



Art and Design

PROGRESSION DOCUMENT

Subject Lead: Mrs Glover

EYFS

End of Reception Expectations

By the end of Early Years, children should be able to;

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

Nursery

- Explore different materials freely and begin to understand how they can be joined
- Create closed shapes that represent objects
- Develop own ideas and decide which materials to use
- Can draw in detail to represent own ideas
- Explores colour mixing
- Explore handling different mark making resources
- Shows increasing control using 1 handed tools
- Begins to use mark making resources with control
- Use scissors to make snips in paper
- Shows preference for a dominant hand using a comfortable grip

Reception

- Explore different resources, tools and effects that can be achieved
- Use a range of resources and tools to represent ideas
- Use a variety of effects to express their ideas and feelings
- Share creations they have made and explain the process
- Uses 1 handed tools with control and accuracy
- Can confidently use 1 handed tools for a purpose

Stowlawn Primary School Art Progression

Key Stage 1 & 2 Expectations

<u>Key Stage 1 – curriculum expectations</u>	<u>Key Stage 2 – Curriculum expectations</u>
<ul style="list-style-type: none">• 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;• Know 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.	<ul style="list-style-type: none">• to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;• 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];• Know about great artists, architects and designers in history.
<p>The national curriculum for art and design aims to ensure that all pupils by the <i>end of year 6:</i></p> <ul style="list-style-type: none">• produce creative work, exploring their ideas and recording their experiences;• become proficient in drawing, painting, sculpture and other art, craft and design techniques;• evaluate and analyse creative works using the language of art, craft and design;• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	

Exploring and Developing Ideas

KS1	LKS2	UKS2																											
<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a respond positively to ideas and starting points; b explore ideas and collect information; c describe differences and similarities and make links to their own work; d try different materials and methods to improve; <p>Key Vocabulary</p> <table border="1" style="width: 100%;"> <tr> <td>Work</td> <td>Idea</td> <td>Starting point</td> </tr> <tr> <td>design</td> <td>observe</td> <td>improve</td> </tr> <tr> <td>Work of art</td> <td>focus</td> <td></td> </tr> </table>	Work	Idea	Starting point	design	observe	improve	Work of art	focus		<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use sketchbooks to record ideas; b explore ideas from first-hand observations; c question and make observations about starting points, and respond positively to suggestions; d adapt and refine ideas; <p>Key Vocabulary</p> <table border="1" style="width: 100%;"> <tr> <td>Line</td> <td>Pattern</td> <td>Texture</td> </tr> <tr> <td>Form</td> <td>Record</td> <td>Detail</td> </tr> <tr> <td>Question</td> <td>Observe</td> <td>refine</td> </tr> </table>	Line	Pattern	Texture	Form	Record	Detail	Question	Observe	refine	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a review and revisit ideas in their sketchbooks; b offer feedback using technical vocabulary; c think critically about their art and design work; d use digital technology as sources for developing ideas; <p>Key Vocabulary</p> <table border="1" style="width: 100%;"> <tr> <td>Sketchbook</td> <td>Develop</td> <td>Refine</td> </tr> <tr> <td>Texture</td> <td>Form</td> <td>pattern</td> </tr> <tr> <td>structure</td> <td></td> <td></td> </tr> </table>	Sketchbook	Develop	Refine	Texture	Form	pattern	structure		
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<p>Use materials to copy and recreate a drawing from observation (simple)</p> <p>Evaluate a piece of art gathering information about the media used, tools, colours.</p> <p>Follow instructions to complete directed drawing</p>	<p>Use a range of materials to copy and recreate from a stimulus/observation.</p> <p>Think about, gather information and evaluate the focus (colour, size, shape) before attempting to recreate in sketchbooks.</p> <p>Use a range of materials, exploring the impact it has on a drawing (charcoal, felt, paint, pencil, chalk)</p>	<p>Use sketchbooks to collect ideas, evaluate work and explore pieces of art work.</p> <p>Use sketchbooks to explore techniques and skills taught.</p>	<p>Use sketchbooks to collect ideas, explore and evaluate pieces of artwork, making simple comments on their thoughts.</p> <p>Use sketchbooks to explore techniques and skills taught, adapting techniques for purpose (making a choice of a technique)</p> <p>Use sketchbooks to record observational drawings.</p>	<p>Use sketchbooks to collect ideas, explore and evaluate pieces of artwork, making more detailed annotations on their thoughts/observations of work.</p> <p>Use sketchbooks to explore techniques and skills taught, adapting techniques for purpose.</p> <p>Use sketchbooks to record observational drawings, evaluating these as they work and making their own choices of adaptations.</p>	<p>Use sketchbooks to collect ideas, explore and evaluate pieces of artwork, making more detailed annotations on their thoughts/observations of work.</p> <p>Use sketchbooks to explore techniques and skills taught, make a choice of techniques to create their own art.</p> <p>Use sketchbooks to record observational drawings, evaluating these as they work and making choices about what to do to improve.</p>																								

