



Oaklands Primary School - Art and Design Progression

	NC objectives:	Developing ideas	Techniques					Taking inspiration	
			Painting	Collage	Sculpture	Drawing	Print		Textiles
EYFS	<p>ELG objectives: Children at the expected level of development will:</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; - Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> - To talk about their own work. - To work from direct observation and imagination. - Chose own resources. 	<ul style="list-style-type: none"> - Experiment with, select, and name colours. - Colour mixing (not formal) - Use a variety of tools to apply paint, e.g. brushes, sponges, forks, marbles, other objects. 	<ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials to make simple collages. 	<ul style="list-style-type: none"> - Explore malleable media such as clay, salt dough, playdoh and sand. - Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. - Use tools such as scissors, shape cutters and other modelling tools competently and appropriately. 	<ul style="list-style-type: none"> - Hold and use a variety of drawing tools e.g pencil, felt tips, pastels, chalk with some control to make marks from observation or imagination. - Use drawing tools to draw lines and curves. - Draw accurate representations of people and objects. 	<ul style="list-style-type: none"> - Print with variety of objects - Print with block colours 	<ul style="list-style-type: none"> - Enjoy playing with and using a variety of textiles and fabric. - Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons 	<ul style="list-style-type: none"> • <i>Artist study:</i> - Vincent Van Gogh - (Rover Thomas) Aboriginal art
Year 1	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Work from observation and known objects. - Use imagination to form simple images from given starting points or a description. - Begin to collect ideas. - Work with different materials. - Begin to think what materials best suit the task. 	<ul style="list-style-type: none"> - Use thick and thin brushes appropriately. - Mix primary colours to make secondary colours (and name) - Share colour charts to compare variations of the same colour. 	<ul style="list-style-type: none"> - Develop collages based on simple drawing using paper and materials. - investigate a range of textures through rubbings. 	<ul style="list-style-type: none"> - Develop understanding of 2D and 3D in terms of artwork. - investigate clay (pinching, rolling, twisting, scratching and coiling) adding texture using tools. 	<ul style="list-style-type: none"> - draw lines of different sizes and thickness. - extend the variety of drawing tools - colour (own work) neatly following the lines 	<ul style="list-style-type: none"> - Experiment with hand, foot and finger printing. Consider amount of paint used. - Develop controlled printing against and outline (cut out shapes) 	<ul style="list-style-type: none"> - Weave using recycled materials e.g. paper, carrier bags. - Weave with wool 	<ul style="list-style-type: none"> • Describe the work of notable artists, craft makers and designers. • Describe differences and similarities between different practises and disciplines. • Make links to their own work.



