**Art and Design Progression at St Minver School**

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| **Pupils will:** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Explore and develop ideas** | 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. | Start to record simple media explorations in a sketch book. | Use a sketchbook to plan and develop simple ideas.  Build information on colour mixing, the colour wheel and colour spectrums  Collect textures and patterns to inform other work. | Use a sketchbook to record media explorations and  experimentations as well as try out ideas, plan colours and  collect source material for future works.  Use a sketchbook to record media explorations and  experimentations as well as planning and collecting source  material for future works.  Identify interesting aspects of objects as a starting point for  work.  Use a sketch book to express feelings about a subject  Make notes in a sketch book about techniques used by artists  Annotate ideas for improving their work through keeping  notes in a sketch book | Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan  colours and collect source material for future works.  Express likes and dislikes through annotations  Use a sketch book to adapt and improve original ideas  Keep notes to indicate their intentions/  purpose of a piece of work | Use sketchbooks Plan a sculpture through drawing and other preparatory work.  Use the sketch book to plan how to join parts of the sculpture.  Keep notes which consider how a piece of work may be  developed further  Use sketchbooks to collect and record visual information from different  sources as well as planning, trying out ideas, plan colours  and collect source material for future works.  Adapt work as and when necessary and explain why | Use sketchbooks to collect and record visual information  from different sources as well as planning and collecting  source material.  Annotate work in sketchbook.  Use the sketch book to plan how to join parts of the sculpture.  Annotate work in  sketchbook. |
| **Evaluate and develop work** | Recognise and describe key features of their own and others’ work. | Review what they and others have done and say what they think and feel about it.  Identify what they might change in their current work or develop in their future work.  Annotate work in sketchbook. | | 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 books. | | | |
| **Draw** | Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.  Use and begin to control a range of media  Draw on different surfaces and coloured paper.  Produce lines of different thickness and tone using a pencil.  Start to produce different patterns and textures from observations, imagination and illustrations. | Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen,  chalk.  Begin to control the types of marks made with the range of  media.  Draw on different surfaces with  a range of media.  Develop a range of tone using a pencil and use a variety of  drawing techniques such as: hatching, scribbling, stippling,  and blending to create light/dark lines. | Patterns, light/dark shapes using a pencil.  Draw lines/marks from  observations.  Demonstrate control over the types of marks made with a range of media such as crayons, pastels,  felt tips, charcoal, pen, chalk.  Understand tone through the use  of different grades of pencils (HB,  2B, 4B) | Develop intricate patterns/marks with a variety of media.  Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.  Begin to indicate facial  expressions in drawings  Begin to show consideration in  the choice of pencil grade they use | Develop intricate patterns using different grades of pencil and other implements to create lines and marks.  Draw for a sustained period of time at an appropriate level.  Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.  Have opportunities to develop further drawings featuring the third dimension and perspective.  Further develop drawing a range of tones, lines using a pencil.  Include in their drawing a range of technique and begin to understand why they best suit.  Begin to show awareness of representing texture through the choice of marks and lines made.  Attempt to show reflections in a drawing.  Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms. | Work in a sustained and independent way to create a  detailed drawing.  Develop a key element of their work: line, tone, pattern, texture.  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.  Have opportunities to  develop further 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.  Use drawing techniques to work from a variety of sources including observation, photographs and digital images.  Develop close observation skills using a variety of view finders. | Work in a sustained and independent way to develop their own style of drawing.  This style may be through the development of: line, tone, pattern, texture.  Draw for a sustained period of time over a number of sessions working on one piece.  Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.  Develop their own style using tonal contrast and mixed.  media.  Have opportunities to develop further simple perspective in their work using a single focal point and horizon.  Develop an awareness of composition, scale and proportion in their paintings. |
| **Paint** | Enjoy using a variety of tools including different size brushes and tools i.e. sponge brushes, fingers, twigs.  Recognise and name the primary colours being used.  Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. | Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.  Explore techniques such as lightening and darkening paint without the use of black or white.  Begin to show control over the types of marks made.  Paint on different surfaces with a range of media.  Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. | Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.  Understand how to make tints using white and tones by adding black to make darker and lighter shades.  Build confidence in mixing colour shades and tones.  Understand the colour wheel and colour spectrums.  Be able to mix all the secondary colours using primary colours confidently.  Continue to control the types of marks made with the range of media.  Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. | Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.  Use light and dark within painting and begin to explore complimentary colours.  Mix colour, shades and tones with increasing confidence.  Become increasingly confident in creating different effects and textures with paint according to what they need for the task.  Understand how to create a background using a wash | Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.  Start to develop a painting from a drawing.  Begin to choose appropriate media to work with.  Use light and dark within painting and show understanding of complimentary colours.  Mix colour, shades and tones with increasing confidence.  Work in the style of a selected artist (not copying). | Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix and match colours to create atmosphere and light effects.  Mix colour, shades and tones with confidence building on previous knowledge.  Start to develop their own style using tonal contrast and mixed media. | Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.  Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix colour, shades and tones with confidence building on previous knowledge.  Understanding which works well in their work and why. |
