

National Curriculum 2014: Progression in Art and Design

| | | Year 1/2 | Year 3/4 | Year 5/6 |
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| | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) | |
| | | <p><i>For instance:</i></p> <p><i>Work from observation and known objects</i></p> <p><i>Use imagination to form simple images from given starting points or a description</i></p> <p><i>Begin to collect ideas in sketchbooks</i></p> <p><i>Work with different materials</i></p> <p><i>Begin to think what materials best suit the task</i></p> | <p><i>For instance:</i></p> <p><i>Develop sketch books</i></p> <p><i>Use a variety of ways to record ideas including digital cameras and iPads</i></p> <p><i>Develop artistic/visual vocabulary to discuss work</i></p> <p><i>Begin to suggest improvements to own work</i></p> <p><i>Experiment with a wider range of materials</i></p> <p><i>Present work in a variety of ways</i></p> | <p><i>For instance:</i></p> <p><i>Select and develop ideas confidently, using suitable materials confidently</i></p> <p><i>Improve quality of sketchbook with mixed media work and annotations</i></p> <p><i>Select own images and starting points for work</i></p> <p><i>Develop artistic/visual vocabulary when talking about own work and that of others</i></p> <p><i>Begin to explore possibilities, using and combining different styles and techniques</i></p> |

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| | | <p><i>For instance:</i></p> <p><i>Begin to control lines to create simple drawings from observations</i></p> <p><i>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</i></p> <p><i>Hold a large paint brush correctly</i></p> <p><i>Make marks using paint with a variety of tools</i></p> <p><i>Consider consistency when applying paint</i></p> <p><i>Colour within the line</i></p> <p><i>Draw on smaller and larger scales</i></p> <p><i>Begin to add detail to line drawings</i></p> | <p><i>For instance:</i></p> <p><i>Use sketchbooks to record drawings from observation</i></p> <p><i>Experiment with different tones using graded pencils</i></p> <p><i>Include increased detail within work</i></p> <p><i>Draw on a range of scales</i></p> <p><i>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</i></p> <p><i>Use a variety of brushes and experiment with ways of marking with them</i></p> <p><i>Develop shadows</i></p> <p><i>Use of tracing</i></p> | <p><i>For instance:</i></p> <p><i>Use first hand observations using different viewpoints, developing more abstract representations</i></p> <p><i>Introduce perspective, fore/back and middle ground</i></p> <p><i>Investigate proportions</i></p> <p><i>Use a range of mediums on a range of backgrounds</i></p> <p><i>Work indoors and outdoors</i></p> <p><i>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</i></p> |
| | | <p><i>For instance:</i></p> <p><i>Recognise and name primary and secondary colours</i></p> <p><i>Mix primary colours to make secondary colours</i></p> <p><i>Share colour charts to compare variations of the same colour</i></p> <p><i>Create and experiment with shades of colour and name some of these</i></p> <p><i>Recognise warm and cold colours</i></p> <p><i>Create washes to form backgrounds</i></p> <p><i>Explore the relationship between mood and colour</i></p> | <p><i>For instance:</i></p> <p><i>Mix and match colours (create palettes to match images)</i></p> <p><i>Lighten and darken tones using black and white</i></p> <p><i>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</i></p> <p><i>Experiment with watercolour, exploring intensity of colour to develop shades</i></p> <p><i>Explore complementary and opposing colours in creating patterns</i></p> | <p><i>For instance:</i></p> <p><i>Build on previous work with colour by exploring intensity</i></p> <p><i>Introduce acrylic paint</i></p> <p><i>Develop watercolour techniques</i></p> <p><i>Explore using limited colour palettes</i></p> <p><i>Investigate working on canvas experiment with colour in creating an effect</i></p> <p><i>Mark make with paint (dashes, blocks of colour, strokes, points)</i></p> <p><i>Develop fine brush strokes</i></p> |

