

Art and Design Curriculum Progression

By the end of year 6 children at RAB should demonstrate the following essential characteristics of artists:

- *The ability to use line, shape, pattern, colour, texture and 3D form to express emotions and ideas, interpret observations and develop their own style.*
- *The ability to use a range of materials creatively to design and make products.*
- *The ability to draw confidently from observation, memory and imagination in the use of sketch books and in finished products.*
- *To have a secure knowledge and understanding of other artists (living and non-living), craft makers, architects and designers.*
- *The ability to select and use materials, processes and techniques skilfully and creatively to develop a plan and understand that mistakes are an important part of the learning process.*
- *The ability to reflect, analyse and critically evaluate their own work and that of others.*

“A sketchbook puts you at the centre of your learning. It’s somewhere to question your own work without necessarily finding answers. It’s a place where you can log ideas that may or not be used later, playing with your ideas and externalising your thoughts. If you use one regularly all your various interests will be stored in one place helping you to make new connections. Sketchbooks can both widen and intensify your focus. They help you to think, explore, record, reflect, experiment and collect your thoughts.”

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	* Record and explore ideas from first hand observation, experience and imagination. * Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. * Explore the differences and similarities (KS1), roles and purposes (KS2) within the work of artists, craftspeople and designers working in different times and cultures.						
Evaluating and Developing work (ONGOING)	*Review what they and others have done and say what they think and feel about it e.g. annotate work in sketchbook. *Identify what they might change in their current work or develop in their future work. *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them (KS2). *Adapt their work according to their views and describe how they might develop it further (KS2).						
Knowledge about artists (suggested starting points)	Joan Miro (paintings/ sculpture) Mondrian (paintings) Paul Klee (paintings) Jackson Pollock (painting)	Richard Long (sculpture) Anni Albers (textiles/ weaving) Van Gogh (drawing and painting) Tinga Art (African)	Ted Harrison (collage/textiles) Inuit Art (textiles). Henri Rousseau (painting) Antony Gormley (drawing, sculpture)	Henry Moore (sculpture) David Hockney (drawing/ painting – iPad project) Henri Matisse (painting/ collage)	Barbara Hepworth (sculpture) Gustav Klimt (painting/ textiles) Degas (Observational drawing)	Giacometti (sculpture) David McEown (painting) William Morris (printing) Walter Mason/ Andy Goldsworthy (collage/ textiles)	Dali and Picasso (comparison) (drawing) Roman Art. Kurt Schwitters (mixed media collage)
Drawing (<i>pencil, charcoal, ink, chalk, felt tips, pastel & erasers</i>)	*Enjoy using a variety of drawing tools e.g. finger, sticks, pencil, coloured pencils, pastels and chalks to create different types of marks. *Draw on different surfaces and coloured papers. *Use a pencil to create different thickness and	*Experiment with a range of media. *Draw on different surfaces. *Use a sketchbook to plan and develop simple ideas. *Experiment with how to create tone and texture using drawing resources e.g. <i>by rubbing</i> ,	*Investigate tone by drawing light/ dark lines, patterns and shapes using a pencil. Name, match and draw lines/ marks from observations. *Sketch to make quick records & annotate ideas & observations. *Draw from	*Develop intricate patterns and marks with a variety of media. *Draw negative and positive shapes. *Show an awareness of objects having a third dimension and perspective. *Make initial	*Make accurate drawings (people – focus on whole person; proportion and placement) *Experiment and make informed choices with various grades of pencils to show line, tone, intricate patterns and texture. *Use sketchbooks	* Use drawing techniques to work from a variety of sources including observation, photographs and digital images. *Make increasingly accurate drawings (people – focus on whole person; proportion and placement)	*Draw increasingly accurate people and objects showing light and shade (reflections/ shadows) from different directions. *Represent the texture of a surface using a range of mark making techniques.

