

PROGRESSION IN ART and DESIGN

	Colour (pigment – paint, inks, dyes etc.)	Pattern (painted, printed, dyed, rubbed, imprinted, embossed etc.)	Print making (fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc.)	Texture (collage, threads, fibres, fabrics, surfaces, wood, clay etc.)	Form (3 D experience, rigid and malleable materials)	Drawing (pencil, chalk, pen, brushes, wax, fingers etc.) (ongoing)	Response to artefacts and design forms	Use of possible artists/ sculptors/ designers as reference	Additions (use of the internet)	General pattern of development	Objectives	Input	Vocabulary Skills
Rec.	experiencing and using primary colour naming (presentation of pigments, adhesives etc. and exploring mixing colours)	non figurative paintings, drawings, printing, imprinting, collage etc.	random printing with a variety of objects – junk, bark, plasticine, card, vegetables, polystyrene etc. imprinting into clay and dough etc.	handling, manipulating and enjoying using materials sensory experience simple sewing to collage	handling, feeling, enjoying and manipulating materials constructing building and destroying sensory experience	mask making enjoyment of using graphic tools, fingers, hands, chalk, pens, pencils, brushes	introduction of art and design forms of all kinds talking likes and dislikes personal response other cultures	Kandinsky, Miro, LS Lowry, Monet, Van Gough, Cezanne, Andy Goldsworthy, Picasso, Alexander Calder	www.drumcroon.org.uk a website designed to provide children, students and teachers with increased opportunities to engage with and respond to works of art, artists and good practice in art education, encouraging "making through knowing" and "knowing through making" (aimed at KS2)	abstract scribble and pattern rich use of media and material (mainly based on kinaesthetic response) some representation of symbols emerging	to build confidence and enjoyment in the use of tools and materials in a lively and dynamic way to foster willingness and eagerness to explore a variety of basic tools (including hands) and materials, and to enable the children to use them with confidence to build up experience through seeing, touching and doing	encouragement and use of senses to the fullest introducing a wide variety of natural and manmade objects enabling experience of environment introducing basic tools and materials, songs, stories, poems, music etc.	mainly "doing" words – painting, drawing, printing, modelling, scratching, pressing etc. naming tools and materials response words – nice, nasty etc. scale words e.g. big, small etc. naming colours
Year 1	collections of colour sorting, selecting and discussing mixing colours	awareness of surface, patterns, rubbings experiment arrangements of natural and man made items	using printmaking as a means of experiment and expression	awareness of surface, texture and the feel of different qualities collecting, sorting, rubbing, discussing, sewing collage and construction	use of hands and tools random forms embodiment of personal ideas constructions, assemblages, junk, dolls, puppets etc.	experimenting with a wide range of tools, material and surfaces embodying ideas and building up ways of representing their own world and experiences	paintings and drawings, print, sculptures, models, ceramics, textiles, buildings etc. enjoyment and discussion	buildings/ architectural features and decorations, eg. gargoyles, tiles, carvings, murals, brickwork etc. African jewellery, fabric work family albums/ newspaper and magazines Degas, Hogarth		build up of symbols often alongside "scribble" experience and experiment figures, self, houses, trees, animals, flowers, machinery etc. the simple forms of construction are sometimes named enjoyment of colour, pattern and form in their own right personal value regarding scale, shapes and overlapped involvement in role play with 2 and 3 dimensional work	to build confidence in approach to new situations, tools and materials to motivate communication and expression of personal ideas through introduction of sketchbook	introducing different tools and materials fostering awareness of their qualities and care making collections setting up interest tables and displays with themes, eg. stories, songs, poems, descriptions, paintings, drawings, models and artefacts past and present	describe colours descriptive words based on touching, looking and feelings – hard, soft, rough, smooth, cold, warm, happy and sad etc. discussion of art and design forms generating more vocabulary
Year 2	awareness of the variety and qualities of colour in the environment looking at pictures and artefacts discussing matching	experimenting, arranging, folding, repeating, overlapping, regular and irregular patterning looking at patterns and discussing	using printmaking as a means of drawing order, symmetry, irregularity, over printing looking at prints discussing	responding to materials arranging and rearranging developing into pattern, relief and pictures dolls, puppets destruction of materials to learn qualities construction and reconstruction	awareness of natural and man made forms and environments modelling building hand pots – clay expression of personal experiences and ideas discussing	growing awareness of natural and manmade environment analysing, expressing and communicating personal interest and feelings looking at drawings sketching working out ideas through drawing discussion	visits, excursions around the neighbourhood and further afield artists, designers and craftsmen in school	Henry Moore, Hockney, Picasso designs from other cultures eg. indian textiles, Islamic tiles, African printing/ carving Paula Rego, Van Dyck		apparent need for selected detail imagery developing into a means for expressing and communicating ideas, happening, imagining and stories growing desire to analyse and to make likenesses joy in pattern, colour, texture and form	to generate work showing a personal response to experience to foster an inventive and lively attitude together with the ability to persevere through problems to a conclusion to build up experience of tools and materials and to extend expectation of the nature of art to foster tactile and visual discrimination and awareness	introducing a wide variety of natural and manmade items supported by visits and excursions linked with all curriculum areas building up personal collections, objects, pictures etc. introducing a variety of ways of experiencing, observing and responding generating discussion	extension of colour vocabulary linking colour to items e.g. raspberry, pillar box red etc. organisation words – repeat, overlap, symmetry, regular, irregular etc. words describing visual and tactile qualities description of artefacts and discussion comment on each others' work

