



Art and Design

Progression Planning Document



Teach children to hold a brush/pencil.
Washing out brushes.
Holding scissors correctly.

Taught in Cycle 1

Taught in Cycle 2

Taught in both

Evaluate

- Encourage children to talk about a variety of work including their own.
- Describe how they have used their skills and tools to create an effect.
- Identify aspects of their own work which could be made better.
- Discuss similarities and differences between children's work.
- Children can discuss what they have created in terms of pattern and texture.
- Express thoughts and feelings towards work.

By the end of	Developing ideas	Drawing	Painting	Collage	Sculpture	Print	Textiles	Digital Media	To Take Inspiration from the Greats
Resources	Music, stories and poems.	Pencils, crayons, felt tip pens	Flowers, plants, poster paints, powder paints, different sizes brushes	Fabrics, feathers, glitter, glue, scissors, paper, tissue paper, card	Clay, playdough, plasticine, cutting tools (for playdough)	Fruit, vegetables, finger paints, poster paints, powder paints, sponges, scrapers etc, wood, thick card, printing inks, paint, rollers	Hessian, plastic needles, thread, fabrics including felt, threading materials including shoe laces, ribbon, string etc.		Pictures, postcards, cards, photographs
Foundation Stage	Use stories, poems or music as a stimulus. Paint pictures based on memory for themes such as "birthday", "holidays" or "recent events".	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Selects appropriate resources and adapts work where necessary. Drawings mainly include and outline .	Explores colour and how colours can be changed. Selects appropriate resources and adapts work where necessary. Colour mixing with powder paint . Recognise and name main colours. Mixing primary colours.	Beginning to be interested and describe the texture of things. Selects appropriate resources and adapts work where necessary. Can use a combination of materials which are cut or torn and glued to create a picture.	Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using. Selects appropriate resources and adapts work where necessary. Explore a range of modelling materials (such as playdough and plasticine) using fingers and modelling tools. Uses rolling pins , hands and other tools to flatten and shape playdough/clay etc. Experiment making different shapes and objects with soft modelling materials such as animals, people, a birthday cake, food.	To print with a variety of media including fruit, hands, fingers, stamps etc. Explore the patterns which can be made by combining different colours and shapes.	Beginning to be interested and describe the texture of things. Handling different textures and feeling different surfaces. Join materials using glue . Thread different materials and objects.		Talk about colours in pictures, posters, paintings, displays and the work of artists etc.



Art and Design

Progression Planning Document



By the end of	Developing ideas	Drawing	Painting	Collage	Sculpture	Print	Textiles	Digital Media	To Take Inspiration from the Greats
Resources	Music, stories and poems.	Pencils, crayons, felt tip pens	Flowers, plants, poster paints, powder paints, different sizes brushes	Fabrics, feathers, glitter, glue, scissors, paper, tissue paper, card	Clay, playdough, plasticine, cutting tools (for playdough)	Fruit, vegetables, finger paints, poster paints, powder paints, sponges, scrapers etc, wood, thick card, printing inks, paint, rollers	Hessian, plastic needles, thread, fabrics including felt, threading materials including shoe laces, ribbon, string etc.		Pictures, postcards, cards, photographs
Year 1		<p>Colour (own work) neatly following the lines. Can copy everyday objects. Including more detail in drawings such as patterns and shapes. Being to develop a background.</p> <p>Vocab Copy detail outline pattern</p>	<p>Mixing secondary colours. Exploring how shades can be created using black and white. Practice mixing colours and shades to produce more accurate results. Uses thick and thin brushes, beginning to select where appropriate.</p> <p>Vocab Mixing shades thin thick brushes</p>	<p>Can cut and tear different materials for their collage. Sorting and arranging different materials. Simple joining of material using glue.</p> <p>Vocab Cut tear</p>	<p>From a flat piece of clay or playdough, cut out desired shapes with some accuracy. Experiment making different shapes and objects with soft modelling materials such as animals, people, a birthday cake, food. Manipulate playdough/clay in a variety of ways including rolling, pinching and kneading. Using tools safely and in the correct way. Adds simple decoration using paint, impressing etc. Simple joining of materials using PVA glue. Uses a range of materials to create a model including: straws, lolly pop sticks, paper, card, clay etc.</p> <p>Vocab Rolling pinching kneading tools joining</p>	<p>To make rubbings of surfaces and objects using wax crayons and chalks e.g. coins, leaves Build up a collection of rubbings to create a picture. Use a range of colours and shapes to produce more complex patterns. Mimic the print from the environment e.g. wrapping paper, wall paper.</p> <p>Vocab Rubbings print</p>	<p>Can compare and discuss different textures and surfaces. Sorting different materials according to feel. Learn running stitch using hessian, plastic needles and thick thread. Begin to weave different materials. Using different materials (e.g. felt, hessian) to create simple objects such as a bookmark or purse/wallet.</p> <p>Vocab Textures running stitch weave needle thread fabric</p>	<p>Explore ideas using digital sources (internet, ipads) Record visual information digitally</p> <p>Vocab Edit graphics line shape colour texture</p>	<p>Begin to talk about how artists, designers and craft workers have used colour and media to create an effect. Compare work of different designers, artists etc. looking for similarities and differences.</p> <p>Vocab artist</p>