Drawing

	KS1	LKS2	UKS2																																							
	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips; <p>Key Vocabulary</p> <table border="1"> <tr> <td>Portrait</td> <td>Self-portrait</td> <td>Line</td> </tr> <tr> <td>Drawing</td> <td>Detail</td> <td>Landscape</td> </tr> <tr> <td>Cityscape</td> <td>Building</td> <td>Bold</td> </tr> <tr> <td>Line</td> <td>Size</td> <td>space</td> </tr> </table>	Portrait	Self-portrait	Line	Drawing	Detail	Landscape	Cityscape	Building	Bold	Line	Size	space	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a experiment with showing line, tone and texture with different hardness of pencils; b use shading to show light and shadow effects; c use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing; <p>Key Vocabulary</p> <table border="1"> <tr> <td>Portrait</td> <td>Light</td> <td>Dark</td> </tr> <tr> <td>Tone</td> <td>Shadow</td> <td>line</td> </tr> <tr> <td>Pattern</td> <td>Texture</td> <td>form</td> </tr> <tr> <td>Shape</td> <td>Outline</td> <td></td> </tr> </table>	Portrait	Light	Dark	Tone	Shadow	line	Pattern	Texture	form	Shape	Outline		<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b depict movement and perspective in drawings; c use a variety of tools and select the most appropriate; <p>Key Vocabulary</p> <table border="1"> <tr> <td>Line</td> <td>Texture</td> <td>Pattern</td> </tr> <tr> <td>Form</td> <td>Shape</td> <td>Tone</td> </tr> <tr> <td>Smudge</td> <td>Blend</td> <td>Hard</td> </tr> <tr> <td>Soft</td> <td>Heavy</td> <td>Mural</td> </tr> <tr> <td>Fresco</td> <td>Portrait</td> <td></td> </tr> </table>	Line	Texture	Pattern	Form	Shape	Tone	Smudge	Blend	Hard	Soft	Heavy	Mural	Fresco	Portrait	
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	<p>Use a variety of different tools and equipment including pencils, crayons, pastels, felt tips, charcoal, chalk.</p> <p>Control the marks made with different tools describing what has been drawn.</p> <p>Draw different lines, and invent new ones.</p> <p>Draw on different surfaces with a range of media.</p>	<p>Use a variety of different tools and equipment including pencils, crayons, pastels, felt tips, charcoal, chalk.</p> <p>Control the marks that I make for purpose and task.</p> <p>Use a sketchbook to record my ideas and create drawings.</p> <p>Draw different lines from observations of objects.</p>	<p>Use sketchbooks to record and collect information.</p> <p>Make marks and lines with a range of different objects. (chalk, pastels, charcoal)</p> <p>Experiment with different types of pencils (grades) to make lines and marks.</p> <p>Create different tones by using different types of pencils, light and dark.</p>	<p>Use sketchbooks to record and collect information.</p> <p>Draw for a period of time at my level with increasing accuracy.</p> <p>Experiment ways in which detail can be added to my pictures (e.g. textures, surface materials)</p> <p>Experiment with different types of drawing pencils to make shapes and images.</p>	<p>Work from a variety of different sources.</p> <p>Concentrate in order to make a detailed drawing.</p> <p>Use a sketch book to collect and develop, review and revisit my ideas.</p> <p>Make different marks using different materials.</p>	<p>Work from a variety of different sources.</p> <p>Concentrate in order to make a detailed drawing.</p> <p>Use a sketch book to collect and develop my ideas and develop observation skills using view finders.</p> <p>Identify artists who work in a similar way to my own.</p>																																				

