustration, Inspiration, Interpretation, Original Source, Respond, Response, Imagery, Graphic Novel, Illustrator, Illustration Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Composition, Sequencing, Visual Literacy, Narrative, Present, Share,</p> <p>Making Monotypes Spring 1: Monotype, Artists Book, Installation Poetry, Evoke, Response, Translate, Mood, Sense, Layer, Combine, Multimedia, Installation</p> <p>Exploring Still Life Summer 2: Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making,</p>	<p>Typography & Maps Autumn 2: Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Architecture Dream Big or Small Spring 2: Domestic Architecture, Aspirational, Visionary, Environmental, Ceramics, slabbing, scoring, slip, pinching, coiling, impressing, sculpture, art installation, free modelling, slip, sculpt, audience, scale, carve,</p> <p>Land and City Scapes Summer 1: Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format, Scale, Texture.</p>	<p>Nature Art Autumn 2: 2D Drawing, 3D Object Negative space, Grid method, Scaling up, Structure Typography, Graphic Design, Refine</p> <p>Exploring Identity Summer 1: Identity, Layer, Constructed, Portraiture, Layering, Digital Art, Physical, Contemporary art, pixels, sound art, abstract art, algorithm, experimentation, colour scheme, negative space.</p> <p>Brave Colour Summer 2: Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation.</p>
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