

 Curriculum Progression (Art and Design) for EYFS, KS1 and KS2

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|   | EYFS  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  | Suggested artists  |
| Drawing Pencil, charcoal, inks, chalk, pastels, ICT software | * Begin to use a variety of drawing tools
* Use drawings to tell a story Investigate different lines
* Explore different textures Encourage accurate drawings of people
 | * Extend the variety of drawing tools
* Explore different textures
* Observe and draw landscapes
* Observe patterns
* observe anatomy (faces, limbs)

  | * Experiment with tools and surfaces
* Draw as a way of recording experiences and feelings (link to music)
* Sketch to make quick records
 | * Experiment with the potential of various pencils
* Initial sketches as a preparation for painting
* Accurate drawings of people – particularly faces
 | * Identify and draw the

effect of light (Link to science)* Scale and proportion (Link to maths)
* Accurate drawings of whole people including proportion and placement

  | * Interpret the texture of a surface
* Produce increasingly accurate drawings of people and the natural world eg. Beetle/flower
* Concept of perspective
 | * Effect of light on objects and people from different directions
* Interpret the texture of a surface
*
 | Leonardo Da Vinci,Vincent Van Gogh,Poonac  |
| Colour Painting, ink, dye, textiles, pencils, crayon, pastels  | * Experimenting with and using primary colours
* Naming colours
* Mixing colours (not formal)
* Learn the names of different tools that bring colour
* Use a range of tools to make coloured marks on paper

  | * Name all the colours
* Mixing of colours
* Find collections of colour
* Applying colour with a range of tools
* Piet Mondrain
 | * Make as many tones of one colour as possible

(using white) * Darken colours without using black
* Experience using colour on a large scale
* Great Fire of London
 | * Colour mixing
* Make colour wheels
* Introduce different types of brushes
* Pointillism – control over coloured dots
 | * Colour mixing and matching
* Observe colours on hands and faces, mix flesh tones
* Consider suitable equipment for the task
* Use colour to reflect mood
* Portrait painting - Mondigliani
 | * Controlling and experimenting with particular qualities of tone, shades, hue and mood eg war art and Egyptian art
* Consider using colour for particular purposes
* Space Art- Peter Thorpe
 | * Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces
* Hue, tint, tone, shades and mood
* Explore the use of texture in colour
* Colour for purposes
 | Jackson PollockClaude MonetBen Moseley, Vincent Van Gogh  |
| Texture textiles, clay, sand, plaster, stone | * Handling, manipulating and enjoying using materials
* Sensory experience
* Simple collages
* simple weaving
 | * Weaving
* Collage
* Sort according to specific qualities

How textiles create things  | * Overlapping and overlaying to create effects (Poppies)
* Use large eyed needles – running stitches (link to DT)
* Start to explore other simple stitches (link to DT)
* Collage
 | * Use smaller eyed needles and finer threads
* Weaving
 | * Use a wider variety of stitches, incorporating small beads
* Observation and design

of textural art Roman Mosaics  | Use stories, music, poems as stimuli Cog mechanicals – Steve Turner* Select and use materials
* Embellish work – printed nature with stitches
* Artists using textiles
 | * Develop experience in embellishing
* Work collaboratively on a larger scale
 | Linda Caverley, Molly WilliamsWilliam Morris Gustav Klimt  |
| Form 3D work, clay, dough, boxes, wire, paper sculpture, mod roc  | * Handling, feeling, enjoying and

manipulating materials * Constructing
* Building and destroying
* Shape and model
 | * Construct
* Use materials to make known objects for a purpose
* Pinch and roll coils and slabs using a modelling media.
* Make simple joins (link to DT)
 | * Expression of personal experiences and ideas
* Decorative techniques
* Replicate patterns and textures in a 3-D form (India/Africa)
* Consider their own work and that of other sculptors
 | * Shape, form, model and construct ( malleable and rigid materials)
* Plan and develop

  | * Plan and develop ideas
* Experience surface patterns / textures (Forest school)
* Analyse and interpret natural and manmade forms of construction
* Mayan temples in the jungle
 | * Plan and develop ideas
* Shape, form, model and

join Wire structures with tissue* Observation or imagination
* Discuss and evaluate own work
 | * Plan and develop ideas
* Shape, form, model and

join * Observation or imagination
* Properties of media
* Discuss and evaluate own work and that of other sculptors
 | Henry MooreBarbara HepworthAndy GoldsworthyLouise Nevelson |
| Printing Found materials, fruit/veg, wood blocks, press print, lino, string | * Rubbings
* Print with variety of objects
* Print with block colours
 | * Create patterns
* Develop impressed images
* Relief printing
 | * Identify the different forms printing takes
* (India/Africa)
 | * Relief and impressed printing
* Colour mixing through overlapping colour prints
 | * Interpret environmental and manmade patterns
* Andy Warhol- hand printing
 | * Design and combine prints
* Lino print
* Discuss and evaluate own work and that of others
 | * Build up drawings and images of whole or parts of items using various

techniques * Explore printing techniques used by various artists
* Visit Whittington Press
 | Pablo PicassoDan MatherAndy Warhol  |
| Pattern ( paint, pencil, textiles, clay, printing)  | * Repeating patterns
* Irregular painting patterns
* Simple symmetry
 | * Awareness and

discussion of patterns * Repeating patterns
* Symmetry (Link to maths)
 | * Experiment by arranging, folding, repeating, overlapping, Regular and

irregular patterning * Natural and manmade patterns
* (Forest School)
* Discuss regular and irregular
* Patterns
* Andy Goldsworthy
 | * Pattern in the environment
*
 | * Explore environmental and manmade patterns
 | * Create own abstract pattern to reflect personal experiences and expression
* Zentangle
 | * Create own abstract pattern to reflect personal experiences and expression
* Create pattern for purposes

  | Joan MiroBridget Riley,Paul KleeAlma Thomas |