

Progression in Art and Design at Raughton Head CE Primary

We use Developmental Matters as Non-statutory curriculum guidance for the Early Years Foundation Stage.

3- and 4-year olds will be learning to:

Create closed shapes with continuous lines and begin to use these shapes to represent objects.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Use drawing to represent ideas like movement or loud noises.
Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
Explore colour and colour mixing.
Show different emotions in their drawings – happiness, sadness, fear, etc.

Children in reception will be learning to:

Explore using different tools, materials and techniques.
Be allowed time to draw and make marks.
Talk about the process used when creating.

The EYFS profile is a statutory assessment of children's attainment. At the end of the Early Years Foundation Stage children should be able to:

Use a range of small tools, including scissors, paint brushes
Begin to show accuracy and care when drawing.
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
Share their creations, explaining the process they have used
Make use of props and materials when role playing characters in narratives and stories.

The national curriculum for Art and Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 1

- to use a range of materials creatively to design and make products

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Key Stage 2

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Pupils should be taught to:	Early Years		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Class One		Class Two		Class Three			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture	Explore ways of changing shape or texture of malleable materials. Explore ways of arranging materials such as boxes to make a model.	Use hands or tools to manipulate malleable materials such as playdough or clay. Explore ways of arranging and fixing materials such as boxes to create a model. Know that different things can be shaped such as wire.	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. Create 3D models using materials such as recycled boxes.	Manipulate malleable materials and press objects into the materials to make textures, patterns and imprints.	Create a 3-D form using malleable material. Develop use of scoring and slip to join. Know that we can shape Modroc and papier mâché. Create 3D models using recycled materials inspired by natural forms.	Use clay in a more detailed and experimental way. Manipulate wire to create a sculpture. Carve other materials such as soap.	Create a relief using a range of tools. Use natural materials to create a low relief sculpture in the outdoors.	Create a 3-D form sculpture using soap inspired by an artist or culture.
Collage/ Textiles	Use a variety of paper and fabric to make images.	Know that paper can be used to create art. Cut, tear, fold and stick a range of papers and fabrics.	Know what collage is and use textural materials, including paper and fabric, to create a simple collage.	Create a range of textures using the properties of different types of paper (watercolour, handmade, drawing).		Use a range of stitches (running, cross and blanket) to add detail and texture to fabric or mixed media collage.	Explore traditional paper crafting techniques such as paper folding (origami), quilling, marbling and decoupage.	Combine the qualities of different materials including paper, fabric and print techniques to create textural effects in a mixed media collage.
Paint	Use a variety of tools to paint.	The primary colours are red, blue and yellow. Use a range of methods to apply paint.	Identify and use paints in their primary colours.	Identify the secondary colours and mix them using the primary colours.	Identify and mix the contrasting colours and know that they are opposite each other on the colour wheel.	Identify and mix warm and cool colours and know how they may be used to represent feelings.	Use black or white to make tints and shades of other colours.	Use knowledge of artistic movements in artwork; Expressionist – intense, non-naturalistic colours, Impressionist – contrasting colours, Fauvist – flat areas or patches of colour, Naturalist – realistic colours.

Printmaking	Make simple prints using fingers, hands, feet and found objects inspired by animal patterns.	Make simple prints using a variety of tools including print blocks and rollers.	Make simple prints using paint or ink and know that we can transfer from one surface to another.	Use clay or polystyrene to create a block print.	Create a two colour print.	Combine a variety of printmaking techniques (monoprinting, engraving, etching, screen printing and lithography) to create a print on a theme.	Add text or printed materials to a photographic background.	Use the work of a significant printmaker to influence artwork.
Drawing. Markmaking	Make different lines such as bumpy, zigzag, curvy and dotted. Make continuous lines and closed shapes to represent their ideas and make patterns.	Select appropriate drawing materials. Make thick, thin, curvy, straight, dotted, zigzag lines.	Know that soft pencils create darker lines – B for black. Hard pencils create harder lines – H for hard. Create different types of lines with different pencils.	Create lines of different thicknesses and tones as well as smudging. Know that tone is the lightness or darkness of colour. Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.	Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.	Use the properties of pen, ink and charcoal to create a range of effects in drawing (cross hatching, hatching, random lines and stippling). Know that different tones are created by different lines.	Use Indian ink to create ink wash, using different amounts of water to change the shade. Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.	Use line, tone or shape to draw observational detail or perspective. Use different types of perspective (one, two or three point).
Human Form	Understand that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Use a variety of marks to represent the human form, from observation, imagination or memory.	Understand that a human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. Represent different parts of the human body from observation, imagination or memory with attention to some detail.	Explain that a human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.	Explain that a drawing, painting or sculpture of a human face is called a portrait. Represent the human form, including face and features, from observation, imagination or memory.	Understand that artists draw, paint or sculpt human forms in active poses. Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.	Know that art can be developed that depicts the human form to create a narrative. Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.	Understand that a portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. Explore and create expression in portraiture.	Explain that in art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
Create and Evaluate	Use a range of materials and techniques to show emotions. Say what they like and dislike about their work. Say how their artwork is the same or different	Create art in different ways to express ideas and feelings. Share creations with others, explaining what techniques and tools they used. Discuss similarities and differences in	Communicate ideas beforehand and create art to express ideas. Use simple artistic vocabulary to say what they like about their own and others' work. Identify similarities	Select the best materials and techniques to develop an idea. Make simple sketches to explore. Analyse and evaluate their own and others' work using artistic vocabulary. Describe similarities and	Use and combine a range of visual elements in artwork. Use sketchbook to experiment. Make suggestions for ways to adapt and improve a piece of artwork. Compare artists,	Develop techniques through experimentation to create different types of art. Create a series of sketches over time to develop ideas. Give constructive feedback to others about ways to improve a piece of artwork.	Produce creative work on a theme, developing, reviewing and revisiting ideas and sketches. Compare and comment on the ideas, methods and approaches in their own and others' work. Describe and discuss how different artists and	Create innovative art, that has personal, historical or conceptual meaning. Create mood boards to explore their thinking. Adapt and refine their work in light of constructive feedback and reflection.

	to others.	their own and others' work.	and differences between 2 or more pieces of art.	differences between artwork on a common theme.	architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Compare and contrast artwork from different times and cultures.	cultures have used a range of visual elements in their work.	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
Our World	Explore natural materials to make patterns and images.	Use natural materials to make 2D and 3D forms. Draw or paint landscapes from imagination.	Make transient art using natural or man made materials. Observe, imagine and use memory to draw or paint locations.	Use inspiration from the coastline to create outdoor transient art. *Whitby Residential* Use knowledge of birds to create 3D models using recycled materials. Draw or paint features of landscapes and urban landscapes from memory, imagination or observation.		Use inspiration from the outdoors to create a sculpture using natural materials. Create art with an environmental message. Use digital and graphics software to edit. *Alnwick Residential* Draw or paint landscapes including perspective.		
Significant artists	Explore and talk about famous artworks.	Explore artwork by famous artists and talk about their likes and dislikes.	Describe and explore work of a significant artist - colour, shape, materials and subject matter.	Explain why a piece of artwork or an artist is important.	Explore work in the style of a significant artist, architect, culture or designer.	Explain significance of art, architecture or design from history and create work inspired by it.	Investigate and develop artwork using the characteristics of an artistic movement.	Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.