

Progression in Art and Design

Statutory Framework 2024: Educational Programme - Expressive Arts & Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

KS1 NC requirements:

- To know 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.
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- 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.

KS2 NC requirements:

- To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).
- To know great artists, architects and designers in history.

Drawing

| | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--|---|---|--|--|---|--|---|
| | <p>-Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk).</p> <p>-Use drawings to tell a story (retelling or imagination).</p> <p>-Investigate different lines (thick, thin, wavy, and straight).</p> <p>-Explore different textures.</p> <p>-Encourage accurate drawings of people that include all visible parts of the body (head, hands, fingers).</p> <p>-Represent their own ideas, thoughts and feelings through art</p> | <p>Lines and Marks</p> <ul style="list-style-type: none"> Name, match and draw lines/marks <p>Draw on different surfaces with a range of media.</p> <p>Form and Shape</p> <ul style="list-style-type: none"> Observe and draw shapes from observations. <p>Tone</p> <p>Investigate tone by drawing light/dark lines,.</p> <p>Texture</p> <ul style="list-style-type: none"> Investigate textures by describing, rubbing, | <p>Lines and Marks</p> <ul style="list-style-type: none"> Name, match and draw lines/marks from observations. Invent new lines Draw shapes in between objects. <p>Form and Shape</p> <ul style="list-style-type: none"> Invent new shapes <p>Tone</p> <ul style="list-style-type: none"> Investigate tone by drawing light/dark patterns, light/dark shapes <p>Texture</p> <ul style="list-style-type: none"> Investigate textures by naming, copying. | <p>Lines and Marks</p> <ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <p>Form and Shape</p> <p>Begin to show an awareness of objects having a third dimension</p> <p>Tone</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. <p>Texture</p> <ul style="list-style-type: none"> Create textures with a wide range of drawing implements. | <p>Lines and Marks</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. <p>Form and Shape</p> <ul style="list-style-type: none"> Begin to show an awareness of objects having a third dimension <p>Tone</p> <ul style="list-style-type: none"> Apply tone in a drawing in a simple way. <p>Texture</p> <ul style="list-style-type: none"> Apply a simple use of pattern and texture in a drawing. | <p>Lines, Marks, Tone, Form and Texture</p> <ul style="list-style-type: none"> Use dry media to make different marks, lines, within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. <p>Perspective and Composition</p> <ul style="list-style-type: none"> 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 paintings e.g. foreground, middle ground and background. | <p>Lines, Marks, Tone, Form and Texture</p> <ul style="list-style-type: none"> Use dry media to make different patterns and shapes within a drawing Experiment with wet media to make different patterns, textures and shapes Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media <p>Perspective and Composition</p> <ul style="list-style-type: none"> Show an awareness of how paintings are created i.e. Composition. |

Digital Sources

-Use ICT to experiment with drawing lines and shapes.
-Use ICT to experiment with different colours and patterns.

- Explore ideas using digital sources i.e. internet, CD-ROMs.
- Record visual information using digital cameras, video recorders.
- Use basic selection and cropping tools.

- Use a simple graphics package to create images and effects with:
 - **lines** by changing the size of brushes in response to ideas
 - **shapes** using eraser, shape and fill tools; and
 - **colours and texture** using simple filters to manipulate and create images.

- Record and collect visual information using digital cameras and video recorders.
- Use a graphics package to create images and effects with; **lines** by controlling the brush tool with increased precision.
- Change the type of brush to an appropriate style.

- Present recorded visual images using software.
- Create **shapes** by making selections to cut, duplicate and repeat.
- Experiment with **colours and textures** by using effects and simple filters to manipulate and create images for a purpose.

- Record, collect and store visual information using digital cameras etc.
- Be able to Import an image (scanned, retrieved, taken) into a graphics package.
- Understand that a digital image is created by layering.

- Present recorded visual images using software e.g. Photostory, Powerpoint.
- Use a graphics package to create and manipulate new images.
- Create layered images from original ideas

Painting

-Experiment with primary colours.
 -Experiment with mixing colours independently.
 -Name colours.
 -Learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, glue).
 -Use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers).

- Use a variety of tools and techniques including different brush sizes and types.
- Mix and match colours to artefacts and objects.

Colour

- Identify primary and secondary colours by name.

Texture

- Create textured paint by adding sand, plaster.

- Use a variety of tools and techniques including different brush sizes and types.
- Work on different scales.
- Experiment with tools and techniques e.g. layering, mixing media, scraping through.
- Name different types of paint and their properties.

Colour

- Mix primary shades and tones.
- Mix secondary colours.

Texture

- Create textured paint by adding sand, plaster.

- Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
- Work on a range of scales e.g. thin brush on small picture etc.

Colour

- Mix colours and know which primary colours make secondary colours.
- Use more specific colour language.

- 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.

Colour

- Use more specific colour language.
- Mix and use tints and shades.

- Develop a painting from a drawing.
- Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.

Colour

- Mix and match colours to create atmosphere and light effects.

- Develop a painting from a drawing.
- Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.
- Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.

Colour

- Be able to identify and work with complementary and contrasting colours.

Printing

-Make rubbings showing a range of textures and patterns.
-Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.
-Produce simple pictures by printing objects.
--Work from imagination and observation.
-Imprint onto a range of textures - newspaper, coloured paper, plain paper, into clay and dough etc.
-Print with block colours

- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.
 - Make simple marks on rollers and printing palettes.
 - Create simple printing blocks with press print.
- Colour**
- Experiment with overprinting motifs and colour.
- Texture**
- Make rubbings to collect textures and patterns.

- Take simple prints i.e. mono-printing.
 - Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.
 - Build repeating patterns and recognise pattern in the environment.
 - Design more repetitive patterns.
- Colour**
- Experiment with overprinting motifs and colour.
- Texture**
- Make rubbings to collect textures and patterns

- Create printing blocks using a relief or impressed method.

- Create repeating patterns.
- Print with two colour overlays

- Create printing blocks by simplifying an initial journal idea.
- Use relief or impressed method.

- Create prints with three overlays.
- Work into prints with a range of media e.g. pens, colour pens and paints.

Textiles

-Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials.
 -Create simple collages using fabric, paper, pasta, beans and larger tactile things.
 -Simple weaving.
 -Experiment with different textures, including sensory experience.
 -Explore how media and materials can be combined and changed.

- Match and sort fabrics and threads for colour, texture, length, size and shape.
- Cut and shape fabric using scissors/snips.
- Apply shapes with glue or by stitching.

Colour

- Apply colour with printing, dipping, fabric crayons.

Texture

Create fabrics by weaving materials i.e. grass through twigs.

- Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
- Apply decoration using beads, buttons, feathers etc.
- Create cords and plaits for decoration.

Colour

- Create and use dyes i.e. onion skins, tea, coffee

- Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.
- Match the tool to the material.
- Develop skills in stitching, cutting and joining.

- Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects
- Experiment with paste resist

- Use fabrics to create 3D structures.
- Use different grades of threads and needles.

- Experiment with batik techniques.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

3D

-Handle, feel and manipulate, pull apart and reconstruct materials.
-Construct and build from simple objects.
- Shape and model from observation and imagination.
-Impress and apply simple decoration.
-Simple language created through feel, size, look, smell, etc

▪ Manipulate malleable materials in a variety of ways including rolling and kneading.
▪ Explore sculpture with a range of malleable media.
Form
▪ Experiment with constructing and joining recycled, natural and manmade materials.
Texture
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.
Form
▪ Use simple 2-D shapes to create a 3-D form.
Texture
Change the surface of a malleable material e.g. build a textured tile.

▪ Plan, design and make models from observation or imagination.
▪ Join clay adequately and construct a simple base for extending and modelling other shapes.
▪ Create surface patterns and textures in a malleable material.

▪ Plan, design and make models from observation or imagination.
▪ Use papier-mâché to create a simple 3D object

▪ Shape, form, model and construct from observation or imagination.
▪ Use recycled, natural and man-made materials to create sculptures.
▪ Plan a sculpture through drawing and other preparatory work.
▪ Develop skills in using clay including slabs, coils, slips, etc.

▪ Shape, form, model and construct from observation or imagination.
▪ Produce intricate patterns and textures in a malleable media.

Collage

-Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials.
 -Create simple collages using fabric, paper, pasta, beans and larger tactile things.
 -Simple weaving.
 -Experiment with different textures, including sensory experience.
 -Explore how media and materials can be combined and changed.

- Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.
- Arrange and glue materials to different backgrounds.

Colour

- Collect, sort, name match colours appropriate for an image.

Shape

- Create and arrange shapes appropriately.

Texture

Create, select and use textured paper for an image

- Sort and group materials for different purposes e.g. colour texture.
- Fold, crumple, tear and overlap papers.
- Work on different scales.

Shape

- Create and arrange shapes appropriately.

Texture

Create, select and use textured paper for an image

- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
- Use collage as a means of collecting ideas and information and building a visual vocabulary

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- Use collage as a means of collecting ideas and information and building a visual vocabulary

- Add collage to a painted, printed or drawn background.
- Use a range of media to create collages.
- 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.

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