

Lunsford Primary School Art Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating and Communicating	ELG'S * Children safely use and explore a variety of materials, tools and techniques. * Experimenting with colour, design, texture, form and function. * 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 design technology and art.	National Curriculum. Pupils should be taught to: * 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 * 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.		National Curriculum. Pupils should be taught to: * 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 * 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.			
	* Begin to work with different materials and tools in creative ways. * Considering which materials best suit a task and experiment with colour, design, texture, form and function. * Children represent their own ideas, thoughts and feelings through design, art, music, dance, role play and stories. * Use imagination to form simple images from given starting points or a description.	* Record and explore ideas from observations, experiences and imagination. * Begin to collect ideas in a sketchbook. * Ask and answer questions about the starting point for their work, and develop ideas. • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in their future work.	* Record and explore ideas from first-hand observations, experiences and imagination. * Ask and answer questions about the starting point for their work and develop ideas. * Review what they and others have done and say what they think and feel about it. * Identify what they might change in their current work or develop in their future work. * Understand the basic use of a sketchbook	* Record and explore ideas from first-hand observations, experiences, imagination and different purposes. * Question and make thoughtful observations and select ideas. * Use a variety of ways to record ideas, including digital media. * Use and develop sketchbooks to record and collect ideas. * Develop artistic vocabulary to discuss work.	* Record and explore ideas from first-hand observations, experiences, imagination and different purposes. * Question and make thoughtful observations and select ideas. * Experiment with a wider range of materials * Begin to make choices about a variety of ways to record ideas, including digital media. * Collect images and information independently in a sketchbook to record and collect ideas.	* Record and explore ideas from first-hand observations, experiences, imagination and different purposes. * Question and make thoughtful observations and select ideas. * Adapt their work and describe how to develop it further. * Select and develop ideas confidently, using suitable materials. * Improve quality of sketchbooks, with mixed media and annotations to work. * Select own images and information as a starting point to work in sketchbooks.	* Record and explore ideas from first-hand observations, experiences, imagination and different purposes. * Question and make thoughtful observations and select ideas. * Adapt their work and describe how to develop it further. * Develop artistic/visual vocabulary when talking about own work/work of others. * Begin to explore possibilities, using and combining different styles and techniques. * Annotate and develop ideas using a sketchbook.

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Drawing/Mark Making	<ul style="list-style-type: none"> * Begin simple mark making and control lines to create drawings, using a variety of tools, i.e. pens, pencils, chalks, charcoal, wax, crayons etc. * Hold a large paint brush correctly. 	<ul style="list-style-type: none"> * Use drawing to represent objects observed, remembered or imagined. * Use a variety of tools and begin to layer media, i.e. pencils, crayons, pastels, felt tips, charcoal, chalk etc. * Explore patterns, line, shape and colour. * Record in sketchbooks 	<ul style="list-style-type: none"> * Begin to draw on smaller and larger scales. * Begin to add detail to drawings. * Draw to explore shape, space, pattern and line. * Use drawing to represent objects observed, remembered or imagined. * Use a variety of tools and begin to layer media, i.e. pencils, crayons, pastels, felt tips, charcoal, chalk etc. * Begin to explore tone using different pencils and represent texture using mark-making. * Record in sketchbooks 	<ul style="list-style-type: none"> * Experiment with different tones and shading using graded pencils. * Include increased detail within work. * Use sketchbooks to record drawings from observations. * Draw on a range of scales. * Use a variety of tools and begin to layer media, i.e. pencils, crayons, pastels, felt tips, charcoal, chalk etc. 	<ul style="list-style-type: none"> * Draw using a variety of tools and surfaces, i.e. pencils, crayons, pastels, felt tips, charcoal, chalk etc. * Develop shadows * Use of tracing * Refine and alter drawings * Collect images and information to record independently in a sketchbook. 	<ul style="list-style-type: none"> * Use drawing to independently explore line, tone, texture, form and colour. * Explore the effects of charcoal/graphite sticks and the light use of erasers. * Select appropriate materials for a drawing based task. * Introduce perspective, fore/back ground. * Use first hand observations using different viewpoints, developing abstract ideas. 	<ul style="list-style-type: none"> * Investigate proportions * Learn the distinction between a working sketch and a drawing. * Confidently use a range of wet/dry media and tools to explore line, tone, pattern, form and texture. * Select appropriate media and tools to achieve an outcome. * Work indoors and outdoors
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Painting	<ul style="list-style-type: none"> * Explore making marks using paint. * Use a variety of tools to spread paint i.e. straws, brushes, sticks etc. * Use a range of colours, including 'hot' and 'cold' colours. * Explore painting using big movements onto surfaces. 	<ul style="list-style-type: none"> * Name primary and secondary colours. * Use primary colours to mix secondary colours. * Hold a brush correctly and learn how to clean it. * Use a brush in different ways to make texture i.e. dabbing, strokes, criss-cross 	<ul style="list-style-type: none"> * Developing understanding of what primary and secondary colours are. * Add materials to paint to produce different textures i.e. sand * Mix black and white with other colours to make tones. * Create washes to form backgrounds. 	<ul style="list-style-type: none"> * Mix colours to match an example i.e. skin tone * Explore blending and washing using watercolour. * Use different types of brushes for different purposes. 	<ul style="list-style-type: none"> * Choose from a range of brush sizes and use appropriately. * Confidently mix colours to make a range of tones. * Use black/white to make deeper/lighter shades/tint of one colour. * Experiment with watercolour, exploring intensity of colour to develop shades. 	<ul style="list-style-type: none"> * Identify and work with complimentary/opposite colours, using colour wheels. * Develop watercolour techniques. * Select and work with a limited colour palette. 	<ul style="list-style-type: none"> * Apply paint to board/canvas using knives, sponges and rags. * Make informed decisions on colour. * Select and work skillfully with a limited colour palette. * Use different tones of colour and make links with size/space. * Develop fine brush stroke.

