



HORNCastle PRIMARY SCHOOL

Subject Progression – Art and Design

Purpose & Aims	<p>A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own words of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. All pupils should produce creative work, exploring their ideas and recording their experiences, become proficient in drawing, painting, sculpture and other art, craft and design techniques, evaluate and analyse creative works using the language of art, craft and design, know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. At Horncastle, we work closely with local secondary schools via the Creative Hub to develop the skills and practices of art.</p>
EYFS	<p>Children are born into a world of visual stimuli and surrounded by it all the time, whether it be through their senses (hear, touch, feel, see and taste) in both the internal and external environments they live in or through their sheer imagination as they see opportunities arise. We are surrounded by art all the time, in visual and audio forms but we also see it in our everyday life in nature, urban and rural surroundings and all of these lead us as human beings to explore art in a variety of ways.</p> <p>In the early years, children nurture an understanding of art that is already held within and as teachers we help to develop this further by allowing them to use their imagination in a variety of ways but also allow time to use and experiment with different mediums and materials. This often means providing opportunities to explore and enhance their ideas and opinions but at the same time, allow their imagination to be further extended. Art provides the chance to use different colours, textures, lines and shapes, experimenting with them to explore different outcomes. Similarly, being given the opportunity to select and use tools and equipment safely. This is also based on imaginary events as well as 'real' events and leads us into the design aspect of art. We see how design is used in our world through many forms of media and children will be able to express their feelings and thoughts on this, making choices and relating this to their own experiences.</p> <p>These early experiences form the basis for which KS1 and 2 to build upon and the current early learning goals have specific objectives for Art.</p> <p>By the end of EYFS, most children will be able to:</p> <ul style="list-style-type: none"> • Explore using materials, to be able to use a variety of tools, materials and techniques. • Explore using different media, to be able to use colour, design, texture, form and function. • Draw on their own experiences and represent these in their own choice of art. • Develop and explore through imaginary situations, further enhancing their own original ideas. • Enjoy using and being part of the arts.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus Areas	Drawing Painting Collage Sculptures Artist focus	Drawing Painting Printing Textiles Artist focus	Drawing Painting Collage Textiles Artist focus	Drawing Painting Printing Sculptures Textiles Artist focus	Drawing Painting Collage Textiles Artist focus	Drawing Painting Printing Sculpture Artist focus
Exploring and Developing Ideas	Explore ideas from imagination or from real starting points. Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Take account of the purpose of the activity. Use research to inspire drawings from memory or imagination. Develop ideas using different or mixed media using a sketchbook. SKETCHBOOKS CONTINUED THROUGH KS2 + SENT UP TO NEXT CLASS.			
Drawing	Use pastels, chalk, pencils and charcoal. Show pattern and texture using lines and dots. Explore shading and tones with pencil.	Encourage focus looking for observational drawings Introduce a viewfinder to copy and enlarge images. Layer different media e.g. crayons, pastels, felt tips, charcoal and ball point.	Sketch lightly to allow refinements as necessary. Use a viewfinder – draw outlines with reference to the size and shape. Use shading to show light and shadow. Experiment with different grades of pencil and other implements to show line, tone and textures.	Use hatching and cross hatching to show tone and texture. Use different grades of pencils to show line, tone and texture. Alter and refine drawings and describe changes using art vocabulary. Annotate sketches to explain and elaborate ideas.	Alter and refine drawings and describe changes using art vocabulary. Begin to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use lines to represent movement.	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to represent movement, perspective, shadows and reflections. Choose a style of drawing suitable for the work (e.g. realistic or impressionist).
Painting	Develop confidence when handling paint and brushes e.g. mixing, cleaning. Mix secondary colours from primaries – colour wheels.	Add black and white to colours making tints and tones. Using paint with different consistencies by adding substances to the paint e.g. glue, sand.	Paint a colour wash. Mix tertiary colours. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Use watercolour paint to produce washes for backgrounds then add detail.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix tertiary colours. Experiment with creating mood with colour.	Build up in stages – foreground and background. Stronger colours at front. Begin to combine colours, tones and tints to enhance the mood of a piece. Sketch (lightly) before painting to combine line and colour. Begin to use qualities of watercolour and acrylic paints to create interesting pieces. Begin to develop a personal style of painting, drawing upon ideas from other artists. Begin to use brush techniques and the qualities of paint to create texture.	Create a colour palette based upon colours observed in the natural or built world Use qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting drawing upon ideas from other artists.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage	To know how to cut strips, shapes, following a curve, snip and fringe. To mix paper and textiles to create texture.		To coil and overlap. To cut precisely, To use mosaics. To fold, crumple, tear, cut and pleat paper.		To use contrasting textures, colours or patterns. To incorporate frottage (rubbing) into collage work. To use tessellation. To use montage.	
Printing		To make their own printing block from string or plasticine blocks. To print repeat and /or overlapping shapes to create pattern. To know how to ink a block with a roller.		To make their own printing block from press prints in card, polystyrene etc. To print using two or more colours by overlapping (building up layers of colour)		To use printing as a technique to enrich paintings. To use mono printing including blocking out techniques (war printing, face masks). To make precise repeating patterns by creating accurate printing blocks.
Sculptures	To scrunch, fold, curl and crumple paper. To use bandaging technique (modroc) To imprint to make marks and stamp/carve into clay using a range of tools. To use slip to join the clay. To know how to cut, roll and coil materials. To make coil pots			To experiment with using skills on a large scale. To join using slotting, tying, pinning and weaving. To make a hollow shape by joining two pinch pots to make a recognisable form. To make an object from one piece of clay. To roll out clay to make mosaic tiles.		To use papier mache. To use moulds. To use chicken wire as a former. To use decorating techniques to create surface textures.
Textiles		To use glues to join fabrics. To introduce running stitch to join fabrics. To embellish fabrics by decorating or tie/dip dyeing. To explore plaiting and understand the basic method. To develop weaving to create a pattern.	To weave using a range of materials and represent chosen themes. To embellish fabrics with sequins, buttons and dyeing.	To use basic back stitch and cross stitch	To develop dyeing by investigating natural dyes. To practise basic stitches by incorporating into other work. To use Batik techniques.	
Evaluating	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices. Talk about own work and that of other artists and the techniques they have used.	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work. Talk about own work and that of other artists and the techniques they have used	Begin to explore a range of great artists, architects and designers in history. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.	Begin to explore a range of great artists, architects and designers in history. Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further.	Explore a range of great artists, architects and designers in history. Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further. Identify artists who have worked in a similar way to their own work.	Explore a range of great artists, architects and designers in history. Discuss and review own and others work, expressing thoughts and feelings, explaining their views, identify modifications and see how they can be developed further. Identify and evaluate artists who have worked in a similar way to their own work. Annotate work in sketchbook.