Year 2	<p>Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p>	<p>Select appropriate pencil size to draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Observational drawings including more detail. Select appropriate media: chalk, pencil, crayon etc.</p> <p>Vocab dots lines tones observational drawing</p>	<p>Create colour wheels. Exploring what happens when you mix paint with other media types e.g. glue, washing up liquid. Can paint with a range of paints including poster, water colour etc.</p> <p>Vocab Colour wheel</p>	<p>Sort and arrange materials. Select materials effectively to create texture. Uses tools (scissors) safely and in the correct way. Can use the correct amount of glue to join materials together.</p> <p>Vocab Texture tools</p>	<p>Effective joining of materials using glue. Effective joining of clay pieces e.g. joining head to body using water. Can construct a model from imagination or observation. Beginning to add surface patterns and textures where appropriate. Being to carve 3D objects. Understands how clay physically changes when heated. Knows that clay can be decorated with a range of different materials including paint, varnish, glazes etc. Know that glazing clay will make it waterproof and more resilient.</p> <p>Vocab joining construct texture surface pattern carve varnish glaze waterproof resilient</p>	<p>Explore the effect of overlapping shapes and colours. Make a simple block print from wood, cardboard, string, match sticks etc. Explore the effects of printing onto different colours and fabrics and forming an opinion of which is most effective. Press print using water-based printing ink and rollers.</p> <p>Vocab Block print press print</p>	<p>Use weaving to create a pattern. Join materials using a stitch. Use plaiting. Using dip dye techniques.</p> <p>Vocab Weaving stitch dip dye</p>	<p>Use a simple graphics package/app to create images and effects with lines, shapes, colour and texture.</p> <p>Vocab Edit graphics line shape colour texture</p>	<p>Describe and compare the work of notable artists, artisans and designers. Create work in the style of the artist/designer.</p>
--------	---	---	---	---	--	---	--	---	---

Art and Design
Progression Planning Document

By the end of	Developing ideas	Drawing	Painting	Collage	Sculpture	Print	Textiles	Digital Media	To Take Inspiration from the Greats
Resources	Music, stories and poems.	Pencils, crayons, felt tip pens	Flowers, plants, poster paints, powder paints, different sizes brushes	Fabrics, feathers, glitter, glue, scissors, paper, tissue paper, card	Clay, playdough, plasticine, cutting tools (for playdough)	Fruit, vegetables, finger paints, poster paints, powder paints, sponges, scrapers etc, wood, thick card, printing inks, paint, rollers	Hessian, plastic needles, thread, fabrics including felt, threading materials including shoe laces, ribbon, string etc.		Pictures, postcards, cards, photographs

Year 3	Develop ideas from starting points throughout the curriculum	Develop intricate patterns/marks with a variety of media including pencil/chalk/pastel etc. Experiment using different grades of pencil and other implements to draw different forms and shapes. Use a sketch book to plan new ideas for future works. Begin to show an awareness of objects having a third dimension and perspective . Create textures and patterns with a wide range of drawing implements.	Practice applying paint of different consistencies using brushes of various sizes. Explore painting onto different surfaces including paper, card, foil, cellophane etc. Explore the effects of using different brushes. Demonstrate increasing control of marks made. Experiment with different effects including blocking in colour, washes, thickened paint and creating textural effects . Using light and dark to begin to explore complimentary colours. Use sketchbook to test out new ideas, plan colours for future works. Create different textures and effects with paint to fit to task	Select and use different textures and materials for effect.	Use equipment and media with confidence. Learn to secure work to continue at a later date. Join two parts successfully using glue etc. Construct a simple base for model/sculpture . Use a sketchbook to plan, collect and develop ideas. Produce more intricate surface patterns/ textures using tools and fingers and use them when appropriate. Produce larger sculptures using pinch/ slab/ coil techniques .	Interpretation of environmental and manmade patterns and form Building up shapes and patterns Discussing the nature of effects	Awareness of the nature of materials and surfaces Discussion of surface decoration-pots, Models Stitches and cuts threads and fibres .	Explore ideas using digital sources i.e. internet, ipads Record, collect and store visual information digitally. Present recorded visual images using software e.g. Photostory, Powerpoint	Explore a range of great artists, architects and designers in history. Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
Year 4	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	Use different levels of hardness 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.	Confidently control the types of marks made and experiment with different effects and textures (blocking colour, washes etc) Start to develop a painting from a drawing. Begin to choose appropriate media. Use light and dark within painting. Use sketchbooks to collect and record visual information from different sources.	Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage .	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. Add materials to provide interesting detail. Make a slip to join pieces of clay. Model over an armature : newspaper frame for Modroc. Use recycled, natural and man-made materials to create sculptures.	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 .	Shape and stitch materials. Use basic cross stitch and back stitch . Colour fabric. Create weavings . Quilt, pad and gather fabric .	Create images, video and sound recordings and explain why they were created. Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.