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Printing	<ul style="list-style-type: none"> * Explore printing using different parts of the body i.e. fingers, hands, feet, thumbs * Make patterns and experiment with printing shapes. 	<ul style="list-style-type: none"> * Explore finger printing, block printing and sponge printing. * Explore carbon printing * Experiment with amounts of paint applied * Make rubbings i.e. bark 			<ul style="list-style-type: none"> * Use rollers and ink on different textures to make prints i.e. leaves, fabric, corrugated card * Develop a design for a print * Experiment with 2 colour prints and blending, overlapping and contrast printing 		
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Textiles/Collage	<ul style="list-style-type: none"> * Access different materials and fabrics * Sort materials based on qualities i.e. shiny, rough * Cut and stick fabrics/materials * Mark make on fabric/textiles 		<ul style="list-style-type: none"> * Overlap different materials to make a collage * Describe differences in texture and colour of textiles * Explore tie-dye work * Develop tearing, cutting and layering 			<ul style="list-style-type: none"> * Combine collage with other techniques i.e. drawing, painting * Investigate ways of changing fabrics – cutting, tearing, creasing, knotting 	
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3D Form and Sculpture	<ul style="list-style-type: none"> * Explore malleable materials * Explore a variety of 3D materials i.e. leaves, sticks * Construct and build towers, bridges and tunnels 			<ul style="list-style-type: none"> * Develop confidence with clay adding textures and details * Add colour to clay once dried 			<ul style="list-style-type: none"> • Make masks from a range of cultures • Build upon wire/pipe cleaners to create forms that can be padded out or covered i.e. modroc

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Knowledge about Artists	<ul style="list-style-type: none"> * Introduce art/design from different cultures 	<ul style="list-style-type: none"> * Describe the work of Picasso * Encourage discussion about likes/dislikes and own opinions 	<ul style="list-style-type: none"> * Describe the work of Monet * Encourage discussion about likes/dislikes and own opinions * Explore similarities and differences within the work of artists, designers etc. 	<ul style="list-style-type: none"> * Describe and research the work of Kandinsky * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. * Discussing the way in which things were made i.e. colour, form, techniques 	<ul style="list-style-type: none"> * Describe and research the work of Van Gogh * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. * Discussing the way in which things were made i.e. colour, form, techniques 	<ul style="list-style-type: none"> * Describe and research the work of William Morris * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. * Discussing the way in which things were made i.e. colour, form, techniques 	<ul style="list-style-type: none"> * Describe and research the work of Andy Warhol * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. * Discussing the way in which things were made i.e. colour, form, techniques