	<p>Draw shapes and invent new ones using different lines.</p> <p>Investigate textures including rubbings.</p> <p>Use the work of Artists to help me.</p>	<p>Observe and draw shapes and patterns from my surroundings.</p> <p>Investigate tone by drawing light/dark lines, patterns and shapes.</p> <p>Use the work of Artists to help me.</p>	<p>Create textures by using a range of different drawing tools and patterns.</p>	<p>Begin to draw things in 3D.</p> <p>Apply tone to a drawing in different ways.</p> <p>Apply simple patterns and textures to my drawings.</p>	<p>Explore colour mixing with coloured pencils.</p> <p>Use different techniques for different purposes, e.g. shading, hatching.</p> <p>Show an awareness of how a picture is developed. – background, foreground etc.</p>	<p>Develop my own style, e.g. shading, using tone.</p> <p>Begin to use simple perspectives in my work- focal point and horizon.</p> <p>Show an awareness of how a picture is developed.</p> <p>Begin to develop an awareness of scale and proportion in my drawings.</p>
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Painting

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	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools; c mix primary colours to make secondary colours; d add white and black to alter tints and shades; <p>Key Vocabulary</p> <table border="1"> <tr> <td>Primary colours</td> <td>Secondary colours</td> <td>Neutral colours</td> </tr> <tr> <td>Tinting</td> <td>Shade</td> <td>Warm and cold</td> </tr> <tr> <td>Sweep</td> <td>Dab</td> <td>acrylic</td> </tr> </table>	Primary colours	Secondary colours	Neutral colours	Tinting	Shade	Warm and cold	Sweep	Dab	acrylic	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint; <p>Key Vocabulary</p> <table border="1"> <tr> <td>Colour</td> <td>Foreground</td> <td>background</td> </tr> <tr> <td>Abstract</td> <td>Blend</td> <td>line</td> </tr> <tr> <td>Tone</td> <td></td> <td></td> </tr> </table>	Colour	Foreground	background	Abstract	Blend	line	Tone			<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; <p>Key Vocabulary</p> <table border="1"> <tr> <td>Blending</td> <td>Tone</td> <td>Shape</td> </tr> <tr> <td>Abstract</td> <td>Absorb</td> <td>artist</td> </tr> <tr> <td>Form</td> <td>Impressionism</td> <td>Textures</td> </tr> <tr> <td>Colour palette</td> <td></td> <td></td> </tr> </table>	Blending	Tone	Shape	Abstract	Absorb	artist	Form	Impressionism	Textures	Colour palette		
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Sculpture	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture; <p>Key Vocabulary</p> <table border="1" style="width: 100%;"> <tr> <td>Sculpture</td> <td>Statue</td> <td>Model</td> </tr> <tr> <td>3D</td> <td>Shapes</td> <td>Abstract</td> </tr> <tr> <td>Geometric</td> <td></td> <td></td> </tr> </table>	Sculpture	Statue	Model	3D	Shapes	Abstract	Geometric			<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; <p>Key Vocabulary</p> <table border="1" style="width: 100%;"> <tr> <td>Architect</td> <td>2D/3D</td> <td>Edging</td> </tr> <tr> <td>Fixing</td> <td>Shape</td> <td>Form</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Architect	2D/3D	Edging	Fixing	Shape	Form				<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture; <p>Key Vocabulary</p> <table border="1" style="width: 100%;"> <tr> <td>Form</td> <td>Structure</td> <td>Texture</td> </tr> <tr> <td>Shape</td> <td>Soft</td> <td>Join</td> </tr> <tr> <td>Cast</td> <td>edging</td> <td></td> </tr> </table>	Form	Structure	Texture	Shape	Soft	Join	Cast	edging	
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	<p>Roll, knead, cut, twist etc. a range of different soft materials (clay, playdough, plasticine)</p> <p>investigate making a sculpture using soft materials (clay, playdough, plasticine)</p> <p>use manmade and natural materials to make a picture or model.</p>	<p>use a variety of shapes, including lines and textures.</p> <p>use soft materials (clay, playdough, plasticine) in order to make a product for a purpose, e.g. pot, tile.</p> <p>understand how to be safe when using equipment.</p>	<p>roll, knead, bend, shape different materials, e.g. clay to make a recognisable figure.</p> <p>explore making a sculpture using combined shapes, lines and textures.</p> <p>experiment with making and joining materials including natural, man-made and recycled.</p>	<p>explore making a sculpture using a variety of skills and joining methods.</p> <p>understand how to stay safe when using tools.</p> <p>understand how to look after materials.</p> <p>use 2D shapes to make a 3D model.</p>	<p>plan and design a sculpture through drawing</p> <p>construct a shape from observation.</p> <p>develop skills using clay (e.g. slips, coils, slabs, joining)</p> <p>Develop joining skills to create a sculpture.</p>	<p>construct an object from observation or imagination.</p> <p>use natural, man-made and recycled materials to make a sculpture.</p> <p>produce intricate patterns and textures using clay.</p> <p>Can develop skills of cutting and joining using wires, coils.</p>																								