Oaklands Primary School - Art and Design Progression

Year 2	<ul style="list-style-type: none"> - 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. 		<ul style="list-style-type: none"> - Create and experiment with shades of colour and name some of these. - Recognise warm and cold colours. - Create washes to form backgrounds. - consider consistency when applying paint. 	<ul style="list-style-type: none"> - Develop tearing, cutting, and layering paper to create different effects. - collect natural materials to create a temporary collage. 	<ul style="list-style-type: none"> - Look at sculptures by known artists as starting points for own work. - Investigate a range of different materials (paper, straws, card) and experiment with how they can be connected to form simple structures. - Begin to form own 3d pieces. 	<ul style="list-style-type: none"> - show pattern and texture by adding lines and dots. - Show different tones using colour pencils. 	<ul style="list-style-type: none"> -- Use objects to create prints (e.g. Sponges, Vegetables) - Create repeated or overlapping patterns. - Mimic print from the natural or man-made environment (e.g. honeycomb, wallpaper) 	<ul style="list-style-type: none"> - Simple batik work 	<p><i>Suggested artists:</i></p>
Year 3	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> - Develop sketch books. - Use a variety of ways to record ideas including digital cameras and iPads. - Develop artistic/visual vocabulary to discuss work - Begin to suggest improvements to own work. - Experiment with a wider range of materials. - Present work in a variety of ways. 	<ul style="list-style-type: none"> - Mix and match colours (create palettes to match images) - Lighten and darken tones using black and white. - Begin to experiment with colour to create more abstract palettes - Explore the relationship between mood and colour. 	<ul style="list-style-type: none"> - develop individual and group collages, working on a range of scales. 	<ul style="list-style-type: none"> -develop confidence using clay by adding greater detail, texture and colour. - Add colour once clay has dried. - investigate ways of joining clay – scratch and slip 	<ul style="list-style-type: none"> - Experiment with different tones using graded pencils - sketch to make quick records - close observation - use shading to show light and shadow. 	<ul style="list-style-type: none"> - Use roller and ink printing with simple block shapes. - take prints from other objects to show texture (e.g. Leaves, fabric) using roller and ink. - use layers of two colours 	<ul style="list-style-type: none"> -Investigate tie-dyeing 	<ul style="list-style-type: none"> • Replicate some of the techniques used by great artists, architects and designers. • Create original pieces influenced by artist studies. <p><i>Suggested artists:</i></p>
Year 4	<ul style="list-style-type: none"> - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - about great artists, architects and designers in history 		<ul style="list-style-type: none"> - Mix and name tertiary colours. - Explore complimentary and opposing colours. - Experiment with watercolour, exploring intensity of colour to develop shades. 	<ul style="list-style-type: none"> - investigate and use mosaic principals. 	<ul style="list-style-type: none"> - introduce mod-roc 	<ul style="list-style-type: none"> - Increased detail within work. - annotate sketches to explain and elaborate ideas. - Use hatching and cross hatching to show tone and texture. - develop shadows - consider scale and proportion 	<ul style="list-style-type: none"> - make printing blocks (using string and card) - Make precise repeating patterns 	<ul style="list-style-type: none"> -compare different fabrics. - use basic cross stitch and back stitch using a variety of threads and wool. 	



Oaklands Primary School - Art and Design Progression

Year 5		<ul style="list-style-type: none"> - Select and develop ideas confidently, using suitable materials. - Improve quality of sketchbook with mixed media work and annotations. - Select own images and starting points for work. - Develop artistic/visual vocabulary when talking about own work and that of others. 	<ul style="list-style-type: none"> - Build on previous work with colour by exploring intensity. - Develop watercolour techniques. - Develop fine brush strokes. - Mark make with paint (dashes, blocks of colour, strokes, points) 	<ul style="list-style-type: none"> - Mix textures (rough and smooth, plain and patterned) - Select and arrange materials for a striking purpose 	<ul style="list-style-type: none"> - Investigate clay – use tools to carve and add shape, texture and pattern. - Design and create sculpture, both small and large scale. 	<ul style="list-style-type: none"> - Effect of light on different objects and people. - introduce perspective, fore/back and middle ground - begin to develop abstract representations of first hand observations. 	<ul style="list-style-type: none"> - Build up layers of colour. - create polystyrene printing blocks to use with roller and ink. - create accurate pattern using fine detail. 	<ul style="list-style-type: none"> - show precision in techniques 	<ul style="list-style-type: none"> • Give details about the style of some great artists, architects and designers. • Know and understand the historical and cultural development of their art forms. • Create original pieces that show a range of influences and styles. <p><i>Suggested artists:</i></p>
Year 6		<ul style="list-style-type: none"> - Begin to explore possibilities, using and combining different styles and techniques. 	<ul style="list-style-type: none"> - Introduce acrylic paint. - Explore using limited colour palettes. - experiment with colour in creating an effect. 	<ul style="list-style-type: none"> - Combine visual and tactile qualities e.g. Escher, Matisse, Malevich 	<ul style="list-style-type: none"> - Show life-like qualities and real-life proportions. - Use wire to create malleable forms. 	<ul style="list-style-type: none"> - Use a choice of techniques to depict movement, perspective, shadows and reflection. - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic.) - use lines to represent movement 	<ul style="list-style-type: none"> - Experiment with screen printing - design and create motifs 	<ul style="list-style-type: none"> - Experiment with circular embroidery frames. - Combine previously taught techniques to create pieces. 	