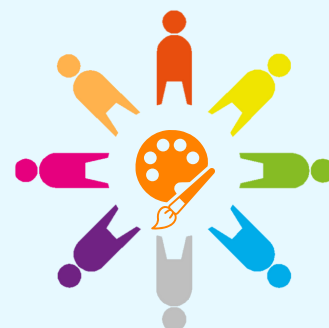


Art and Design Progression Grid



ART	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing	<p>Shape and Line: Use line to create a basic desired shape.</p> <p>Draw from observation.</p> <p>Media: pencil</p> <p>Summer 2: Colour in one direction using pure colour.</p> <p>Shape and Line: Be more precise with line to create a desired shape (more realistic).</p> <p>Use lighter pressure when drawing. Draw from close observation.</p> <p>Media: pencil and colouring pencils (Teaching Point: Colouring skill in Summer 2 – teach children to colour whilst moving their hand, fluid motion, and in one direction).</p>	<p>Colour: Mark making using soft to hard lines to create tone.</p> <p>Texture: Use lines to depict texture e.g. fur on a bear, hair on a rabbit.</p> <p>Close Observation</p> <p>Media: drawing pencils</p>	<p>Recap shape from EYFS and Year 1.</p> <p>Proportion and Scale: Enlarge close observational object/material on to A4 scale.</p> <p>Colour: Use coloured pencils to create tone (colours light to dark/saturation)</p> <p>Pattern: Children to draw natural patterns of object from close observation.</p> <p>Media: pencils, coloured pencils (tone), oil pastels (pattern).</p>	<p>Recap shape and line from KS1</p> <p>Form and Space: Use hatching technique for shading. (Straight and curved parallel lines to show shading). Close lines = darker shading. Further apart lines = Lighter shading.</p> <p>Colour, Form and Space: Tone to depict shadow using graded pencil, pen, charcoal.</p> <p>Texture: on a variety of paper using lines specific to the pattern or texture of the object and stippling.</p> <p>Media: graded pencil (3B – 2H) pen, graphite stick (graphite pencil)</p> <p>(Teaching Point: Pencil on side to create shallow angle for shading and tone. Pencil held near tip for control and precision. Specific hatching technique used by Da Vinci).</p>	<p>Recap proportion and scale from year 2.</p> <p>Texture: hatching and stippling (year 3 recap). New skill cross-hatching.</p> <p>Close observation.</p> <p>Imagination e.g. inspired by doodle artist.</p> <p>Media: graded pencil (3B, B, 2H, 5H), pen, charcoal</p> <p>(Teaching Point: Pencil on side to create shallow angle for shading and tone. Pencil held near tip for control and precision).</p>	<p>Form and Space: One point perspective (finding the vanishing point and horizon line/level).</p> <p>Imagination</p> <p>Proportion and Scale: Year 2 recap.</p> <p>(Teaching Point: Pencil on side to create shallow angle for shading and tone. Pencil held near tip for control and precision).</p> <p>Media: pencil, felt tip pens</p>	<p>Colour: Use shading and tone.</p> <p>Colour, Form and Space: Create shadows and highlights – shadow and light</p> <p>Form and Space: Perspective of 3D objects on 2D surfaces</p> <p>Texture: Recap Year 4.</p> <p>(Teaching Point: Pencil on side to create shallow angle for shading and tone. Pencil held near tip for control and precision)</p> <p>When shading, think about the direction of the lines – this can add to the illusion of form).</p> <p>Media: graded pencil (from 6B to 5H)</p>
Sculpture (All sculpture projects cover the element of form).	<p>Shape clay with purpose to create a figure using hands and fingers: pinch, roll and squash.</p> <p>Media: Clay</p>	<p>Recap shape techniques from EYFS.</p> <p>Texture and Detail: Use tools to mark make on clay and to add texture. Mark making and texture created adds detail to the artwork.</p> <p>Media: Clay</p>	<p>Shape and Form: to design and make a basic structure on which to use the given media</p> <p>Cutting and Joining: Cutting, tearing and joining.</p> <p>Media: Papier Mache</p>	<p>Cutting and Joining: To be able to cut modroc</p> <p>To join modroc to the armature</p> <p>Media: Modroc</p> <p>Teacher note: Sticky back plastic to create wings with children joining two pieces, sticking together and cutting around wire frame.</p> <p>Joining: Small overlap of modroc (not layering), joining skill within the wings (see above)</p> <p>Cutting: Placement of modroc within scissors, how to hold and angle scissors, how to hold modroc for cutting</p>	<p>Recap shape from EYFS and texture from Year 1.</p> <p>Cutting and Joining: Slip and Score (joining) and cutting of new pieces (cutting)</p> <p>Pattern: Design and create even and regular patterns, specifically geometric pattern</p> <p>Media: Clay</p>	<p>Joining, slip and score, cutting and tearing.</p> <p>Impression - carving</p> <p>Plan and design a sculpture using one's own imagination.</p> <p>Media: Clay</p>	<p>Design, shape and build an armature (e.g., aluminium wire, flexi-tube etc - inner layer) to use the medium modroc on the outer layer.</p> <p>Media: Modroc</p>
