

 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 Pollock  Claude Monet  Ben 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 Williams  William 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 Moore  Barbara Hepworth  Andy Goldsworthy  Louise 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 Picasso  Dan Mather  Andy 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 Miro  Bridget Riley,  Paul Klee  Alma Thomas |