

St James' Catholic Primary School

Art and Design Progression

Whole school





<u>Yr</u>	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
FS1	All About Me Amazing Animals	Colour Autumn/Bonfire Night/ Diwali	Winter/Arctic Animals Chinese New Year	Spring/Easter	Mini beasts	Water (Seaside, weather, Under the Sea)
FS2	All About Me Amazing Animals	Colour Autumn/Bonfire Night/ Diwali	Winter/Arctic Animals Chinese New Year	Spring/Easter Underpants		Water (Seaside, weather, Under the Sea)
Y1	Trees – Drawing, Painting & Colour work			Hand Puppets - Textiles		William Morris - Printing
Y2	Victorians – 3D			David Hockney - Collage		Andy Warhol - Toys
Y3	African Tribal Designs - Printing		Leonardo Di Vinci – Mona Lisa Portraits - Drawing			3D Art – Skelmersdale Landmark
Y4	Rainforest - Collage		George Seurat - Pointillism		Digital Media - Photography	Digital Media - Photography
Y5	Coastal Landscapes		Mayan Ceramics		Portraits	
Y6	Animals - Printing					Digital Media - Photography

Drawing	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Start to make marks intentionally.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>Using skills previously gained</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Learn how to observe an object and be able to draw it as they see.</p>	<p>Using skills previously gained</p> <p>Observe and draw shapes from observation</p> <p>Draw shapes in-between objects.</p> <p>Invent new shapes</p> <p>Investigate tone by drawing dark/light patterns using different grade of art pencils.</p> <p>Investigate texture by describing.</p>	<p>Using skills previously gained</p> <p>Observe and draw shapes from observation</p> <p>Draw shapes in-between objects.</p> <p>Invent new shapes</p> <p>Investigate tone by drawing dark/light patterns using different grade of art pencils.</p> <p>Investigate texture by describing.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint and chalk.</p> <p>Control the types of marks made with the range of media.</p>	<p>Using skills previously gained</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Use journals to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level.</p>		<p>Using skills previously gained</p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	



Painting	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p>	<p>Using skills previously gained</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Using skills previously gained</p> <p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Work on different scales.</p> <p>Name different types of paint and their properties.</p> <p>Colour Identify primary and secondary colours by name. Mix primary colours. Mix secondary colours.</p> <p>Texture Create textured paint by adding sand, plaster.</p>			<p>Using skills previously gained</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Colour Mix colours and know which primary colours make secondary colours.</p> <p>Use more specific colour language.</p> <p>Mix and use tints and shades</p>	<p>Using skills previously gained</p> <p>Develop a painting from a drawing.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p>Colour Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify and work with complementary and contrasting colours.</p>	



Printing	FS1		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Print with a range of hard and soft materials e.g. sponges, vegetables</p> <p>Make simple marks on printing blocks i.e. cardboard/foam board</p> <p>Build repeating patterns and recognise pattern in the environment.</p> <p>Create simple printing blocks with press print.</p> <p>Design more repetitive patterns.</p> <p>Colour Experiment with colour</p> <p>Form and Shape Observe and draw shapes from observations</p> <p>Texture Make rubbings to create texture and patterns</p>		<p>Using skills previously gained</p> <p>Create printing blocks using a relief or impressed method. On cardboard, polystyrene, lino board.</p> <p>Create repeating patterns using lino board and printing ink.</p> <p>Print with two colour overlays using mixed media – poster paint, acrylic paint, oil paint and printing ink.</p>			<p>Using skills previously gained</p> <p>Create printing blocks by simplifying an initial journal idea.</p> <p>Use relief or impressed method.</p> <p>Create prints with three overlays.</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p>

Collage	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Using skills previously gained</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>		<p>Using skills previously gained</p> <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes e.g. colour texture.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Work on different scales.</p> <p>Colour Collect, sort, name match colours appropriate for an image.</p> <p>Shape Create and arrange shapes appropriately.</p> <p>Texture Create, select and use textured paper for an image.</p>		<p>Using skills previously gained</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>		



