Newbrough C of E Primary School - Art & Design

Curriculum Progression Year 1 to 6

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|   | Drawing  | Painting  | Sculpture  | Print/ Collage  |
|  Year 1  | * Hold & use a pencil correctly.
* Produce lines of different tones with the same pencil.
* Working from observation and imagination.
* Use a range of drawing media eg pencils, felt pen, charcoal, oil pastels and chalk.
* Start to use techniques such as shading and texture.
* Discuss own work.
 | * Hold and use brush correctly.
* Recognise and name the primary colours.
* Mix primary colours.
* Create a range of marks with a paintbrush.
* Discuss own work.
 |    | * Use glue and paste carefully.
* Cut shapes using scissors.
* Create patterns and pictures by printing from objects such as leaves, string, card etc.
* Develop impressed images with some detail and 2 colours.
* Develop paper and fabric collage.
* Discuss own work.
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|  Year 2  | * Begin to use a sketch book.
* Develop a range of tones using a single pencil.
* Produce an expanding range of patterns and textures that replicate those in the real world.
* Use a range of drawing media in different ways: hatching, scribble, stippling, layering blending, etc.
* Begin to use technical vocab.
* Discuss own work and that of artists in simple terms.
 | * Begin to use a sketch book.
* Mix a wide range of secondary colours, moving towards predicting the resulting colour.
* Replicating patterns and textures around them.
* Start to explore the relationship between colour and moods / feelings.
* Use the brush to create a wide range of marks that are being used in their work.
* Use appropriate language to task and media.
* Work on a variety of scales.
* Discuss own work and that of artists in simple terms.
 | * Able to shape and model from observation and imagination.
* Able to pinch and has experience of rolling coils and slabs using a modelling media.
* Able to impress and apply simple decoration.
* Able to build a construction/sculpture from a variety of objects.
* Carve into media using tools.
* Use appropriate language to describe tools, media, etc.
* Look and discuss own work and that of other sculptors.
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|  Year 3  | * Use a sketchbook to collect and record explorations and experimentations with different

media * Produce a wide range of patterns and textures using
 | * Use sketchbook to store information on colour mixing, brush marks,
* Mix and match colours where appropriate.
* Predict colour mixing results
 |   | * Develop ideas from observational work using sketchbook.
* Create collage work & repeating patterns.
* Use equipment and media
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|  | different media/grades of pencil. * Confident in working from observation and imagination.
* Make own choices of paper size and media.
* Use language appropriate to skill.
* Discuss own work and that of other artists.
 | with increasing accuracy and know a wider colour vocabulary. * Lighten and darken colours with the use of black and white.
* Work in different consistencies.
* Use language appropriate to skill.
* Discuss own work and that of other artists.
 |  | correctly, to be able to produce clean printed image. * Use appropriate language to describe tools, media, process, etc.
* Start to identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.
* Experienced a fabric decoration process – simple batik, tie dye and printing.
* Look and talk about own work and that of other artists.
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|  Year 4  | * Use sketchbook to plan, develop and refine ideas.
* Make reasoned choices of paper and media.
* Express different feelings through drawing.
* Experiment with relationship between line & tone, shape & pattern & by colours, overlay marks.
* Use tone and texture to enhance work.
* Use appropriate language.
* Discuss own work, that of others.
* Discuss work of artists.

  | * Use sketch book to support work, try out ideas, plan colours, brush marks etc.
* Plan and work in a variety of scales, selecting source material/media as appropriate eg water colours for small scale work.
* Mix and match colour accurately and use more specific colour language eg tint, tone, shade, hue.
* Use a brush to produce marks appropriate for work.
* Construct more expressive and imaginative work,
* Organise own working area and clear away correctly.
* Discuss own work, that of others.
* Discuss work of artists.
 | * Use sketchbook to inform, plan and develop ideas.
* Able to shape and model from observation and imagination.
* Shape, form, model and join with confidence.
* Able to produce more intricate patterns and textures.
* Experienced at replicating patterns and textures in a 3-D form
* Use language appropriate to skill and technique.
* Discuss own work and work of other sculptors.
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|  Year 5  | * Use sketch book to record media explorations and experimentations as well as for planning and collecting source material for future work.
* Show experience in using a range of drawing media and
 | * Use sketch book to plan work, try out ideas and techniques, plan colours, brush marks etc.
* Understand the colour wheel and complementary colours
* Knowledge of hues and tints, extend colour vocabulary in families.
 |   | * Experiment with ideas, to plan in sketchbook.
* Experienced in overlaying up to 3 colours.
* Produce detailed relief print.
* Experienced in producing pictorial and patterned prints.  Aware of the different
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|  | understand their different qualities. * Show awareness of the different functions of drawings
* Start to use very simple perspective.
* Show an awareness of the layout of the face and figure.
* Discuss own work and that of others.
* Discuss work of artists.

  | * Replicate patterns colours and textures in their work.
* Confident in working from a variety of sources.
* Confident to use different kinds of paints, techniques scales.
* Begin to study natural objects: a still life.
* Organise own working area and clear away correctly.
* Use language appropriate to skill and technique.
* Discuss own work and that of others.
* Discuss work of artists.
 |  | purposes of textiles and their construction: natural / manmade. * Experienced in combining techniques to produce end piece: embroidery over Tie dye, etc.
* Start to overwork prints with biro / colour pencils / paints, etc.
* Discuss and evaluate own work and that of others, and be aware of printed matter in the world around them.

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|  Year 6  | * Start to research required information, identifying artists who have worked in a similar way.
* Start to develop own style using explorations and experimentations from sketch book.
* Process, adapt and change ideas for end pieces.
* Experiment with mixed media work.
* Show experience in the different elements eg line, tone, pattern, texture, etc.
* Discuss own work and that of others.
* Discuss work of artists.

  | * Use their sketchbooks to plan, record and store information as appropriate.
* Begin to use simple perspective in their paintings/compositions.
* Begin to develop their own style.
* Mixed media experimentations in their work: working on cardboard, involving biros and coloured pencils.
* Organise own working area.
* Use working vocabulary eg portrait, landscape, balanced, composition, and scale.
* Show experience in the relationships between colours through their choice and use in their work. Secure knowledge of colour names.
* Discuss own work and that of others.
* Discuss work of artists.
 | * Plan and develop ideas in sketchbook and make inform choices about media.
* Shape and model from observation and imagination.
* Use language appropriate to skill and technique.
* Work safely, to organize working area and clear away.
* Take into account the properties of media being used.
* Aware of form shape and space in the world around them.
* Recognise sculptural forms in the environment: furniture, buildings, etc.
* Discuss and evaluate own work and that of other sculptors. Comparing different styles and approaches
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