

Art & Design Curriculum Progression



Purpose

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

<p>How learning starts in the early years</p> <p>(key vocabulary and terms in bold)</p>	<p>A combination of child initiated and adult directed activities will give pupils the opportunities to learn to:</p> <ul style="list-style-type: none">● Explore the textures, movement, feel and look of different media and materials including paint, pastels, chalks, charcoal, pencils, crayons, ink, clay and textiles.● Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.● Use different media and materials to express their own ideas● Explore colour and use for a particular purpose● Develop skills to use simple tools and techniques competently and appropriately● Select appropriate media and techniques and adapt their work where necessary <p>Drawing & Painting: Children are Introduced tools for mark making inside and outside of the setting and on a large scale and small scale, felt pens, crayons, chalks, paint brushes with paint and water. They learn the basic techniques in adult let contexts before media is introduced into the continuous provision. They are taught how to carry out observational drawings.</p> <p>They learn what a primary colour is and how to mix them to make new colours using thick and thin brushes, small implements including: cotton buds and finger tips to explore new colours made.</p> <p>Printing: Children are introduced to printing with blocks, cut vegetables and natural objects: leaves, cones etc. They make repeating patterns including colour patterns</p> <p>3D experiences: Children explore plasticine, play dough, clay, cutting, sticking, tearing, folding and gluing. Papier Mache-small /large scale models to develop their understanding of 3D sculpture.</p> <p>Tool work (Busy Bench): Children are taught to safely handle tools to be able to manipulate materials to create sculptures.</p> <p>Collage & Textiles: Various resources for collage, textured papers, scrap paper, natural resources are used to learn about different textures, colours and effects. Collaboration on large scale collages and projects are explored. Weaving materials. We introduce the style of artists: Jackson Pollock, Archiboldi, Kandinsky, form ideas and use various media based on the work of artists.</p>
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Opportunities	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Breadth of Study</p> <p>(Suggested content and artists)</p>	<p><u>Painting- Bridget Riley Op Art</u></p> <p><u>Sculpture- -Giacometti, Barbar Hepworth -people and animals</u></p> <p><u>Drawing:pencils, pastels, charcoal, fabric crayons etc) -weather</u></p> <p><u>Draw & Use a variety and combination of media</u></p>	<p><u>Printing- Andy Warhol- Pop Art (sunset prints)</u></p> <p><u>Collage:The Great Fire of London (incorporate digital media)</u></p> <p><u>Textiles- Weaving- Australian aboriginal</u></p> <p><u>Painting:portraits-Leonardo DaVinci, Matisse, Archimboldo, Gauguin, Freud (self portrait)</u></p> <p><u>Draw & Use a variety and combination of media</u></p>	<p><u>Ancient Art : Cave Painting-drawing & painting</u></p> <p><u>Impressionism-painting (including Neo/Post-Impressionism-pointillism) Manet, Monet, Morisot, Renoir, Seurat, Cassatt, Manet, Van Gogh</u></p> <p><u>Weaving/sewing-Gunta Stolz, Harriet Powers</u></p> <p><u>Draw & Use a variety and combination of media- still life</u></p> <p><u>https://www.textileartist.org/textile-artist-gunta-stolzl-1897-1983</u></p>	<p><u>Mosaics (clay)-Emma Briggs & Isaiah Zagar (Romans)</u></p> <p><u>Georgia O'Keefe-Painting (America)</u></p> <p><u>Printing- Reduction block printing (Bath & medditeranean architecture-(Gaudi)-</u></p> <p><u>Draw & Use a variety and combination of media</u></p>	<p><u>Frida Kahlo & Rousseau - painting (Rainforest/jungle)</u></p> <p><u>Banksy, Jean-Michelle Basquiat -drawing/pastels/inks/stencil ling (contemporary artists, graffiti, street art)</u></p> <p><u>Batik--Inspired by landscape artists across movements : Turner, Constable, Cezanne, , Van Gogh, Hockney</u></p> <p><u>Draw & Use a variety and combination of media</u></p>	<p><u>Collage WW2-photos & digital/textiles (digital media)- Abstract Expressionism- Rothko, Pollock</u></p> <p><u>Printing- block fabric printing- Kenya</u></p> <p><u>Contemporary Artists--sculpture (wire and papier mache-large structures)-Picasso, Anthony Gormley, Henry Moore, Kara Walker (contemporary, conceptual)</u></p> <p><u>Draw & Use a variety and combination of media</u></p>



