



AUSTHORPE PRIMARY SCHOOL

CURRICULUM PROGRESSION

ART AND DESIGN



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring, evaluating and developing ideas	<p>Identify what needs to be changed.</p> <p>Represent own ideas.</p> <p>Use imagination.</p> <p>Ask and answer questions.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook</p> <p>Identify what they might change in</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used.</p> <p>Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in</p>



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		<p>their current work or develop in their future work.</p>	<p>Identify what they might change in their current work or develop in their future work.</p> <p>Annotate work in sketchbook.</p>			<p>random printing styles.</p> <p>Use art techniques to develop and imaginatively expand ideas.</p> <p>Comment on art with a near fluent use of technical language.</p> <p>Choose inks and overlay colours.</p>	<p>their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Use art techniques to develop and imaginatively expand ideas.</p>
<p>Drawing</p>	<p>Use a variety of tools.</p> <p>Begin to use a sketch book.</p> <p>Colour recognition.</p>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour.</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including</p>	<p>Annotate work in sketchbook</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period</p>	<p>Alter and refine drawings and describe changes using art vocabulary</p> <p>Explore relationships between line and tone, pattern and shape, line and texture</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media,</p>



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			<p>single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>of time at their own level.</p>		<p>visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Use a variety of effects to add interesting detail, eg. Shading, create 3d effects, indicate direction of sunlight in shading.</p> <p>Begin to use lines to represent movement and develop accuracy in line for perspective.</p>	<p>using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Begin to use lines to represent movement and develop accuracy in line for perspective.</p>
Painting	<p>Colour recognition.</p> <p>Use a variety of tools.</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p>	<p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p>	<p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p>



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		<p>Mix secondary colours and shades using different types of paint.</p> <p>Create different textures e.g. use of sawdust.</p>	<p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p>	<p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc</p>	<p>what they need for the task.</p> <p>Show increasing independence and creativity with the painting process</p>	<p>media and materials.</p> <p>Create imaginative work from a variety of sources.</p> <p>Develop a personal style of painting</p> <p>Use different types of paint to show different techniques and effects eg water colours.</p>	<p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>
Printing	<p>Use stamps to print on paper.</p> <p>Make leaf rubbings.</p>	<p>Make marks in print with a variety of objects (Stamps).</p> <p>Build a repeating pattern and recognise pattern in the environment.</p>	<p>Design patterns of increasing complexity and repetition.</p>			<p>Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p>	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p>



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						<p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours</p>	<p>Work relatively independently.</p>
Textile / Collage	<p>Pin art using string.</p>	<p>Use a variety of techniques, e.g. weaving.</p> <p>How to thread a needle.</p> <p>Create images from imagination, experience or observation.</p> <p>Create collages from a variety of media.</p> <p>Use a variety of tools and scissors.</p>	<p>Make a simple mosaic.</p> <p>Stitch, knot and use other manipulative skills.</p> <p>Create collages from a variety of media.</p>	<p>Use a variety of techniques, inc. printing, dyeing, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc</p>		<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
3D Forms	<p>Using malleable equipment: Playdoh etc.</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p>	<p>Manipulate clay for a variety of purposes, inc. models and tiles.</p>	<p>Join clay adequately and work reasonably independently.</p>		<p>Describe the different qualities involved in modelling,</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc.</p>



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		<p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Explore shape and form.</p>	<p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Plan, design and make models.</p>		<p>sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>
Breadth of Study	<p>Experiment in the scrap shed.</p> <p>Construction areas.</p> <p>Beginning to use ICT: Log on etc.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT</p> <p>Investigate different kinds of art, craft and design.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate different kinds of art, craft and design.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 dimensions and on different scales</p> <p>Investigate art, craft and design in the locality and in a variety of genres and styles</p>	<p>Work on their own, and collaboratively with others, on projects in 2 dimensions and on different scales</p> <p>Investigate art, craft and design in the locality and in a variety of genres and styles</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>



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