				make a textured tile or sculpture using detail.																										
	KS1	LKS2	LKS2		UKS2																									
Collage	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; <p>Key Vocabulary</p> <table border="1"> <tr> <td>Collage</td> <td>Squares</td> <td>Gaps</td> </tr> <tr> <td>Overlap</td> <td>Cut</td> <td>Crumple</td> </tr> <tr> <td>arrange</td> <td></td> <td></td> </tr> </table>	Collage	Squares	Gaps	Overlap	Cut	Crumple	arrange			<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; <p>Key Vocabulary</p> <table border="1"> <tr> <td>Texture</td> <td>Collage</td> <td>Shape</td> </tr> <tr> <td>Form</td> <td>Pattern</td> <td>Mosaic</td> </tr> <tr> <td>Tessellation</td> <td></td> <td></td> </tr> </table>	Texture	Collage	Shape	Form	Pattern	Mosaic	Tessellation			<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p> <p>Key Vocabulary</p> <table border="1"> <tr> <td>Tessellation</td> <td>Overlap</td> <td>Patterns</td> </tr> <tr> <td>Abstract</td> <td>Form</td> <td>Arrange</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Tessellation	Overlap	Patterns	Abstract	Form	Arrange			
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																								

	<p>arrange and glue materials to different backgrounds.</p> <p>fold, crumple and tear paper to create a texture.</p> <p>collect, sort and name coloured material.</p> <p>sort and group materials</p>	<p>arrange and glue materials to different backgrounds.</p> <p>fold, crumple, tear and overlap paper to create texture.</p> <p>collect and arrange shapes appropriately</p> <p>select, create and use different textured materials in order to make an image.</p>	<p>select colours, materials and arrange them to create an effect.</p> <p>fold, crumple and tear papers to create texture.</p> <p>collage using different skills such as overlapping, building.</p>	<p>select colours, materials and arrange them to create an effect and give reasons for my choices.</p> <p>sort materials for different purposes, e.g. colour, texture</p> <p>choose different textured paper for a purpose.</p> <p>Practise a variety of techniques – tessellation, mosaic, overlap</p>	<p>add a collage to a background (digital/Painted).</p> <p>experiment with different media to create an image.</p> <p>use a range of and arrange materials to make a pattern collage.</p> <p>Plan and design a collage.</p>	<p>use a range mixed media and materials to make a collage.</p> <p>add a collage to a background (digital or painted)</p> <p>use collage as a way of extending my ideas.</p> <p>Plan and design a collage with purpose.</p>
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	KS1		LKS2		UKS2																												
Textiles	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show pattern by weaving; b use a dyeing technique to alter a textile's colour and pattern; c decorate textiles with glue or stitching, to add colour and detail; <p>Key Vocabulary</p> <table border="1" style="width: 100%;"> <tr> <td>Fabric</td> <td>Material</td> <td>Weave</td> </tr> <tr> <td>Pattern</td> <td>Decoration</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>		Fabric	Material	Weave	Pattern	Decoration					<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> a select appropriate materials, giving reasons; b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; c develop skills in stitching, cutting and joining; <p>Key Vocabulary</p> <table border="1" style="width: 100%;"> <tr> <td>Pattern</td> <td>Texture</td> <td>Colour</td> </tr> <tr> <td>Thread</td> <td>Stitch</td> <td>Textiles</td> </tr> <tr> <td>Decoration</td> <td></td> <td></td> </tr> </table>		Pattern	Texture	Colour	Thread	Stitch	Textiles	Decoration			<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b add decoration to create effect; <p>Key Vocabulary</p> <table border="1" style="width: 100%;"> <tr> <td>Colour</td> <td>Fabric</td> <td>Weave</td> </tr> <tr> <td>Pattern</td> <td>Overlapping</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>		Colour	Fabric	Weave	Pattern	Overlapping				
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																											
	<p>Use ribbon and wool to weave – learning what weaving and the technique behind it.</p> <p>Use fabric to explore patterns such as twisting and plaiting.</p>	<p>Use ribbon, wool and strips of fabric to weave, exploring creating patterns through weaving.</p> <p>Explore decoration of fabric through either dyeing, embellishing or attaching various equipment.</p>	<p>Explore fabrics and gather information on which are best to be used for task.</p> <p>Develop skills in stitching, exploring different types of stitch.</p> <p>(Linked to DT Curriculum)</p> <p>(Linked to DT Curriculum)</p>	<p>Explore methods of changing the colour of material (Dye/Ink).</p> <p>Use simple stitching skills to join materials together.</p> <p>Explore joining other materials/embellishments such as buttons and beads to add detail to design.</p> <p>(Linked to DT Curriculum)</p>	<p>Experiment with a range of fabrics, explore overlapping, mixing patterns for purpose.</p> <p>Choose and use stitching skills previously taught to make a product such as bag/cushion</p> <p>(Linked to DT Curriculum)</p>	<p>Experiment with a range of fabrics, explore overlapping, mixing patterns for purpose.</p> <p>Choose and use stitching skills previously taught to make a product</p> <p>(Linked to DT Curriculum)</p>																											
	KS1		LKS2		UKS2																												