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<p>Artists, craftspeople and designers (ONGOING)</p>	<p>Describe the work of notable artists and begin to use the language of art. eg light, dark, bright, dull, colours.</p> <p>Use artists ideas for a model for their own art work.</p> <p>https://www.theartstory.org/</p>	<p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p> <p>https://www.theartstory.org/</p>	<p>Develop the language of art when talking about artists.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>https://www.theartstory.org/</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers</p> <p>Be more confident in using the language of art and in sketchbook notation.</p> <p>Create original pieces that are influenced by studies of others.</p> <p>https://www.theartstory.org/</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>https://www.theartstory.org/</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Notate work using correct language</p> <p>Show and explain how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles</p> <p>https://www.theartstory.org/</p>
<p>Exploring and developing ideas (ONGOING)</p>	<p>explore ideas and starting points</p> <p>Explore different methods and materials..</p> <p>Label our art work using some visual language</p>	<p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p> <p>label our art work using developing visual language.</p>	<p>develop ideas from starting points throughout the curriculum.</p> <p>start to collect information sketches and resources.</p> <p>Begin to explore, adapt and refine ideas.</p> <p>comment on artworks using visual language including work in our own.</p> <p>Begin to annotate work in sketchbook</p>	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language including their own.</p>	<p>develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Begin to present ideas more imaginatively and thoughtfully in sketchbooks.</p> <p>Begin to use the qualities of materials to enhance ideas.</p> <p>Annotate work in sketchbook to reflect progression of their ideas.</p> <p>Comment on artworks with a fluent grasp of visual language including their own.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p>

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				Annotate work in sketchbook.		Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language
Drawing	<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 using thick and thin lines, textures and tones.</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 single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour and shade using thick and thin lines, textures and tones.</p>	<p>Know and experiment with different grades of pencil and other implements. 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 of time at their own level. Use techniques such as stippling, hatching, blending, shading,, mark making for effect</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings using previously learnt techniques e.g stippling , hatching, blending, shading and describe changes using drawing vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture. Use different hardnesses of pencils.</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>Develop techniques for sustained observation e.g using a viewfinder, using different angles</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a wide variety of ways to make different marks with different paper and texture.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Use a choice of technique to depict movement, perspective, shadows and reflection.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</p>
Painting	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix primary to make secondary colours and</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping, etc.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p>	<p>Mix a variety of colours and know which are secondary and tertiary colours.</p> <p>Use a developed colour vocabulary-contrasting/complementary/ warm/cold.</p>	<p>Mix colours effectively.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Demonstrate a secure knowledge about colour. Choosing colour to create moods and effects</p>	<p>Mix colour shades and tones with confidence building on previous knowledge. Understanding which works well and why.</p> <p>Create their own appropriate colour palette.</p>



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	<p>shades using different types of paint.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Add white and black to colours to make tints and tones.</p>	<p>Add white to colours to make tints and tones.</p>	<p>Choose colours to create a mood.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc</p>	<p>Plan and create different effects and textures with paint according to what they need for the task. eg to create a mood.</p> <p>Show increasing independence and creativity with the painting process</p>	<p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Choose appropriate paint, paper and implements to adapt and extend their work. eg watercolour and acrylic.</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>
<h3>Sculpture</h3>	<p>Explore sculpture with a range of malleable media, including clay.</p> <p>Explore shape and form through experimenting with, constructing and joining recycled, natural and man-made materials.</p>	<p>Experiment with, construct and join recycled, natural and man-made materials more confidently-e.g paper, card, staws, clay, papier mache and modroc.</p> <p>Use techniques such as rolling cutting and coiling (clay)</p>	<p>Join materials adequately and work reasonably independently. e.g slip in clay</p> <p>Plan, design and make models</p> <p>use a variety of materials begin to develop techniques with certain materials eg papier mache</p>	<p>create and combine shapes to create recognisable forms (eg shapes made from nets and solid materials)</p> <p>Plan, design, make and adapt models.</p> <p>Use a variety of materials develop techniques with certain materials eg papier mache</p> <p>Include texture that conveys feelings, express or movement.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and manmade materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Use a variety of materials refine techniques with certain materials eg papier mache</p> <p>Add materials to provide interesting material</p>	<p>Develop skills in using clay inc. slabs, coils, slips, wire, mod roc, papier mache etc.</p> <p>Experiment with different styles, real life and abstract</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>



