

## Progression in Art and Design at Bill Quay Primary School (Appendix 1)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Colour</b>	Naming colours. Mixing (not formal). Use a range of tools to create coloured marks on paper and name them (crayon, felt tip, colouring pencil, paint etc.)	Name and explore primary colours individually. Understand what makes a colour primary.	Building on knowledge of primary colours and exploring how they can be mixed to make secondary colours. Describing use of colour to achieve a specified intention. Complementary colours, warm and cold colours.	Experimenting with the pigments in natural products to make different coloured 'paints'. Identify tertiary colours.	Creating and describing different shades and tints of one hue.	Developing colour mixing and tonal shading. Recreating colours used by impressionist painters.	Selecting colours to accurately reflect the objects in a still life composition. Expressing feelings, emotions and events through colour mixing. Defining and using more complex colours. Selecting and mixing colours confidently.
<b>Drawing/Line</b>	To create lines using a variety of different implements, holding implements correctly and with control. Draw on different surfaces. Use drawings to tell a story. Encourage accurate drawings of people.	Describing and drawing different types of lines – straight, curved, zigzag, wavy, dotted etc. Observe and draw basic landscapes	Understand drawing as a way of recording images and expressing feelings. Observe anatomy – drawing faces and limbs. Creating portraits by controlling and defining the use of line for expression. Drawing lines with increased skill, awareness and control.	Experiment using different types of pencil. Close observational drawing. Expressing line in different ways to express geometric and organic forms. Drawing can be used as a starting point for other processes. Understand that drawing has different purposes in different cultures, eg cartoons, book illustrations, tv, magazines.	Use scale and proportion in observational drawing. Develop use shading and lines to represent curved surfaces. More accurate drawing of people, particularly faces. To record and illustrate relationships, paying attention to the importance of facial expression.	Effect of light on objects and people from different directions. Interpret and create texture on a surface. Extending and expressing drawings using a developing understanding of line and perspective.	Draw a figure in action paying attention to proportion, position and movement. Adapting the techniques of the artists to create abstract drawings.
<b>Shape/Pattern</b>	Recognising simple patterns, shades and symmetry in an illustration. Printing with block colours.	Understand patterns in nature through observation and rubbings. Develop understanding by making own patterns in a range of materials. Abstract patterns using 2D shapes	Creating a pattern of their choosing. Identifying and relating man-made and natural repeating patterns. Learning a range of techniques to express their knowledge of repeating and non-repeating pattern.	Constructing patterns through craft methods to further their knowledge and understanding. Identifying 2 d shapes within images and objects. Identifying, drawing and labelling simple	Creating original outcomes through the use of pattern, using geometric, repeating and symmetrical patterns. Expressing geometric compositions using mathematical shapes.	Constructing images through various methods to further their knowledge and understanding. Composing original designs by adapting and synthesising the work of others.	Using knowledge and understanding of patterns to represent feelings and emotions. Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork.

			Composing geometric designs by adapting and synthesising the work of others.	shapes found in everyday objects. Creating and forming shapes from 3d materials.			Sketching the key shapes of objects from different angles when drawing still life. Imitating the techniques of other artists, they use simplified shapes and lines to create more abstract drawings.
<b>Painting/printing</b>	Print using a variety of objects, eg sponge, fingers, twigs. Hold paintbrush correctly. Paint pictures of people and places familiar to them.	Investigate holding a paintbrush in a variety of different ways and notice the effects. Experiment with dripping, splashing and scratching.	Mixing paint to create secondary colours. Printing with a growing range of objects. Experiment with relief and impress printing. Understand that different size paintbrushes can be effectively used to paint different sized areas/objects.	Manipulating paint to achieve tertiary colours. Understand and use appropriate vocabulary to describe the colour and consistency of paint. Apply paint in a range of controlled strokes, dots/lines and washes.	Further developing colour mixing techniques to create different shades and tints. Different brushes and strokes result in the impact of the finished painting.	Different tones of colour. Design and creating symmetrical or abstract prints.	Understand using colour to convey mood/emotion and atmosphere. Explore screen printing.
<b>Sculpture/Collage /Texture</b>	Handling and manipulating a range of different materials, eg plasticine, clay, salt dough. Cut shapes using scissors and other modelling tools. Creating basic constructions using recycling/junk materials. Simple collages and basic weaving.	Recognise a variety of textiles/fabrics and use them in collage. Construction using independently chosen materials from a selection to make known objects. Pinch and roll coils and slabs using a modelling media. Make simple joins.	Awareness of malleable and rigid materials. Decorative techniques using tools. Replicate images in a 3-D form using collage. Overlapping and overlaying to create effects. Simple stitching using large eyed needles.	Understand that 2D design is the starting point for 3D sculpture. Develop a wider knowledge of materials in which to create a model structure. Understand that materials have limitations.	Develop an increased awareness of manipulation techniques to create a model in the style of a modern/abstract piece of sculpture.	Make progress in their ability to describe and model form and space in 3D using a range of materials. Name sculptures which are linked to shape and pattern.	Conveying, expressing and articulating a message/personal statement or emotion through 3D sculpture.
<b>Digital</b>	Computer generated drawings using draw/paint software.	Computer generated drawings using draw/paint software.	Develop skills in the use of digital drawing/painting software by experimenting with	Use digital photography to develop imagination and ability to generate ideas for their work.	Combine digital and paint processes.	Recognise the use of digital technology in the world of design.	Using digital means to combine images to create dramatic and aesthetic compositions.