Printing

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.

KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques – printing.

To develop a wide range of art and design techniques in using colour and texture.

Children can:

- a copy an original print;
- b use a variety of materials, e.g. sponges, fruit, blocks;
- c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;

use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.

Key Vocabulary

Colour	Shape	Printing

Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials – printing.

Children can:

- a use more than one colour to layer in a print;
- b replicate patterns from observations;
- c make printing blocks;
- d make repeated patterns with precision;
 - use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.

Key Vocabulary

Sculpture	Statue	Model
3D	Shapes	Abstract
Geometric		

Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials – printing.

Children can:

- a design and create printing blocks/tiles;
- b develop techniques in mono, block and relief printing;
- c create and arrange accurate patterns;
 - use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;

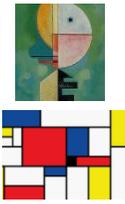
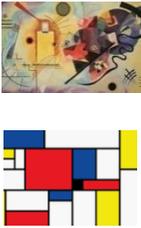
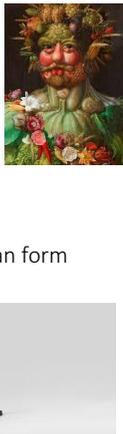
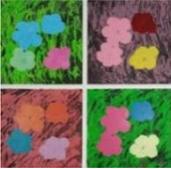
Key Vocabulary

Sculpture	Statue	Model
3D	Shapes	Abstract
Geometric		

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>print with a range of soft materials.</p> <p>create patterns by rolling ink/paint over different objects (Lego/Stickle bricks)</p> <p>design a random pattern using printing techniques.</p> <p>make rubbings to collect patterns.</p>	<p>print with a mixture of hard and soft materials.</p> <p>build up a repeating pattern and recognise patterns in the environment.</p> <p>create simple printing blocks using press print.</p>	<p>print with a wider range of hard and soft materials</p> <p>make simple marks using printing rollers.</p> <p>design a repetitive pattern for purpose.</p> <p>make rubbings to collect patterns to use in my prints.</p>	<p>make a simple print.</p> <p>build up a repeating pattern, and find patterns in the environment.</p> <p>create a printing block with press printing.</p> <p>experiment with printing motifs and colours.</p> <p>print with a range of hard and soft materials.</p>	<p>create a printing block from an idea that I sketched.</p> <p>create patterns prints with 2 overlays.</p> <p>add different media into my work once printed, e.g. felt pens, charcoal, to add effect.</p>	<p>create a printing block using inspiration from other artist.</p> <p>Explore screen printing and other methods.</p> <p>create prints with 3 overlays of colour and pattern.</p> <p>add different media into my work once printed, e.g. felt pens, charcoal, pastels.</p>

Knowledge of Artists (Bank of ideas)