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<p style="text-align: center;">Collage including textiles</p>	<p>Mix materials to create textures.</p> <p>Use a combination of materials that are cut, torn or glued.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>use a combination of materials that are cut, torn or glued.</p> <p>Sort and arrange materials</p> <p>Create textured collages from a variety of media including wax resist</p>	<p>Begin to make decisions about where to place materials</p> <p>Name the tools and materials they have used.</p> <p>Experiment with a range of media e.g. overlapping, layering, adding texture, resist techniques-flour etc</p>	<p>Select and arrange materials for a striking effect.</p> <p>Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Refine and alter ideas and explain choices using collage vocabulary.</p>	<p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p>	<p>Use different techniques, colours and textures etc when designing and making final pieces of work.</p> <p>Mix textures combine visual and tactile qualities</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
<p style="text-align: center;">Printing</p>	<p>Make marks in print with a variety of objects, including natural and made objects and parts of the body. (rub, roll, stamp and print handprints, sponge prints)</p> <p>Carry out different printing techniques e.g. monoprint, (draw in the ink, lay the paper on top)</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise patterns in the environment.</p>	<p>.Use a variety of techniques, inc. poly-block (relief), monoprinting- sticking sponge to a block to make a stamp and rubbings.</p> <p>Design patterns of increasing complexity, colour and repetition.</p> <p>Use different objects to create more elaborate repeating prints and patterns- fruit, vegetables etc</p> <p>Use different materials to print on- fabric, papers- create wallpaper</p>	<p>Print using a variety of materials, objects and techniques including overlapping, using multiple print blocks, mono and relief print blocks</p> <p>Talk about the processes and resources used to produce a print -use the language of printmaking e.g. roller, printblock, ink, waterbased ink, relief, mono</p> <p>Explore patterns, colours and shapes, creating designs for printing taking inspiration from others and developing ideas</p> <p>Understand the print will be the mirror image of their block (lettering)</p>	<p>Use examples from printmakers, create and refine a print using a variety of techniques.</p> <p>use reduction printing with two colours for effect</p> <p>Refine their print ensuring evenness of ink, clarity of print, detail, adequate pressure to create a clear, even print</p> <p>Experiment with pattern and colour to develop own ideas</p>	<p>Explain techniques, including the use of poly-blocks, relief, mono (coiled string on a block) and resist printing.</p> <p>Organise and refine their work in terms of detail, pattern, repetition, symmetry or random printing styles.</p> <p>Choose appropriate coloured inks and overlay colours to create affect</p> <p>Refine prints for evenness and clarity</p>	<p>Describe varied techniques. including intaglio printing</p> <p>Refine use of pattern and texture</p> <p>Be familiar and confident with reduction printing using multiple colours</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work adding other mediums like stencilling and spraying on top</p> <p>Work relatively independently.</p>

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<p style="text-align: center;">Threshold Concepts</p>	<p>Media & Materials</p> <p>Techniques Process</p> <p>Colour Theory</p> <p>Emotions</p> <p>Artists and Artisans</p> <p>Effects</p> <p>Visual Language</p> <p>Styles and Periods</p>	<p>Media & Materials</p> <p>Techniques Process</p> <p>Colour Theory</p> <p>Emotions</p> <p>Artists and Artisans</p> <p>Effects</p> <p>Visual Language</p> <p>Styles and Period</p>	<p>Media & Materials</p> <p>Techniques Process</p> <p>Colour Theory</p> <p>Emotions</p> <p>Artists and Artisans</p> <p>Effects</p> <p>Visual Language</p> <p>Styles and Period</p>	<p>Media & Materials</p> <p>Techniques Process</p> <p>Colour Theory</p> <p>Emotions</p> <p>Artists and Artisans</p> <p>Effects</p> <p>Visual Language</p> <p>Styles and Period</p>	<p>Media & Materials</p> <p>Techniques Process</p> <p>Colour Theory</p> <p>Emotions</p> <p>Artists and Artisans</p> <p>Effects</p> <p>Visual Language</p> <p>Styles and Period</p>	<p>Media & Materials</p> <p>Techniques Process</p> <p>Colour Theory</p> <p>Emotions</p> <p>Artists and Artisans</p> <p>Effects</p> <p>Visual Language</p> <p>Styles and Period</p>
<p style="text-align: center;">Key Vocabulary and Schematic or Thematic Knowledge</p>	<p>Formal Elements of Art: Line, Colour, Tone, Form, Shape, Texture, Pattern</p> <p>Drawing :thick thin soft broad narrow fine pattern line shape detail mirror image nature made environment charcoal coloured pencil drawing pencil felt tip pen marker</p> <p>Painting:Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade e.g. different shades</p>	<p>Formal Elements of Art: Line, Colour, Tone, Form, Shape, Texture, Pattern</p> <p>Drawing :thick thin soft broad narrow fine pattern line shape detail mirror image nature made environment charcoal coloured pencil drawing pencil felt tip pen marker</p> <p>Painting:Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade e.g. different shades of red, green, blue, yellow Bright painter</p>	<p>Formal Elements of Art: Line, Colour, Tone, Form, Shape, Texture, Pattern</p> <p>Drawing detail, three dimensional, perspective,, hatching, stippling, blending, thumbnails, scale, enlarging, annotate, abstract, highlight, dimensions, shades, tones, solid, flat, sketch, line drawing, depth, viewfinder, technique</p> <p>Knowledge of pencil grades</p>	<p>Formal Elements of Art: Line, Colour, Tone, Form, Shape, Texture, Pattern</p> <p>Drawing detail, three dimensional, perspective,, hatching, stippling, blending, thumbnails, scale, enlarging, annotate, abstract, highlight, dimensions, shades, tones, solid, flat, sketch, line drawing, depth, viewfinder, technique, expressive</p> <p>Knowledge of pencil grades</p>	<p>Formal Elements of Art: Line, Colour, Tone, Form, Shape, Texture, Pattern</p> <p>Drawing; Viewpoint Distance Direction Angle Perspective Bird's eye view Alter Modify Interior focal point Exterior Natural form Vista Panorama Image Subject Portrait Caricature Expression Personality, composition, capture</p> <p>Painting: Traditional Representational Imaginary Modern art movement influence</p>	<p>Formal Elements of Art: Line, Colour, Tone, Form, Shape, Texture, Pattern</p> <p>Drawing Viewpoint Distance Direction Angle Perspective Bird's eye view Alter Modify Interior focal point Exterior Natural form Vista Panorama Image Subject Portrait Caricature Expression Personality, composition contrast, horizon, personal style, composition, capture, movement</p> <p>Painting: Traditional</p>

