

**WEST MEADOWS PRIMARY SCHOOL  
PROGRESSION IN ART AND DESIGN**



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum</b>		<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>			
<b>Artists, architects and designers</b>		Wassily Kadinsky (1866-1944) Andy Goldsworthy (1956- )	Michelle Reader (1975-) Vincent Van Gogh (1853-1890) Georgia O'Keefe (1887-1986)	Antony Gormley (1950-) David Hockney (1937-) <i>Landscapes</i>	Henri Rousseau (1844-1910) Barbara Hepworth (1903-1975) Anglo-Saxon and Viking designs	Henry Moore (1898-1986) Bill Brant (1904-1983) Roman designs (mosaics)	David Hockney (1937-) <i>Photography</i> Ancient Greek architecture Frida Kahlo (1907-1954) Leonardo Da Vinci (1452-1519) Raphael (1483-1520) Vincent Van Gogh (1853-1890)
<b>Generating Ideas</b>	<p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	Use sketch books as a place to gather ideas and experiment with different media, materials and techniques.					
		<p>Introduce a sketch books as a place to gather ideas.</p> <p>Introduce a sketch books as a place to experiment with different <i>media, materials &amp; techniques</i>.</p> <p><i>Begin to make simple annotations, e.g. labels</i></p>	<p>Use sketch books to experiment with artistic ideas of their own.</p> <p><i>Continue to make simple annotations.</i></p>	<p>Use sketch books to gather, record, explore and review artistic ideas from a range of different sources.</p>	<p>Use sketch books to develop and refine ideas (e.g. sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p>	<p>Use sketch books confidently and precisely for a variety of purposes including: <i>gathering ideas</i>, recording observations; developing ideas; experimenting with different media/ materials/ techniques; planning and refining ideas.</p> <p>Engage in research and exploration in the process of initiating and developing their own personal ideas</p>	<p>Use sketch books to develop a range of ideas which show curiosity, imagination and originality.</p> <p>Systematically research, investigate and test ideas and plans using sketchbooks. (e.g. Sketchbooks show in advance how work will be produced and how the qualities of materials will be used).</p>
				<i>Continue to refine annotations</i>			

		<i>Talk about and answer questions about the starting point, and the choices they have made, e.g. chosen tools, media, materials.</i>		<i>Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.</i>		<i>Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form</i>	
<b>Making</b>	<p>Work spontaneously and enjoy the act of making/creating</p> <p>Sustain concentration and control when experimenting with tools and materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Investigate a range of materials and media and recognise that they have different qualities.</p> <p>Experiment with different techniques.</p>	<p>Deliberately choose to use particular materials, media and techniques for a given purpose</p> <p>Develop and exercise some care and control over their art work (e.g. they do not accept the first mark but seek to refine and improve)</p>	<p>Develop technical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p> <p>Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p>	<p>Investigate the nature and qualities of different materials and processes systematically.</p> <p>Apply the technical skills they are learning to improve the quality of their work. (e.g. in painting they select and use different brushes for different purposes)</p>	<p>Confidently investigate and exploit the potential of new and unfamiliar materials (e.g. try out several different ways of using tools and materials that are new to them)</p> <p>Use their acquired skills to make work which effectively reflects their ideas and intentions.</p>	<p>Independently refine their technical skills in order to improve their mastery of materials and techniques</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work .</p>
<b>Evaluating</b>	<p>Recognise and describe key features of their own and others' work</p> <p>Check how well their activities are going. Change strategy as needed. Review how well the approach worked</p>	<p>Say what they think and feel about their own work and the work of others.</p>	<p>Express clear preferences and give reasons (e.g. "I like that because...")</p>	<p>Reflect upon what they like and dislike about their own work in order to improve it.</p> <p><i>Identify what they might change in their work or develop in their future work.</i></p>	<p>Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p>	<p>Analyse and reflect on their progress taking account of what they hoped to achieve.</p>	<p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</p>

