

# Art Curriculum Progression



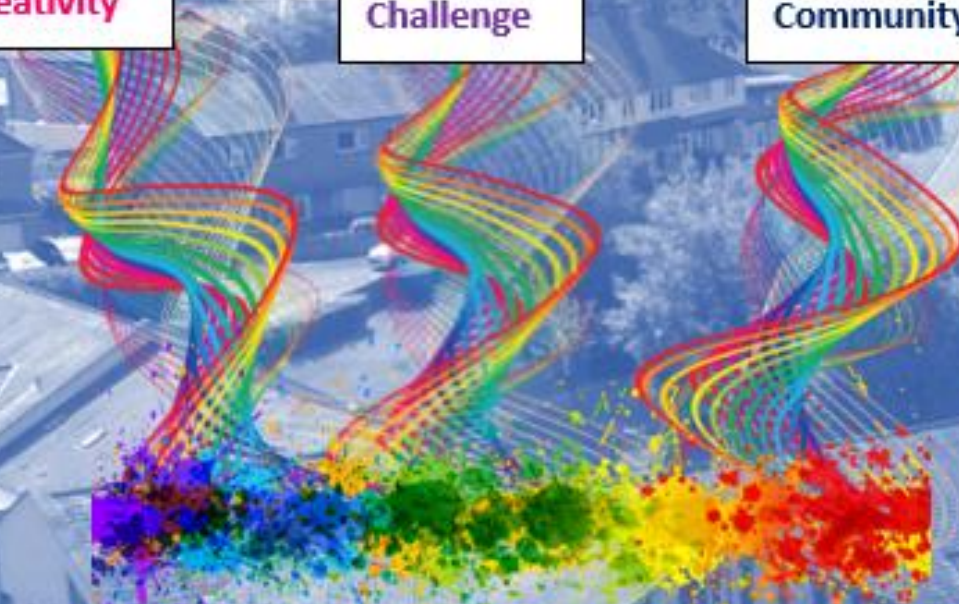
**Creativity**



**Challenge**



**Community**



## Art and Design

3 to 4 year olds	4 to 5 year olds	ELG	Key Vocabulary
<p>Expressive Art and Design</p> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>Explore colour and colour mixing.</li> </ul> <p>Physical Development</p> <ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Choose the right resources to carry out their own plan.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<p>Expressive Art and Design</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Physical Development</p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul> <p>Develop overall body-strength, balance, coordination and agility.</p>	<p>Expressive Art and Design</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul> <p>Physical Development</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul> <p>Begin to show accuracy and care when drawing.</p>	<p>colour names, mix, paint, texture, push, pull, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft, hard, collage, draw, chalking, lighter, darker</p> <p><b>COEL links</b></p> <p>Playing with what they know</p> <p>Maintaining focus on their activity for a period of time</p> <p>Thinking of ideas</p> <p>Finding ways to solve problems</p> <p>Making predictions</p>



## Key Stage 1 Progression in Art and Design Skills

Drawing	Painting	Printing	Textiles	3-D	Collage
<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media</p> <p><u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying</p>	<p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p><u>Colour</u> Identify primary colours by name Mix primary shades and tones</p> <p><u>Texture</u> Create textured paint by adding sand, plaster</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono - printing</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Create simple printing blocks with press print</p> <p>Design more repetitive patterns</p> <p><u>Colour</u> Experiment with overprinting motifs and colour</p> <p><u>Texture</u> Make rubbings to collect textures and patterns</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Create cords and plaits for decoration</p> <p><u>Colour</u> Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee</p> <p><u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p><u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form</p> <p><u>Texture</u> Change the surface of a malleable material e.g. build a textured tile</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p><u>Colour</u> Collect, sort, name match colours appropriate for an image</p> <p><u>Shape</u> Create and arrange shapes appropriately</p> <p><u>Texture</u> Create, select and use textured paper for an image</p>





## Lower Key Stage 2 Progression in Art and Design Skills

Drawing	Painting	Printing	Textiles	3-D	Collage
<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u> Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades</p>	<p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Experiment with paste resist.</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use papier mache to create a simple 3D object</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>



## Upper Key Stage 2 Progression in Art and Design Skills

Drawing	Painting	Printing	Textiles	3-D	Collage
<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form &amp; Texture</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition.</p>	<p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours</p> <p>Work with complementary colours</p>	<p>Create printing blocks by simplifying an initial sketch book idea</p> <p>Use relief or impressed method</p> <p>Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>	<p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p> <p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>





Shannon showed us the photographs taken by Joseph Hardman. They were beautiful and showed how times have changed. We looked at buildings, clothing and artefacts in them to discuss differences with today.