	<p>tones of lines (lighter and darker).</p> <p>*Produce patterns and textures from observations, imagination and illustration.</p>	<p><i>hatching, stippling, blending etc.</i></p> <p>*Investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p>	<p>observation (<i>landscape, figures & still-life</i>) and memory or imagination.</p> <p>*Draw on different surfaces using a range of media showing some control of the marks made.</p>	<p>sketches as a preparation for painting.</p> <p>*Use digital technology to produce drawings (see David Hockney iPad project)</p> <p>*Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>* Draw for a sustained period of time at an appropriate level.</p>	<p>to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>* Draw for a sustained period of time at an appropriate level.</p>	<p>*Be introduced to the idea of perspective, practise in sketchbooks.</p> <p>* Develop detailed drawings working on key elements particularly line, tone, pattern and texture.</p> <p>*Develop an awareness of composition, scale and proportion in drawings and paintings.</p> <p>*Represent the texture of a surface using a range of mark making techniques.</p>	<p>*Draw objects, landscapes using single point focal perspective and horizon.</p> <p>*Use sketchbooks to collect, record and plan for future works. Adapt work and describe how to develop it further.</p> <p>*Draw for a sustained period of time over a number of sessions working on one piece.</p>
Painting	<p>*Experiment with and use primary colours</p> <p>*Name colours</p> <p>*Experiment with mixing colours (not formal).</p> <p>*Learn the names of different tools.</p> <p>*Use a range of tools and brush</p>	<p>*Know the names of all primary and secondary colours.</p> <p>*Mix primary colours to create secondary colours.</p> <p>*Use a range of tools to apply paint (different size brushes, sponges etc)</p>	<p>*Make lighter and darker tones of a colour.</p> <p>*Recognise warm and cold colours.</p> <p>*Control types of marks made with a range of techniques e.g. layering, mixing media and adding texture.</p>	<p>*Make colour wheels (primary, secondary, tertiary and complementary colours).</p> <p>*Work with different size brushes to create different effects.</p> <p>*Apply colour using different techniques e.g.</p>	<p>*Colour mix considering light and dark tones (without the use of black).</p> <p>*Independently select the appropriate tools for the task (e.g. type of paint, size of brush, scale of paper etc).</p> <p>*Choose colours</p>	<p>*Select colour for purpose (create feelings, mood, light, shade, hues and tones).</p> <p>*Confidently control the types of marks made and experiment with different effects and textures.</p> <p>*Start to develop</p>	<p>*Select colour and technique for purpose (create feelings, mood, light, shade, hues and tones).</p> <p>*Work in a sustained and independent way, revisiting work over several sessions to evaluate and improve piece.</p>

	<p>sizes to make marks on different colour, size and shapes of paper.</p>	<p>*Explore lightening and darkening paint.</p> <p>*Paint on different surfaces with a range of media.</p> <p>*Start to record simple media explorations in a sketch book.</p>	<p>*Use a sketchbook to plan and develop simple ideas and store information on colour mixing, the colour wheel and colour spectrums.</p> <p>*Select different size brushes to create different marks appropriate to the desired outcome.</p>	<p>washes, stippling, blending, layering, scratching, texturing, splashing etc).</p> <p>*Use a sketchbook to record explorations and experimentations as well as planning ideas, colours and collecting source material for future work.</p>	<p>and painting styles to reflect and create mood.</p> <p>*Work in the style of a selected artist – NOT copying.</p> <p>* Use a sketchbook to record explorations and experimentations as well as planning ideas, colours and collecting source material for future work.</p>	<p>own style using tonal contrast and mixed media.</p> <p>*Use a sketchbook to record explorations and experimentations as well as planning ideas, colours and collecting source material for future work.</p>	<p>*Use a sketchbook to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbooks.</p>
Collage/Textiles	<p>*Handle, manipulate and enjoy using materials.</p> <p>*Create simple collages using a range of natural and manmade tactile objects.</p> <p>*Select, sort, tear and glue down items to create a simple collage.</p> <p>*Use appropriate language to describe colours, media, equipment and textures.</p>	<p>*Create a simple weaving using a paper/ card loom.</p> <p>*Mix colours and paint strips to weave with.</p> <p>*Add objects to weavings such as twigs, strips of fabric, attached buttons etc.</p> <p>*Make collages using a range of large and small objects.</p> <p>*Sort materials for collage according to different qualities e.g.</p>	<p>*Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea.</p> <p>*Use adhesives to select and place cut and torn shapes onto a surface to convey an idea.</p> <p>*In collage, develop skills in overlapping and overlaying to create effects.</p>	<p>*Build on all previous experiences.</p> <p>* Use smaller eyed needles and finer threads for sewing.</p> <p>*Apply decoration such as buttons, sequins, beads, feathers etc.</p> <p>*In weaving, use colour to express an idea or theme e.g. seasons, mood or picture.</p> <p>*Experiment with ways of colouring or patterning</p>	<p>*Build on all previous experiences.</p> <p>*Use initial sketches in sketchbooks to plan work.</p> <p>*In weaving and collage continue to use colour to express an idea or theme e.g. seasons, mood or picture (use stories, music or poems as stimuli).</p> <p>*Apply decoration such as buttons, sequins, beads, feathers etc.</p>	<p>*In weaving and collage continue to use colour to express an idea or theme e.g. seasons, mood or picture (use stories, music, poems or the environment as stimuli).</p> <p>*Explore and investigate methods of making fabric (weaving, felting, knitting, spinning, lace making etc)</p> <p>*Look at work of other artists using textiles.</p>	<p>*Work collaboratively on a large scale collage/ weaving.</p> <p>*Use found and constructed materials to create collages/ weavings.</p> <p>*Create an embellished piece of artwork by adding appliqué, drawing, sticking, painting, weaving, layering etc.</p> <p>*Apply knowledge of different techniques to express feelings.</p>