<p><b>Knowledge and understanding</b></p> <p><i>Acquiring and applying knowledge to inform progress</i></p>	<p>Know that art is made by artists exhibiting care and skill and is valued for its qualities.</p> <p>Know how to explain what they are doing</p>	<p>Recognise and describe some simple characteristics of different kinds of art, craft and design.</p> <p>Know the names of the tools, techniques and the formal elements (line, colours, shapes, tones texture, pattern, form) that they use.</p>	<p>Know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times.</p> <p>Talk about the materials, techniques and processes they have used, using an appropriate vocabulary</p>	<p>Know about and describe the work of some artists, craftspeople, architects and designers</p> <p>Explain how to use some of the tools and techniques they have chosen.</p> <p>Justify choices made e.g. brush size/scale/paper.</p>	<p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.</p> <p>Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>	<p>Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <p>Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</p>	<p>Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
<p><b>Drawing</b></p>	<p>Experiment with a variety of drawing tools, i.e pencil, crayon, charcoal, chalk, pastels, rubbers.</p>						
	<p>Produce lines of different thickness.</p> <p>Experiment with line drawing.</p>	<p><i>Explore the use of line, shape and colour.</i></p> <p>Use overlapping techniques.</p>	<p>Develop a range of techniques (e.g. pressure, hardness of pencil) to create a range of tones.</p> <p>Use graded pencils to create different tones.</p>	<p>Develop a range of techniques (e.g. hatching, scribbling, stippling) to create a range of textures.</p> <p>Explore how artists use pattern/texture to reflect mood.</p> <p>Begin to develop proportion in art work (figure drawing).</p>	<p>Begin to show an awareness of objects having a third dimension.</p> <p>Develop techniques to show the effects of light on form (reflection/shadow).</p> <p>Begin to show consideration in the choice of pencil grade they use.</p>	<p>Develop perspective in art work (one-point perspective).</p> <p>Develop a sense of scale in art work</p>	<p>Develop perspective in art work (two-point perspective).</p> <p>Develop a sense of scale in art work</p>
<p><b>Vocabulary</b></p>	<p><b>Line:</b> thick, thin, curved, straight</p>	<p><b>Line:</b> thick, thin, wavy, zigzag, horizontal, vertical, diagonal  <b>Colour:</b> primary, secondary, pure, hue, bright, dull, warm, cold, complement, contrast  <b>Shape/Form:</b> circle, square, rectangle, triangle, 2D, regular, irregular</p>	<p><b>Colour:</b> dark, light, tone, tint, shade, grade, graphite, hard, soft, pressure, gradual, blend</p> <p>abstract art</p>	<p><b>Texture:</b> real, implied, smooth, rough, fuzzy, hard, soft, woven, bumpy, jagged, ridged, hatching, cross hatching, stippling, dots, smudge, swirls,</p>	<p><b>Form:</b> three dimensional (3D)  <b>Value:</b> dark, light, reflection, shadow, highlight  <b>Colour:</b> dark, light, tone, tint, shade, grade, graphite,</p>	<p>One-point perspective, focal point/vanishing point, horizon line figures, scale</p> <p>midground/ background, foreground</p>	<p>Two-point perspective, focal point/vanishing point, horizon line, scale</p>

		<b>Pattern:</b> repetition, abstract, overlap, swirling, ornate, random  mood, abstract art	landscape/portrait (paper orientation)	jagged, herringbone, regular, irregular/random, dashes  figure, silhouette, proportion, mood	hard, soft, pressure, gradual, blend  composition, space, overlap		
<b>Painting</b>	Experiment with a variety of painting tools, i.e poster paint, powder paint, watercolours, acrylic paint						
	<p>Explore painting on different surfaces. (painting with mud on trees, rolls of textured wallpaper for handprints etc )</p> <p>Enjoy experimenting with a variety of tools e.g. sponges, twigs, fingers, feathers</p>	<p>Know that primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours.</p> <p>Name the secondary colours (orange, purple, green) and how to mix them.</p> <p>Mix paint to the appropriate consistency.</p> <p>Investigate using a variety of brush sizes.</p> <p>Explore how artists use colour to reflect mood.</p>	<p>Create different tones (adding grey).</p> <p>Create different tints (adding white).</p> <p>Create different shades (adding black).</p> <p>Mix and match colours and accurately apply them to observational work.</p> <p>Frame through the use of viewfinders</p>	<p>Develop a range of techniques to create a range of textures (e.g. using sand, sawdust, flour, scratches, dotting, splashing, layering).</p>	<p>Develop an awareness of midground, foreground and background.</p>	<p>Use techniques to show the effects of light on form (reflection/shadow).</p>	<p>Develop a sense of proportion in art work</p>
<b>Vocabulary</b>	<p>red, orange, yellow, green, blue, purple, pink, brown, black, white, bright, dull, similar, different, thick, watery</p>	<p><b>Colour:</b> primary, secondary, pure, hue, bright, dull, warm, cold, complement, contrast</p> <p><b>Shape/Form:</b> circle</p> <p><b>Pattern:</b> repetition, overlap, linear</p> <p>Mood, abstract art</p>	<p><b>Colour:</b> dark, light, intensity (strong, bright, weak), tone, tint, shade, gradual</p> <p>landscape/portrait (paper orientation)</p> <p>sketch, outline, observational, still life (subject matter), viewfinder</p>	<p><b>Texture:</b> real, implied, smooth, rough, fuzzy, hard, soft, woven, bumpy, jagged, ridged, stippling, dots, swirls, jagged, regular, irregular/random, dashes, splash, wash, scratch, scrape, layering</p> <p><b>Colour:</b> dark, light, intensity (strong, bright, weak), tone, tint, shade, gradual</p> <p>landscape (subject matter), midground, background,</p>	<p><b>Texture:</b> real, implied, smooth, rough, fuzzy, hard, soft, woven, bumpy, jagged, ridged, stippling, dots, swirls, jagged, regular, irregular/random, dashes, splash, wash, scratch, scrape, layering</p> <p><b>Colour:</b> dark, light, intensity (strong, bright, weak), tone, tint, shade, gradual</p> <p>midground, background, foreground, wash, composition</p>	<p><b>Value:</b> dark, light, reflection, shadow, highlight</p> <p><b>Colour:</b> dark, light, tone, tint, shade, blend</p> <p>composition</p>	<p>proportion</p> <p>Self portrait (subject matter)</p>