 <h2 style="text-align: center;">Art and Design</h2> <h3 style="text-align: center;">Progression Planning Document</h3> 									
By the end of	Developing ideas	Drawing	Painting	Collage	Sculpture	Print	Textiles	Digital Media	To Take Inspiration from the Greats
Resources	Music, stories and poems.	Pencils, crayons, felt tip pens	Flowers, plants, poster paints, powder paints, different sizes brushes	Fabrics, feathers, glitter, glue, scissors, paper, tissue paper, card	Clay, playdough, plasticine, cutting tools (for playdough)	Fruit, vegetables, finger paints, poster paints, powder paints, sponges, scrapers etc, wood, thick card, printing inks, paint, rollers	Hessian, plastic needles, thread, fabrics including felt, threading materials including shoe laces, ribbon, string etc.		Pictures, postcards, cards, photographs

Year 5	<p>Create sketch books to record their observations</p> <p>Explain how an idea has developed over time</p>	<p>Work independently to create detailed drawings.</p> <p>Draw for a sustained period of time.</p> <p>Use shading and hatching.</p> <p>Use sketchbook to record ideas and plan future work.</p> <p>Start to develop own style using mixed media.</p> <p>Begin to use perspective in work, using a simple focal point and horizon.</p> <p>Begin to show awareness of scale and proportion.</p>	<p>Confidently control the types of marks.</p> <p>Experiment with different effects and textures (colour blocking, washes, thickened paint etc)</p> <p>Mix and match colours</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning.</p>	<p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>	<p>Works in a safe way. Caring for equipment.</p> <p>Use a range of techniques including pinching, slabbing and coiling.</p> <p>Develop an understanding of different ways of finishing work: glaze, paint, polish etc.</p> <p>Use sketchbooks to plan a sculpture through drawing.</p> <p>Use sketchbooks to plan ways of joining.</p> <p>Can confidently carve a simple form.</p>	<p>Using tools in a safe way.</p> <p>Start to overlay prints with other media.</p> <p>Show experience in a range of mono print techniques.</p> <p>Use sketchbooks to collect and record information to plan future work.</p>	<p>Use a variety of techniques (printing, dyeing, weaving and stitching to create different textures)</p> <p>Begin to use 3D weaving.</p> <p>Produce two colour tie dye.</p> <p>Plan and design in a sketchbook.</p>	<p>Explore ideas using digital sources i.e. internet, ipads</p> <p>Use a graphics package to import or create/manipulate images.</p>	<p>Create original pieces that are influenced by studies of others.</p>
Year 6	<p>Create sketch books to record their observations and use to review and revisit ideas.</p> <p>Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>Think critically about their art and design work.</p>	<p>Work in a sustained and independent way to develop their own style of drawing.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes (shading and hatching).</p> <p>Use sketchbooks to plan and record information for future work.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Using perspective in drawings sing a single focal point on a horizon.</p> <p>Develop and awareness of scale and proportion.</p>	<p>Work in a sustained and independent way to develop own style of painting (through colour, tone and shade)</p> <p>Control the types of marks made and experiment with different effects such as colour blocking, washes etc.</p> <p>Mix colour and shade and tone with confidence.</p> <p>Use sketchbook to collect and record information for future works.</p> <p>Annotate work in sketchbook.</p>	<p>Add collage to a printed or painted background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas.</p>	<p>Shape, form, model and construct from observation and imagination</p> <p>Use recycled, natural and manmade materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Continue to develop skills in using clay including slabs, coils, slips</p> <p>Produce patterns and textures in malleable materials.</p>	<p>Create digital layered images from original ideas in sketchbooks</p> <p>Create printing blocks using sketchbook ideas</p> <p>Develop techniques i.e. mono-printing, block printing, relief/impressed method</p> <p>Experiment with overprinting motifs and colour</p>	<p>Use fabrics to create 3D structures/</p> <p>Experiment with a range of media to overlap and layer creating textures, effects and colours.</p> <p>Plan and design using a sketchbook.</p>	<p>Create digital layered images from original ideas in sketchbooks</p>	<p>Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>