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	<p>of red, green, blue, yellow Bright painter</p> <p>Printing:Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth roller (brayer) block, barren</p> <p>Collage & Textiles:Fabric Colour Pattern Shape Texture Glue Stick Scissors Sew Needle Felt Hessian Scraps Wool Yarn Thread Fur Tweed Silk Satin Net Weave</p> <p>Sculpture:Model Cut Stick Fold Bend Attach Assemble Statue Stone Shell Wood metal sculptor</p>	<p>Printing:Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth roller (brayer) block, barren</p> <p>Collage & Textiles:Fabric Colour Pattern Shape Texture Glue Stick Scissors Sew Needle Felt Hessian Scraps Wool Yarn Thread Fur Tweed Silk Satin Net Weave</p> <p>Sculpture:Model Cut Stick Fold Bend Attach Assemble Statue Stone Shell Wood metal sculptor</p>	<p>Painting: Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade Bright dull muted texture brush- marks mood expression warm, cold complementary contrasting/colours</p> <p>Printing: print rubbing smudge image surface press decoration cloth block repeat, printing ink, pattern relief print roller (brayer) barren,</p> <p>Collage & Textiles: Fabric Colour Pattern Shape Texture Stick Sew Needle Felt Hessian Scraps Wool Yarn Thread Fur applique</p> <p>Sculpture Model Cut Stick Fold Bend Attach Assemble Statue Stone Shell Wood metal</p> <p>Digital Media: Cut Paste Digital camera Mouse Programme Clone Move tool Magic wand Enlarge Scale Stamp</p>	<p>Painting:Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade Bright dull muted texture brush- marks mood expression warm, cold complementary contrasting/colours</p> <p>Printing:</p> <p>Collage & Textiles: Fabric Colour Pattern Shape Texture Glue Stick Scissors Sew Needle Felt Hessian Scraps Wool Yarn Thread Fur Tweed Silk Satin Net Weave</p> <p>Sculpture Model Cut Stick Fold Bend Attach Assemble Statue Stone Shell Wood metal mold sculpt form 3D</p>	<p>Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense art movement impression realistic/realism, classical, modern abstract, surrealism expression contemporary</p> <p>Printing:Monotype Printing plate Inking up Water-based Oil-based Overlap Intaglio Relief Etching Engraving Indentation Collograph Pressure</p> <p>Collage & Textiles Cloth Fray Taffeta Organdie Poplin Tweed Embellished Manipulated Embroidered Warp Weft Replicate Soft sculpture</p> <p>Sculpture Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Rhythm Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip Attachment Relief</p>	<p>Representational Imaginary Modern art movement influence Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense art movement impression realistic/realism, classical, modern abstract, surrealism expression contemporary</p> <p>Printing: Relief print, mono printing, Monotype Printing plate Inking up Water-based Oil-based Overlap Intaglio Relief Etching Engraving Indentation Collograph Pressure</p> <p>Collage & Textiles: Fabric Colour Pattern Shape Texture Glue Stick Scissors Sew Needle Felt Hessian Scraps Wool Yarn Thread Fur Tweed Silk Satin Net Weave</p> <p>Sculpture Bend Attach Assemble Statue Stone Shell Wood metal malleable, Realistic Proportion Surface texture Balance Scale Relationship Transform Movement</p>
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						Rhythm Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip Attachment Relief
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Endpoints- milestones