				foreground, composition			
<b>Sculpture</b>	Experiment with a variety of materials, i.e clay, Modroc, plasticine, clay, papier mache, natural materials, recycled materials. Shape and model materials for a purpose						
Enjoy using a range of malleable media such as salt dough, playdough.	<p><b>CLAY</b></p> <p>Shape and model materials for a purpose</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Use the skills of cutting, rolling, pinching, and carving to create form.</p> <p>Select and use appropriate techniques for joining materials (e.g. slip for clay).</p> <p>Use a range of decorative techniques to finish work (e.g. impress items, paint, glaze etc)</p>	<p><b>RECYCLED MATERIALS</b></p> <p>Shape and model materials for a purpose</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Select and use appropriate techniques for joining materials (e.g. different types of glue, split pins).</p> <p>Explore structure</p> <p>Construct a simple base for extending.</p>	<p><b>WIRE/PIPE CLEANERS (ARMATURE) &amp; PAPIER MACHE/MODROC</b></p> <p>Shape and model materials for a purpose</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Explore structure and form.</p> <p>Develop proportion in art work</p> <p>Model over an armature.</p> <p>Select and use appropriate techniques for joining materials.</p> <p>Construct a simple base for extending.</p>	<p><b>WIRE WITH CARD/PAPER/STRING/ WOOL/PLASTERCINE ETC</b></p> <p>Shape and model materials for a purpose</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Explore plane, structure and form.</p> <p>Combine visual and tactile qualities.</p>	<p><b>CARDBOARD RELIEF SCULPTURE</b></p> <p>Shape and model materials for a purpose</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Select and use appropriate techniques for joining materials.</p> <p>Select and use various techniques to create 3D artwork using cardboard (e.g. layering, rolling, weaving, folding etc).</p>	<p><b>PUPILS SELECT OWN MATERIALS</b></p> <p>Shape and model materials for a purpose</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Make imaginative use of the knowledge acquired of tools, techniques and materials to express own ideas and feelings.</p>	
<b>Vocabulary</b>	press, roll, shape, pinch, mould	mould, malleable, manipulate, carve, coil, join, slip pinch, glaze, scrape, three dimensional, impress	Construct, recycled, structure, three dimensional, join, score, base, sturdy, man made	armature, frame, mould, figure, proportion, form	plane, free-form, geometric	plane, cardboard relief, score, weave, layer	
<b>Additional media</b>	<p><b>PRINTING</b></p> <p>Explore printing with a range of objects, e.g. corks, blocks, vegetables, sponges, lids, leaves</p>	<p><b>OUTDOOR NATURAL ART</b></p> <p>Use a range of natural materials</p> <p>Explore line, shape and colour.</p>	<p><b>COLLAGE</b></p> <p>Create different effects by tearing, cutting &amp; layering.</p> <p>Use a range of materials to create texture</p>	<p><b>PRINTING (COLLOGRAPH)</b></p> <p>Create own tiles for printing (e.g. string/ bubble wrap etc on card)</p> <p>Print with block colours</p>	<p><b>PRINTING (RELIEF PRINTING)</b></p> <p>Create own block prints (e.g. polystyrene or lino)</p> <p>Overlapping colours</p>	<p><b>MOSAIC</b></p> <p>Sort and arrange tiles with precision</p> <p>Leave appropriate spacing between files</p>	<p><b>PHOTOGRAPHY</b></p> <p>Zoom in and out to create desired image</p> <p>Change the original image, e.g. focus, cropping, colour</p>

			Sort and arrange materials with precision	Use printing to create a repeating pattern.  Use equipment and media correctly to produce a clear printed image.	Use equipment and media correctly to produce a clear printed image.  Add additional detail to printed image (e.g stitching if printing onto fabric, sequins on paper).		Combine a selection of images considering colour, size and orientation.
<b>Vocabulary</b>	print, pressure, pattern	<b>Line:</b> thick, thin, wavy, zigzag, horizontal, vertical, diagonal <b>Colour:</b> bright, dull, natural, complement, contrast <b>Shape/Form:</b> circle, square, rectangle, triangle, 2D, regular, irregular <b>Pattern:</b> position, repetition, symmetry, abstract, overlap, swirling, ornate, random  natural materials	<b>Line:</b> sharp, jagged, wavy, zigzag, <b>Texture:</b> smooth, rough, fuzzy, soft, woven, bumpy, jagged, ridged, layering  tear, cut, layers	collograph printing, Tile/block, ink, roller, motif, pattern, repetition, pressure,	relief printing, tile/block, ink, roller, motif, pattern, pressure, applique, embroidery	tiles, grout, spacing	zoom, focus, edit, crop, orientation, photomontage

*\*Additional West Meadows objectives specific to West Meadow's curriculum*