

Art and Design: Curriculum Progression

	EYFS	Y1	Y2	Y3/4	Y5/6
DRAWING	Develop fine/gross motor skills through large and small scale mark making opportunities with range of materials and media. Represent ideas and experiences.	Consolidate fine motor skills through use of range of equipment. Experiment with tones using the HB and coloured pencils. Experiment with pastels.	Use pencils (colour and HB graphite) to create dark and light tones. Use pastels in different ways e.g. hatching and mixing. Begin to shape and scale correctly	Begin to develop sketching skills using a range of graphite pencils to explore lines, marks, form, shape and tone. Use a range of sketching pencils. Introduction to charcoal, pastel, pen and ink.	Develop work in a sustained way to make detailed drawings using variety of dry and wet media (pastel, charcoal, chalk, ink) Use of viewfinders. Use different techniques within own work. (hatching/shading) Develop awareness of scale, perspective, proportion and composition.
PAINTING	Explore and experiment with wet media. Represent ideas and experiences.	Use ready mix paint and have experience of mixing powder paint. Use a variety of tools to create marks.	Mix and use a range of colours and consistencies (ready mix and powder paint). Use a wide range of brush sizes.	Experiment with effects and textures. (Ready mix, powder paint and water colours). Mix and use a range of primary / secondary colours, tints and shades.	Identify and use complementary and contrasting colours. Use colour / consistency and texture to create an effect eg light/atmosphere.
3D	Investigate building and joining with variety of materials. Explore malleable materials.	Build/sculpture from a variety of natural/manmade objects.	Shape and form clay, using simple tools for decorating and marking.	Year A: Develop clay work e.g. joining, working from a base. Year B: Use papier mache or other malleable material.	Year A: Plan and prepare for sculpture work. Use range of materials to produce a sculpture. Year B: Improve clay skills e.g. slabs, coils, slips etc. Use intricate patterns/textures in malleable material.

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PRINTING	Investigating printing.	Variety of printing opportunities: pattern and pictures. Rubbings	Relief and impression printing.	Producing printing blocks. Repeating patterns. (This can link to textiles).	May use within a project combined with another area.
COLLAGE	Opportunities to develop skills in cutting and gluing.	Correct and appropriate use of scissors and glue. Applying decoration.	Investigating texture eg with paper (scrunching, layering). Use a range of decorating techniques. Cutting shapes for a composition.	Year B: Experiment with a range of collage techniques to create images and textures.	Year B: Use collage within a mixed media project.
TEXTILES	Experience a variety of textiles. Explore simple weaving, threading, dyeing.	Use of textiles within collage/3D work. Basic weaving. Simple stitches.		Year A: Investigating printing/dyeing/weaving (Linked to PRINTING). Year B: Develop skills in stitching, cutting and joining. (Linked to COLLAGE).	Year A: Use fabric for 3D work. (Linked to 3D) Year B: Use fabric for collages. (Linked to COLLAGE)

NB For Otrack KPI's linked to each progression area please see 'End of Year Expectations' document.

KEY SKILLS

In each other area there should be opportunities to link to key skills including:

- investigating and **exploring** resources linked to **colour, pattern, texture, line, shape, form and space**.
- **skill** development (not just finished product).
- **evaluating** and **analysing** own and peer's approaches and outcomes, adapting and improving.
- Learning about great **artist's** work (historical/contemporary and from a range of countries and cultures) understanding historical and cultural development.
- developing the language of art including **key vocabulary**.
- working from **observation** and from **imagination**.
- **creativity**, allowing time for children to develop and share their own styles and ideas.
- working at different **scales** and on a variety of backgrounds e.g. outdoor / indoor / collaborative work.
- **sketchbooks** used at KS2 to show experimenting with media, skill development, collection of ideas and outcome.

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	EYFS	KS1	KS2
KEY SKILLS (OTrack)	<p>Exploring and using media: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Being Imaginative: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p>	<p>Record and explore ideas from first hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas - try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</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 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 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>Annotate work in sketchbook.</p>

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Useful Art Vocabulary

Line	Tone	Colour	Composition	Shape	Texture	Pattern
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straight curved broken scribble faint strong light dark free confident angular curvaceous fine bold thin think sharp soft jagged broad loose short flowing swirling uneven	contrast bright dark light faded smooth soft harsh gradient graduated shadow midtone shading range highlight reflected blended diffused tinted solid density shade	primary secondary complimentary dull pale deep bright vibrant warm cool tinted soft contrast harmonious pastel flat hue pure mixed subtle	background middle-ground foreground perspective symmetry design complex simple centred asymmetric focus space proportion size portrait landscape realistic unrealistic	angular organic sharp pointed frame square body figure rounded circular geometric spherical cylindrical proportion size multi-faceted mass bulky solid fluid dense 3-D 2-D form	rough smooth hard soft furry scaly cracked grainy dry spiky glossy matt shiny bumpy silky course uneven scumble stipple hatch layer	natural simple plain complicated busy intricate repeat random symmetrical stamped spiral irregular structured overlapped continuous tessellation cross hatch stripes zig-zag abstract delicate bold
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