Painting	<p>Colour: Know which colours are primary and secondary colours. Know how to colour mix and make desired colours: secondary colours and brown. Know when to use a thick or thin brush.</p> <p>Shape and Line: Create shapes that represent objects from observation and imagination.</p> <p>Media: ready mix paint</p> <p>(Teaching Point: Use thick and thin brushes to create different lines).</p>	<p>Colour: Add white and black to make colour lighter and darker (shade and tint).</p> <p>Texture: Create texture using thick and thin brushes in different ways</p> <p>Shape and Line: Create shapes that represent objects.</p>	<p>Colour: Recap Year 1 Colour. Introduce colour wheel.</p> <p>Shape and Line: Recap of Year 1</p> <p>Shape and Line: make lines that follow more specific detail and shapes through observation</p> <p>Texture: Create texture using a variety of tools (sponges, cotton wool, tin foil etc).</p> <p>Media: watercolours, acrylic</p>	<p>Colour: Recap of KS1 colour concepts. Use the colour wheel to choose contrasting and complementary colours.</p> <p>Shape and Line: Increase accuracy and control of lines and shapes.</p> <p>Media: Water colour (background), acrylic (foreground)</p> <p>(Teaching Point: Introduce types of brushes e.g. liner, flat, rounded).</p>	<p>Colour: Tone (saturation of colour) and graded wash.</p> <p>Texture: Create texture using a variety of tools (KS1 recap) and a variety of media combined with paint (e.g. sand mixed with paint, sand sprinkled on wet paint).</p> <p>Media:</p> <p>(Teaching Point: Introduce types of brushes e.g. liner, flat, rounded).</p>	<p>Colour, Space and Form: Shadow based on light source.</p> <p>Shape and Line: Proportion and correct sizing in relation to other objects painted.</p> <p>Shapes and lines refined with accuracy and confidence.</p> <p>Media: Watercolours</p> <p>(Teaching Point: Introduce types of brushes e.g. liner, flat, rounded).</p>	<p>Colour: Recap Tone and the three washes from Year 4.</p> <p>Shape and Line: Master precision of lines and use of detail by mark making with acrylic ink.</p> <p>Colour, Form and Space: Shadow and light</p> <p>Media: Acrylic Ink</p> <p>(Teaching Point: Introduce types of brushes e.g. liner, flat, rounded).</p> <p>New skill is mastering precision of lines and use of detail by adding less water to create a variety of pigmentation.</p> <p>Explore using a dry brush to spread the ink (dry on dry), wetting paper and dropping colour (ink on wet), wetting brush and dipping in ink.</p> <p>Taught skill: wetting paper and dropping colour (ink on wet).</p>
Mixed Media (Nursery, Reception, Years 2, 4 and 5)	<p>Cut, tear and stick to create a mixed media collage picture from observation.</p>		Picasso faces		Batik?	<p>Media Used: crayon, powder paint, wax, sand, PVA glue</p> <p>Mark-making using the above</p> <p>National Animal</p>	
Printing (Nursery and Years 1, 3 and 6)		<p>Pattern: Make a printing block to create a simple, regular, repeating pattern (ABAB pattern).</p> <p>Media: polystyrene tiles, paint</p>		<p>Pattern: Make a printing block to create a regular linear pattern that forms a straight line (man-made pattern).</p> <p>Media: Polystyrene tiles, printing ink or paint</p>			<p>Pattern: Make a printing block to create a mixture of regular and irregular patterns. Repeat the pattern using precision and layering.</p>
Significant Figures and the History of Art	<p>Drawing Autumn 1: Amrita Sher-Gil (Indian artist)</p> <p>Drawing Summer 2: Frida Kahlo (Mexican artist)</p> <p>Sculpture: Samuel Makoanyane (African craftmaker)</p> <p>Painting: Marilyn Spellman (Leeds artist)</p> <p>Mixed Media: Gail Bartel (mixed media artist)</p>	<p>Drawing: Ester Curini (artist)</p> <p>Painting: Wassily Kandinsky (artist)</p> <p>Sculpture: Lesley Anne Greene (craft maker)</p> <p>Printing: Clare Caulfield (printer)</p>	<p>Drawing: Dominique Salm (artist)</p> <p>Painting: Robert Hawthorn Kitson (artist)</p> <p>Texture artist???</p> <p>Sculpture: (craft maker)</p> <p>Mixed Media: Pablo Picasso (composition and mixed media artist)</p>	<p>Drawing: Butch Anthony Leonardo Da Vinci (artists)</p> <p>Painting: Lee Campbell (ammonite artist)</p> <p>Odili Donald Odita (contrasting and complementary colour artist)</p> <p>Sculpture: George Segal – pioneer of modroc (craft maker)</p> <p>Maja Novak (Leeds artist)</p> <p>Printing: Ancient Greek Pottery</p>	<p>Drawing: Meghan Earle (doodle artist)</p> <p>Painting: Arleen Wild (mixed media artist)</p> <p>George Braques (French artist for composition)</p> <p>Sculpture: Roman Britain – Mosaic tiles from Roman Empire.</p> <p>Mixed Media (designer/architect)</p>	<p>Drawing: George Corson (architect)</p> <p>Grant Haffner (artist)</p> <p>Painting: Georgia O'Keeffe (artist)</p> <p>Sculpture: Burmanofts' pottery</p> <p>Mixed Media: Eileen Agar (artist)</p>	<p>Painting and Drawing: Xu Beihong (painting artist)</p> <p>Renaissance period, e.g. study Rembrandt Van Rijn Odoardo Fialetti when hatching</p> <p>(drawing artist)</p> <p>Sculpture: Alberto Giacometti (Craft maker)</p> <p>Printing: William Morris (designer)</p> <p>Mixed Media (designer/artist)</p> <p>Mood Board</p> <p>School architect? (architect)</p>