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| | | <p><i>For instance:</i></p> <p><i>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</i></p> <p><i>Develop controlled printing against outline /within cut out shapes</i></p> <p><i>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns</i></p> <p><i>Experiment with marbling, investigating how ink floats and changes with movement</i></p> | <p><i>For instance:</i></p> <p><i>Use roller and ink printing. Use simple block shapes formed by children</i></p> <p><i>Blend two colours when printing</i></p> <p><i>Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</i></p> <p><i>Form string roller prints to create continuous patterns</i></p> | <p><i>For instance:</i></p> <p><i>Create polystyrene printing blocks to use with roller and ink</i></p> <p><i>Explore monoprinting (see below for artists)</i></p> <p><i>Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point</i></p> <p><i>Experiment with screen printing</i></p> <p><i>Design and create motifs to be turned into printing block images</i></p> <p><i>Investigate techniques from paper printing to work on fabrics</i></p> |
| | | <p><i>For instance:</i></p> <p><i>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</i></p> <p><i>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</i></p> <p><i>Look at sculptures and try to recreate them using everyday objects/range of materials</i></p> <p><i>Begin to form own 3D pieces</i></p> <p><i>Consider covering these with papier-mâché</i></p> <p><i>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</i></p> <p><i>Look at sculptures by known artists and natural objects as starting points for own work</i></p> | <p><i>For instance:</i></p> <p><i>Develop confidence working with clay adding greater detail and texture</i></p> <p><i>Add colour once clay is dried</i></p> <p><i>Investigate ways of joining clay - scratch and slip</i></p> <p><i>Introduce 'modroc'</i></p> <p><i>Create work on a larger scale as a group</i></p> <p><i>Use pipe cleaners/wire to create sculptures of human forms</i></p> | <p><i>For instance:</i></p> <p><i>Design and create sculpture, both small and large scale</i></p> <p><i>Make masks from a range of cultures and traditions, building a collage element into the sculptural process</i></p> <p><i>Use objects around us to form sculptures</i></p> <p><i>Use wires to create malleable forms</i></p> <p><i>Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</i></p> <p><i>Create human forms showing movement</i></p> |

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| | | <p><i>For instance:</i></p> <p><i>Develop collages, based on a simple drawing, using papers and materials</i></p> <p><i>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</i></p> <p><i>Weave using recycled materials – paper, carrier bags</i></p> <p><i>Investigate a range of textures through rubbings</i></p> <p><i>Simple batik work</i></p> <p><i>Develop tearing, cutting and layering paper to create different effects</i></p> <p><i>Dye fabrics using tea, red cabbage, beetroot, onion, spinach</i></p> <p><i>Weave with wool</i></p> | <p><i>For instance:</i></p> <p><i>Research embroidery designs from around the world, create own designs based on these</i></p> <p><i>Sew simple stitches using a variety of threads and wool</i></p> <p><i>Investigate tie-dying</i></p> <p><i>Create a collage using fabric as a base</i></p> <p><i>Make felt</i></p> <p><i>Develop individual and group collages, working on a range of scales</i></p> <p><i>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</i></p> | <p><i>For instance:</i></p> <p><i>Introduce fabric block printing</i></p> <p><i>Create tie dye pieces combining two colours</i></p> <p><i>Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.</i></p> <p><i>Weave using paintings as a stimulus / the natural world</i></p> <p><i>Experiment with circular embroidery frames</i></p> <p><i>Create detailed designs which can be developed into batik pieces</i></p> |

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| | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> about 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 | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> about great artists, architects and designers in history | |
| | <p><i>For instance:</i></p> <p><i>Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage)</i></p> <p><i>Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces</i></p> <p><i>Consider specific works such as Richard Long's 'Mud Hand Circle' (printing)</i></p> <p><i>Consider works from different cultures e.g. Chinese block prints</i></p> | <p><i>For instance: Use the work of artists to replicate ideas or inspire own work e.g.</i></p> <p><i>Look at the work of David Hockney e.g. photo montages (drawing)</i></p> <p><i>Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour)</i></p> <p><i>Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian</i></p> <p><i>Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture)</i></p> <p><i>Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing)</i></p> <p><i>Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour)</i></p> <p><i>Abstract paintings by Picasso (colour)</i></p> <p><i>Use the work of artist Stacey Chapman "car" and other images on the internet (print)</i></p> <p><i>Look at work of Henry Moore (sculpture)</i></p> <p><i>Consider work by contemporary textile artist Patricia Greaves (textiles).</i></p> | <p><i>For instance: Use the work of artists to replicate ideas or inspire own work e.g.</i></p> <p><i>Consider work by artists such as Cezanne, Derain, Van Gogh (colour)</i></p> <p><i>Look at the style of Fauve artists Derain, Vlaminck and Braque</i></p> <p><i>Consider the work of Seurat (pointillism –colour)</i></p> <p><i>Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print)</i></p> <p><i>Consider work of Cornelia Parker (sculpture)</i></p> <p><i>Consider the work from other cultures e, g Asia</i></p> <p><i>Consider Georgia O Keffe flowers showing use of line or William Morris detailed tiles - natural sources (colour)</i></p> <p><i>Look at cubist artists such as Picasso, Duchamp to show movement/ layering</i></p> <p><i>Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol)</i></p> <p><i>Artists such as Claude Lorrain, Poussin, Jan Beane and Annemeike Mein could be discussed as starting points.</i></p> |

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