		<p>warm/ cold colours, shiny/ matt materials etc.</p> <p>*Discuss how different forms of textiles create objects e.g. clothing, furnishings, carpets, rugs, cushions etc.</p>	<p>*Use large eyed needles and different coloured thick threads to 'draw' with, using running stitches.</p> <p>*Start to explore back stitch/ cross-stitch, fraying, knotting, fringing and plaiting to modify textiles.</p> <p>*Use a sketchbook to record explorations and experimentations as well as planning ideas, colours and collecting source material for future work.</p>	<p>material e.g. tie dyeing, batik etc.</p> <p>*Use a sketchbook to record explorations and experimentations as well as planning ideas, colours and collecting source material for future work.</p>	<p>*Look at and discuss fabrics from other countries. Compare with own designs.</p> <p>*Become confident with ways of colouring or patterning material e.g. resist paste, tie dyeing, batik etc.</p>	<p>*Demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye, fabric printing on top of batik background etc.</p>	<p>*Use a sketchbook to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbooks.</p>
Sculpture	<p>*Feel, handle and manipulate a range of materials.</p> <p>*Cut shapes using scissors.</p> <p>*Construct and build from simple objects (also pull apart and reconstruct).</p> <p>*Shape and model materials from</p>	<p>*Construct in 3D form to represent personal ideas.</p> <p>*Use materials to make known objects for a purpose e.g. a puppet.</p> <p>*Carve into malleable materials using simple tools safely and correctly.</p>	<p>*Use a sketchbook to plan and develop simple ideas and making simple informed choices in the media they want to use.</p> <p>*Shape, form, construct and model from observation and imagination.</p> <p>*Investigate clay;</p>	<p>*Develop confidence working with clay and joining two parts successfully.</p> <p>*Use pinch, slab and coil techniques to produce larger clay pieces. Produce more intricate surface patterns/ textures to work, Add colour once clay</p>	<p>*Work in a safe, organised way caring for equipment. Secure work to continue at a later date.</p> <p>*Develop confidence working with clay by adding greater detail and texture. *Investigate ways of joining clay (scratch and slip</p>	<p>*Work in a safe, organised way caring for equipment. Secure work to continue at a later date.</p> <p>*Gain experience in modelling over an armature (e.g. newspaper frame with Modroc covering)</p> <p>*Design and</p>	<p>*Work in a safe, organised way caring for equipment. Secure work to continue at a later date.</p> <p>*Work in both relief and freestanding form using a range of media. *Clay work – model and develop work</p>