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Year 3/4	<p>mixing and matching colours</p> <p>refining use of colour</p> <p>using colour to express and describe</p> <p>discussing</p>	<p>searching for pattern</p> <p>using the environment and other sources</p> <p>recording, rubbing, printing, analysing</p>	<p>interpretation of environmental and manmade patterns and form</p> <p>building up shapes and patterns</p> <p>discussing the nature of effects</p>	<p>awareness of the nature of materials and surfaces</p> <p>discussion of surface decoration – pots, models etc</p> <p>using to express and communicate ideas</p>	<p>understanding the qualities and potential of constructional and malleable materials as a means of problem solving and expression</p> <p>construction, form, models, building etc.</p> <p>clay, slabbing and coiling</p> <p>extending techniques</p> <p>understanding adhesives and methods of construction</p> <p>investigating, analysing and interpreting natural and manmade forms and environments</p> <p>considering light and shadow, form and space</p> <p>size</p>	<p>analysis of qualities – shape, line pattern, form and texture in the environment</p> <p>fantasy ideas</p> <p>using drawing as a means of designing</p> <p>computer generated work</p>	<p>museums and galleries</p> <p>looking at functional design</p> <p>discussing the ways in which things were made – colour, form, techniques</p>	<p>Salvador Dhali, Seurat, Monet, Renoir, Cassatt, Matisse, Aboriginal art pack</p> <p>Mark Chagall, Blake, Magritte, Miro</p>		<p>use of symbolism and analysis</p> <p>interest in dramatic happenings and everyday life</p> <p>fascination for detail and sections of things as well as whole views</p> <p>narrative drawings and paintings</p> <p>interest in designing working models and build up of techniques</p>	<p>to build up a vocabulary of practical experience with special attention to the environment</p> <p>to foster the ability to recognise and discuss different approaches to their own and other people's work</p> <p>to develop listening and reading skills and consider the nature of design</p> <p>design and make for different purposes</p>	<p>considering and discussing art and design forms past and present and the reasons for their creations</p> <p>initiating visits to art galleries and museums</p> <p>introducing artists and craftsmen and design into school</p> <p>projects involving art, design, music, movement and drama</p> <p>developing group projects and challenges, encouraging ability to plan, work as a team and deal with the challenges of cooperation</p> <p>explore other artists' work on websites</p>	<p>understanding the meaning of matching, dark and light, hot and cold, colours, lines, shades, contrasts</p> <p>technical terms used in processes</p> <p>naming techniques and tools, sculpting, modelling, wearing, hanging, pottery, relief, construction, manuscript, calligraphy, print, engraving etc.</p> <p>building listening and reading skills needed in or to understand challenges and problems</p> <p>fostering ability to organise words to plan, annotate and describe some design processes</p> <p>evaluating every product, own and others'</p> <p>improve own work</p>

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Year 5/6	controlling and experimenting particular qualities of tone, shades, hue and mood considering colour for purposes	organising pattern using shape abstract pattern expressing mood pattern for purposes e.g. clothes, puppets, boxes, folders, book covers etc.	personal ideas analysing natural and manmade shape, pattern and colour ability to chooses appropriate tools, material and methods of working	awareness of the potential of the uses of material use of found and constructed textures in expressive and analytical work and design		awareness of dark and light, form and texture awareness of the potential of tools and materials appropriate to embody ideas and serve needs	development of interest in differing modes of communication and expression form and function personal enjoyment and response	Esher, Holbein, Leonardo da Vinci, Picasso, Leger, Bayeux Tapestry		personal statements and responses to challenges environmental work recording, analysing, expressing and communicating interest in scale/ proportion and special qualities evidence of experience in handling media, materials and tools	to consider challenges (self imposed or other) and respond to them, selecting appropriate tools and materials working through problems to have some understanding of the nature and possibilities of art and design experiences	considering and discussing art and design forms past and present and the reasons for their creations initiating visits to art galleries and museums introducing artists, craftsmen and design into school projects involving art, design, music, movement and drama developing group projects and challenges, encouraging ability to plan, work as a team and deal with the challenges of cooperation make a class art gallery on a website	understanding the meaning of matching, dark and light, hot and cold, colours, lines shades, contrasts technical terms used in processes naming techniques and tools, sculpting, modelling, wearing, hanging, pottery, relief construction, manuscript, calligraphy, print, engraving etc. building listening and reading skills needed in or to understand challenges and problems fostering ability to organise words to plan, annotate and describe some design processes evaluating every product design the ideas to suit intention adapt and improve own work for purpose and meaning