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 |
|  | 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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