	KS1	LKS2	UKS2			
Work of other Artists	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1 for each strand noted at the bottom of each art strand.</p> <p>KS1 Art and Design National Curriculum LO: To understand 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.</p>	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. They will look at a selection of pieces from the artist and study them in detail. Children will be exposed to a range of different artists through history, studying their techniques and processes for each art strand.</p> <p>KS2 Art and Design National Curriculum LO: To learn about great artists, architects and designers in history.</p>	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. Use their work as inspiration for their own work and take into account the techniques they have been taught.</p> <p>KS2 Art and Design National Curriculum LO: To learn about great artists, architects and designers in history.</p>			
Work of other Artists progression	<p>Year 1</p> <p>Introduce Artist- name, age, nationality, art period.</p> <p>Look at an example of their artwork.</p> <p>Discuss/copy artwork (simple)</p>	<p>Year 2</p> <p>Introduce Artist- name, age, nationality, art period.</p> <p>Look at an example of their artwork.</p> <p>Evaluate and comment on/Copy artwork (simple)</p>	<p>Year 3</p> <p>Revisit Artist and look into their life and history.</p> <p>Look at particular style/ techniques used for a range of their paintings.</p> <p>Replicate a chosen piece using taught skills incorporating their own ideas.</p>	<p>Year 4</p> <p>Revisit Artist and look into their life and history.</p> <p>Look at particular style/ techniques used for a range of their paintings.</p> <p>Replicate a chosen piece using taught skills.</p>	<p>Year 5</p> <p>Revisit Artist & similar artists from the same movement. Look in depth at their life and career.</p> <p>Use the work of the artist to inspire them in their own artwork.</p> <p>Apply skills and techniques to their own design 'in the style of...'</p>	<p>Year 6</p> <p>Revisit Artist & similar artists from the same movement. Look in depth at their life and career.</p> <p>Use the work of the artist to inspire them in their own artwork.</p> <p>Apply skills and techniques to their own design 'in the style of...'</p>
Artists of Study	<p>Drawing – Picasso – portrait drawings. </p> <p>Romero Brito – Pop art</p>	<p>Drawing – Lowry Buildings and streets. </p>	<p>Drawing – Picasso- drawings.  Poonac – cartoons</p>	<p>Drawing – Lowry Buildings and streets.  Van Gogh (Landscapes) use of lines </p>	<p>Drawing – Picasso – portrait drawings.  Poonac – cartoons</p>	<p>Drawing – Lowry Buildings and streets.  Van Gogh (Landscapes) use of lines and shades. </p>

	<p>Painting- Kandinsky simple contrasting colour shapes.</p> 	<p>Painting Monet – colour and mixing.</p> 	<p>Painting- Kandinsky contrasting colour shapes. Mondrian – colour contrast.</p> 	<p>Painting Monet – colour and mixing. Matisse – colour contrast.</p> 	<p>Painting- Kandinsky- Abstract painting using shapes and objects. Mondrian – colour contrast using different shapes.</p> 	<p>Painting Monet – colour and mixing. Georges Seurat – brush techniques</p> 
	<p>3dForm/Sculpture – Joan Miro – Simple sculpture. Andy Goldsworthy – Outdoor sculpture.</p> 	<p>3D form Sculpture – Giuseppe Arcimboldo – facial sculpture.using mouldable materials to make a human face.</p> 	<p>3dForm/Sculpture – Joan Miro – Simple sculpture and abstract surrealism. Andy Goldsworthy – Outdoor sculpture.</p> 	<p>3D form Sculpture – Giuseppe Arcimboldo – 3D sculpted self portraits using clay. Giacometti – Human form statues.</p> 	<p>3dForm/Sculpture – Joan Miro –abstract surrealism/human form. Andy Goldsworthy – Outdoor sculpture.</p> 	<p>3D form Sculpture – Giuseppe Arcimboldo – Shapes collated together using clay to create a human form. Giacometti – Human forms .</p> 
	<p>Printing- William Morris – simple prints and patterns. Shape and colour prints and patterns.</p> 	<p>Printing – Andy Warhol – Replicating picture using opposing colours. Block print the background with different coloured shape on top.</p> 	<p>Printing- William Morris – simple prints and patterns. Shape and colour prints and patterns.</p> 	<p>Printing – Andy Warhol – Replicating the same print using different colours.</p> 	<p>Printing- William Morris – simple prints and patterns. Shape and colour prints and patterns.</p> 	<p>Printing – Andy Wahol- creating printing blocks using patterns. Using overlapping colours.</p>
		<p>Collage Henry Matisse – collage replicating pieces of art and using it to inform and develop their own master piece. The snail</p> 		<p>Collage Henry Matisse – collage replicating pieces of art and using it to inform and develop their own master piece. The snail The knife thrower</p> 		<p>Collage Henry Matisse – collage looking at how to create different forms using different techniques. Using work as an inspiration for own creations.</p>