			scale, colour and layering.				
<b>Knowledge of Artists</b>	Learn about the work of a range of artists and the differences and similarities between different styles, making links to their own work.			As KS1 and: Describe how a modern piece of architecture differs in detail from a modern piece.	As KS1 and: Describing how great artists mixed and applied paint. Analysing and describing their use of colour. Recognise and name a range of local monuments and their architects.	And KS1 and: Knowledge of sculptures and their sculptors who have made considered use of line and shape. Printing techniques used by a range of artists.	As KS1 and: Recognising how specific artists represent emotion and mood in their work.
<b>Sketchbooks</b>	Sketchbook not necessary.	Sketchbooks introduced as an informal way of collecting their artistic ideas and development of knowledge.		Generate ideas and observations. Express thoughts and observations. Make records of experiments with various materials.	Planning and refining ideas. Recording ideas for materials and composition. Developing skill and technique using various media.	Explore ideas for meeting a design brief. Developing ideas through sketches. Enhancing knowledge of skill and technique using various media annotated in sketchbooks.	Developing and discussing ideas through sketches. Make personal investigations of interests and record observations. Record experiments with various media and try out techniques and processes before applying them.
<b>New artistic vocabulary</b>	colour names, painting, drawing, paintbrush, chalk, pencil, printing, scissors, glue, fabric, felt, wool, string, felt-tip, pattern, weave.	thin, thick, soft, broad, shape, detail, mirror image, nature manmade, environment charcoal, bright, warm, cold, rubbing, pressure, image, reverse, , shape, texture, gluestick, scissors, felt, scraps, wool thread, string, fur, silk, satin, net, weave, stick, fold, bend, attach, assemble, continuous, dotted, dash, zig-zag, curved, straight, swirling.	comparison, still life, pointillism, smudge, repeat, rotate, mixed media, sculpture, structure, assemble, form, enlarge, scale, stippled, splattered, dabbed, scraped.	improve, change, alter, practical, symbol, abstract, natural, bold, delicate, scarlet, crimson, emerald, turquoise, watery, intense, opaque, translucent, wash tint, shade, background, foreground, middleground, imprint, impression, viewpoint, layer, palette, hue, saturation, comic strip, caricature.	plan, proportion, distance, direction, position, form, texture, tone, weight, pressure, portrait, appearance, character, personality, scenery, rural, urban, townscape, cityscape, seascape, imaginary, impressionist, abstract, idealized, natural, transparent, opaque horizon, motif, emblem, profile, symbolic.	vista, panorama, traditional, representational, imaginary, modern, abstract, Impressionist, oil-based, water-based.	dynamic, inanimate, composition, aesthetic, pose, gesture.

<b>Evaluation skills</b>	Look and talk about what they have produced describing simple techniques and equipment/media used.	Look and talk about the work of their own and other artists, expressing likes and dislikes. Noticing differences and similarities between the work of different artists and making links to their own work.	Describe how a piece of art makes them feel. Reflect on the challenges and successes in their own work. Identify changes they could make to improve their work further.	As before but now beginning to discuss art using an increasingly sophisticated use of artistic language and vocabulary. Respond to art from other countries/cultures.	As before but now also listening to other's opinions of their work to identify how to improve. Building a more complex vocabulary when discussing art. Respond to art from different periods of history.	Regularly analysing and reflecting on their progress taking account of intentions/opinions. An improved use/understanding of vocabulary when discussing their own and the work of others. Make comparisons between the style and approaches used by different artists.	Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work.
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