	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3D	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Using skills previously gained</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>		<p>Using skills previously gained</p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading.</p> <p>Explore sculpture with a range of malleable media.</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Form Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form.</p> <p>Texture Change the surface of a malleable material e.g. build a textured tile.</p>	<p>Using skills previously gained</p> <p>Plan, design and make models from observation or imagination.</p> <p>Create surface patterns and textures in a malleable material.</p> <p>Use craft wire to create a simple 3D object.</p>		<p>Using skills previously gained</p> <p>Shape, form, model and construct from observation or imagination.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Develop skills in using clay including slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media.</p>	

Digital Media	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>Explore ideas using digital sources i.e. internet.</p> <p>Record visual information using iPads/tablets.</p> <p>Use a simple graphics package to create images and effects with:</p> <p>lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; and colours and texture using simple filters to manipulate and create images. Use basic selection and cropping tools.</p>		<p>Using skills previously gained</p> <p>Record and collect visual information using iPads.</p> <p>Present recorded visual images using software.</p> <p>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.</p> <p>Learn about composition in photography, rule of thirds and the diagonal rule.</p> <p>Change the type of brush to an appropriate style.</p> <p>Create shapes by making selections to cut, duplicate and repeat.</p> <p>Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.</p>		<p>Using skills previously gained</p> <p>Record, collect and store visual information using iPads/Tablets etc.</p> <p>Present recorded visual images using software e.g. PowerPoint.</p> <p>Use a graphics package to create and manipulate new images.</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package.</p> <p>Understand that a digital image is created by layering.</p> <p>Use the lasso tool on the software to select the specific area of the photo to be removed, this is then pasted onto the second photo to create a new image.</p> <p>Create layered images from original ideas.</p>

Textiles	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Using skills previously gained</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Using skills previously gained</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Cut and shape fabric using scissors/snips.</p> <p>Apply shapes with glue</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Colour Apply colour with printing, dipping, fabric crayons.</p>		<p>Using skills previously gained</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Match the tool to the material.</p> <p>Develop skills in stitching, cutting and joining.</p>		<p>Using skills previously gained</p> <p>Use fabrics to create 3D structures.</p> <p>Use different grades of threads and needles.</p> <p>Experiment with batik techniques.</p> <p>Experiment with a range of media (wool fibers to make own felt) to overlap and layer creating interesting colours and textures and effects.</p>	



	Exploring and Developing Ideas	Evaluating and Developing Work
Foundation Stage	<p>Birth - Three</p> <ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. <p>Three – Four</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • 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. <p>Reception</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. <p>ELG</p> <ul style="list-style-type: none"> • 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. 	
Year 1 & 2	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. • Control the types of marks made with the range of media. • Lines and Marks • Name, match and draw lines/marks from observations. • Invent new lines. • Draw on different surfaces with a range of media. • Form and Shape • Observe and draw shapes from observations. • Draw shapes in between objects. • Invent new shapes. • Tone • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes • Texture • Investigate textures by describing, naming, rubbing, copying. 	



<ul style="list-style-type: none">• Record and explore ideas from first-hand observations.• Ask and answer questions about the starting points for their work.• Develop their ideas – try things out, change their minds.• Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	<ul style="list-style-type: none">• Review what they and others have done and say what they think and feel about it.• Identify what they
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<p>Year 3 & 4</p>	<p>Drawing</p> <ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <p>Lines and Marks</p> <ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <p>Form and Shape</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third <p>Tone</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <p>Texture</p> <ul style="list-style-type: none"> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. 	
<p>Year 5 & 6</p>	<p>Drawing</p> <ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work. <p>Lines, Marks, Tone, Form and Texture</p> <ul style="list-style-type: none"> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. <p>Perspective and Composition</p> <ul style="list-style-type: none"> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. Composition. 	

- Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketch book.



	<ul style="list-style-type: none">• Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.• Question and make thoughtful observations about starting points and select ideas to use in their work.• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	<ul style="list-style-type: none">• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.• Adapt their work according to their views and describe how they might develop it further.• Annotate work in a sketchbook.
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