	<p>observation and imagination using a variety of recycled, natural and manmade materials).</p> <p>*Impress and apply simple decoration to a 3D form.</p> <p>*Use simple language through discussion of feel, size, look and smell of materials.</p>	<p>*Make simple joins by manipulating glue, tape, construction etc.</p> <p>*Use materials such as clay, papier-mache to form own 3D pieces.</p> <p>*Impress and apply</p>	<p>pinching, rolling, twisting, scratching, coiling, adding details and textures using tools.</p> <p>*Look at sculptures by known artists and natural objects as starting points for own work.</p> <p>*Explore carving as a form of 3D art.</p>	<p>has dried.</p> <p>*Use pipe cleaners/ sculpting wire to create sculptures of human forms.</p> <p>*Model over an armature (frame).</p> <p>*Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p>	<p>method).</p> <p>*Create 3D work using recycled, natural and manmade objects around us to form sculptures – successfully joining.</p> <p>*Explore carving as a form of 3D art.</p> <p>*Demonstrate awareness in environmental sculpture.</p>	<p>create sculpture, both small and large scale (use sketchbooks to record thought inform, plan and develop ideas).</p> <p>*Use recycled, natural and manmade objects around us to form sculptures – successfully joining.</p> <p>*Confidently carve a simple form.</p> <p>*Discuss own work with that of other sculptors in detail.</p> <p>*Clay work – model and develop work through combination of techniques – pinch, slab and coil work.</p>	<p>through combination of techniques – pinch, slab and coil work.</p> <p>*Demonstrate ways of finishing work for presentation e.g. glazing, painting, sanding and polishing.</p> <p>*Work around armatures or over constructed foundations.</p> <p>*Discuss own work with that of other sculptors in detail.</p> <p>*Recognise sculptural forms in the environment: furniture, buildings etc.</p> <p>*Confidently carve a simple form.</p>
Printing	<p>*Create rubbings showing textures/ patterns (leaves, coins, bricks etc).</p> <p>*Print with a variety of objects (leaves, hands, feet, vegetables,</p>	<p>*Print simple pictures with a range of hard and soft materials e.g. cork, sponge, pen lids, cotton reels etc.</p> <p>*Create patterns</p>	<p>*Continue to print with a wide range of hard and soft objects/ textures).</p> <p>*Make simple marks on rollers and printing palettes. Take simple clean</p>	<p>*Print simple pictures using different printing techniques.</p> <p>*Experiment with 3 colour printing.</p> <p>*Continue to explore mono-</p>	<p>*Use sketchbooks to create ideas for prints, planning and experimenting with colours, textures, lines and patterns. Collect source material and research for</p>	<p>* Use sketchbooks to create ideas for prints thinking about colours, textures, lines and patterns.</p> <p>*Explore a range</p>	<p>*Design and create motifs to be turned into printing block images using various techniques such as mono prints, relief prints,</p>

	<p>junk, bark, modelling clay etc).</p> <p>*Print onto a range of textures and different papers. (newspaper, coloured paper, plain paper, clay, dough)</p> <p>*Print using a range of colours.</p> <p>*Develop simple patterns by using objects.</p> <p>*Use stencils to create a picture.</p>	<p>by printing more than one colour.</p> <p>*Print by making an impressed image (in dough, clay, drawing into ink etc).</p> <p>*Use equipment and media correctly to produce a 'clean' printed image.</p> <p>*Create relief prints (using hands, objects, string, card shapes, scratching into surfaces etc).</p> <p>*Identify forms of printing: books, posters, pictures, fabric, wallpaper etc.</p>	<p>prints e.g. mono printing (printing an image that can only be made once).</p> <p>*Create prints by using repeated patterns/ symmetry.</p> <p>*Use equipment and media correctly to produce a 'clean' printed image.</p> <p>*Experiment with overprinting motifs and colours.</p>	<p>printing and relief printing (print an image that can only be made once, e.g. drawing/ scratching directly into paint and printing a one off image).</p> <p>*Explore the work of a range of artists, craft makers and designers and make links to their own works.</p> <p>*Combine prints from different objects to produce an end piece.</p>	<p>future work.</p> <p>*Continue to gain experience in 3 colour printing.</p> <p>*Create repeating patterns.</p> <p>*Demonstrate experience in fabric printing.</p> <p>*Continue to experiment with mono and relief printing.</p> <p>*Combine prints taken from different objects to produce an end piece.</p>	<p>of mono printing techniques. Start to overlay prints with other media.</p> <p>*Discuss and evaluate own work and that of other artists e.g. William Morris. (printing specifically) Link to embroidery (textile unit).</p> <p>*Design prints for fabrics, book covers and wallpaper.</p> <p>*Make connections between their own work and patterns in their environment e.g. curtains, wallpaper etc.</p>	<p>collage printing etc.</p> <p>*Experiment with layering and collaging of printed images.</p> <p>*Discuss and evaluate own work and that of other artists e.g. Kurt Schwitters (printing specifically). Investigate techniques to create overlay images.</p>
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*Digital art created using computer generated drawings and digital photography may be used throughout to express and record ideas.