| **Print** | Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.  Develop simple patterns by using objects.  Enjoy using stencils to create a picture. | Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  Experience impressed printing: e.g. printing from objects.  Use equipment and media correctly and be able to produce a clean printed image.  Explore printing in relief: e.g. String and card.  Begin to identify forms of printing: Books, posters pictures, fabrics.  Use printmaking to create a repeating pattern. | Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  Demonstrate experience at impressed printing: drawing into ink, printing from objects.  Use equipment and media correctly and be able to produce a clean printed image.  Make simple marks on rollers and printing palettes  Take simple prints i.e. mono ‐ printing.  Experiment with overprinting motifs and colour. | · Print imple pictures using different printing techniques.  Continue to explore both mono printing and relief printing.  Demonstrate experience in 3 colour printing.  Demonstrate experience in combining prints taken from different objects to produce an end piece. | Increase awareness of mono and relief printing.  Demonstrate experience in fabric printing.  Expand experience in 3 colour printing.  Continue to experience in combining prints taken from different objects to produce an end piece.  Create repeating patterns. | Use tools in a safe way. Continue to gain experience in overlaying colours.  Start to overlay prints with other media.  Use print as a starting point to embroidery. Show experience in a range of mono print techniques. | Demonstrate experience in a range of printmaking techniques.  Describe techniques and processes.  Adapt their work according to their views and describe how they might develop it further.  Develop their own style using tonal contrast and mixed media. |
| **Textiles/collage** | Enjoy playing with and using a variety of textiles and fabric.  Decorate a piece of fabric. Show experience in simple stitch work.  Show experience in simple weaving: paper, twigs.  Show experience in fabric collage: layering fabric.  Use appropriate language to describe colours, media, equipment and textures. | Investigate textures by describing, naming, rubbing, copying.  Produce an expanding range of patterns and textures.  Begin to understand how colours can link to moods and feelings in art.  Use printmaking to create a repeating pattern. | Demonstrate experience in surface patterns/ textures and use them when appropriate.  Investigate textures and produce an expanding range of patterns.  Use line and tone in different media to consider shape, shade, pattern and texture.  Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)  Express links between colour and emotion. | Create textures and patterns with a wide range of drawing implements.  Create textures and patterns with a wide range of drawing implements.  Create art works from natural materials to show an awareness of different viewpoints of the same object. | Experiment with different grades of pencil and other implements to achieve variations in tone.  Use complimentary and contrasting colours for effect | Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops. | Consider the use of colour for mood and atmosphere |
| **3 D form and sculpture** | Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.  Cut shapes using scissors and other modelling tools.  Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. | Experiment in a variety of malleable media such as clay, papier-mache, salt dough, Modroc  Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.  Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.  Impress and apply simple decoration techniques, including painting.  Use tools and equipment safely and in the correct way. | Use equipment and media with increasing confidence.  Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc…  Explore carving as a form of 3D art. | Use equipment and media with confidence.  Begin to show an awareness of objects having a third dimension and perspective.  Learn to secure work to continue at a later date.  Join two parts successfully.  Construct a simple base for extending and modelling other shapes.  Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.  Produce more intricate surface  patterns/ textures and use them when appropriate.  Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art.  Use language app | Work in a safe, organised way, caring for equipment.  Secure work to continue at a later date.  Make a slip to join to pieces of clay.  Decorate, coil, and produce marquettes confidently when necessarily.  Model over an armature: newspaper frame for modroc.  Use recycled, natural and man‐ made materials to create sculptures.  work as and when necessary and explain why.  Gain more confidence in carving  as a form of 3D art.  Use language appropriate to skill and technique.  Demonstrate awareness in environmental sculpture and found object art.  Show an awareness of the effect of time upon sculptures. | Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.  Show experience in combining pinch, slabbing and coiling to produce end pieces.  Develop understanding of different ways of finishing work: glaze, paint, polish  Gain experience in model ling over an armature: newspaper frame for Modroc  Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.  Show increasing confidence to carve a simple form.  Use language appropriate to skill and technique. | Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.  Model and develop work through a combination of pinch, slab, and coil.  Work around armatures or over constructed foundations.  Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.  Demonstrate experience in relief and freestanding work using a range of media.  Recognise sculptural forms in the environment: Furniture, buildings.  Confidently carve a simple form.  Solve problems as they occur.  Use language appropriate to skill and technique. |
| **Breadth of study** | Use colour on a large scale (A3/A2, playground).  Explain what they are doing in art work.  Use ICT. | Work independently and collaboratively with others on projects in 2 and 3 dimensions and  on different scales.  Use ICT.  Investigate different kinds of  art, craft and design. | | Work independently and collaboratively with others on projects in 2 and 3 dimensions and on different scales.  Use ICT.  Investigate different kinds of art, craft and design.  Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. | | Work confidently on a range of scales.  Work independently and collaboratively with others on projects in 2 and 3 dimensions and on different scales.  Use ICT.  Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. | |