Strand	Milestone 1	Milestone 2	Milestone 3
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Developing ideas

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language.

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<p>Painting</p>	<ul style="list-style-type: none">• Use thick and thin brushes.• Mix primary colours to make secondary.• Add white to colours to make tints and black <p>to colours to make tones.</p> <ul style="list-style-type: none">• Create colour wheels.	<ul style="list-style-type: none">• Use a number of brush techniques using thick <p>and thin brushes to produce shapes, textures,</p> <p>patterns and lines.</p> <ul style="list-style-type: none">• Mix colours effectively.• Use watercolour paint to produce washes for <p>backgrounds then add detail.</p> <ul style="list-style-type: none">• Experiment with creating mood with colour.	<ul style="list-style-type: none">• Sketch (lightly) before painting to combine line and colour.• Create a colour palette based upon colours observed in the natural or built world.• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.• Combine colours, tones and tints to enhance the mood of a piece.• Use brush techniques and the qualities of paint to create texture.• Develop a personal style of painting, drawing upon ideas from other artists.
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Collage	<ul style="list-style-type: none">• Use a combination of materials that are cut, torn and glued.• Sort and arrange materials.• Mix materials to create texture.	<ul style="list-style-type: none">• Select and arrange materials for a striking effect.• Ensure work is precise.• Use coiling, overlapping, tessellation, mosaic and montage.	<ul style="list-style-type: none">• Mix textures (rough and smooth, plain and patterned).• Combine visual and tactile qualities.• Use ceramic mosaic materials and techniques.
Sculpture	<ul style="list-style-type: none">• Use a combination of shapes.• Include lines and texture.• Use rolled up paper, straws, paper, card and clay as materials.• Use techniques such as rolling, cutting, moulding and carving.	<ul style="list-style-type: none">• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).• Include texture that conveys feelings, expression or movement.• Use clay and other mouldable materials.• Add materials to provide interesting detail.	<ul style="list-style-type: none">• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.• Use tools to carve and add shapes, texture and pattern.• Combine visual and tactile qualities.• Use frameworks (such as wire or moulds) to provide stability and form.

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<p>Drawing</p>	<ul style="list-style-type: none">• Draw lines of different sizes and thickness.• Colour (own work) neatly following the lines.• Show pattern and texture by adding dots and lines.• Show different tones by using coloured pencils.	<ul style="list-style-type: none">• Use different hardnesses of pencils to show line, tone and texture.• Annotate sketches to explain and elaborate ideas.• Sketch lightly (no need to use a rubber to correct mistakes).• Use shading to show light and shadow.• Use hatching and cross hatching to show tone and texture.	<ul style="list-style-type: none">• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).• Use a choice of techniques to depict movement, perspective, shadows and reflection.• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).• Use lines to represent movement.
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Art & Design Curriculum Progression



Print	<ul style="list-style-type: none">• Use repeating or overlapping shapes.• Mimic print from the environment (e.g. wallpapers).• Use objects to create prints (e.g. fruit, vegetables or sponges).• Press, roll, rub and stamp to make prints.	<ul style="list-style-type: none">• Use layers of two or more colours.• Replicate patterns observed in natural or built environments.• Make printing blocks (e.g. from coiled string glued to a block).• Make precise repeating patterns.	<ul style="list-style-type: none">• Build up layers of colours.• Create an accurate pattern, showing fine detail.• Use a range of visual elements to reflect the purpose of the work.
Textiles	<ul style="list-style-type: none">• Use weaving to create a pattern.• Join materials using glue and/or a stitch.• Use plaiting.• Use dip dye techniques.	<ul style="list-style-type: none">• Shape and stitch materials.• Use basic cross stitch and back stitch.• Colour fabric.• Create weavings.• Quilt, pad and gather fabric.	<ul style="list-style-type: none">• Show precision in techniques.• Choose from a range of stitching techniques.• Combine previously learned techniques to create pieces.



Art & Design Curriculum Progression

Learning about artists and artisans

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.