|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Progression in Art and Design at Rockcliffe CE Primary School** | | | | | | | |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Mark Making and Drawing** | Explore, investigate, and experiment with mark-making using a range of tools and materials. | Explore mark making, experiment with drawing lines and 2D shape. Use, express and experiment with line for purpose, then use appropriate language to describe. | Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Begin to understand how to represent form when drawing. Draw lines with increased skill and confidence. Use line for expression when drawing portraits. Experiment with pencils to create tone, shade and begin to introduce form in drawing. | Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Further develop their ability to describe 3D form in a range of materials, including drawing. Express and describe. Identify, draw and label shapes within images and objects. | Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. Extend and develop a greater understanding of applying expression when using line. Develop an increasing sophistication when using tone to describe objects when drawing. | Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. | Learn and apply new drawing techniques such as negative drawing, chiaroscuro expression, sketching and still life. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. Fluently sketch key shapes of objects when drawing. |
| **Painting** | Explore, investigate and experiment with paint and colour materials and tools to create colours, mixing, shape and form. | Develop skills and control when painting and paint with expression. Remember the primary colours and how to mix them to create secondary colours. Create shades of colour, choose and justify colours for purpose. Understand what tone is and how to apply this to their own creations. | Further improve skill and control when painting. Paint with creativity and expression. Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. | Increase skill and control when painting. Apply greater expression and creativity to own paintings. Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use of colour such as tints, shades and tone for different purposes. | Develop skill and control when painting. Paint with expression and perspective. Analyse and describe different paintings by artists – describe their use of colour, tone, form and shade using different techniques and effects. | Control brush strokes and apply tints and shades when painting. Paint with greater skill, detail and expression. Select and mix more complex colours to depict thoughts and feelings. | Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Mix and apply colours to represent still life objects from observation. Express feeling and emotions through colour and abstract compositions. Study colours used by Impressionist painters. Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. |
| **Patterns and Printing** | Explore, investigate and experiment with patterns using different materials and tools. | Understand patterns and prints in nature, design and make patterns and prints using a range of materials. | Explore a range of techniques to make repeating and non -repeating patterns. Identify natural and man-made patterns and prints and be able to create own patterns and prints. | Construct a variety of patterns and prints through different methods and techniques developing further understanding and knowledge. | Create original designs for patterns using geometric repeating shapes.  Explore how to manipulate colour for printing. | Construct patterns through various methods and techniques. | Create photomontages; make repeat patterns using printing techniques. |
| **Materials/Textiles and Collage** | Explore, investigate and experiment using a range of materials to create texture and shape. | Use a range of materials to create texture and shape. Explore and create original artwork for different purposes and intentions. | Use a range of materials to design and make products including craft, weaving and printmaking, sculpture and clay. Select, use and identify appropriate materials to create and describe textures and shape. Extend practical ability to create 3D sculptural forms. | Use materials such as paper weaving, tie dying, sewing and other craft skills to design and create products. Analyse and describe texture, shape and form within your creation and others. | Create art pieces from recycled materials – exploring textures and tactile pieces of work. Develop further ability to analyse, reflect and improve their own and others creations. | Further extend ability to describe and model form in 3D using a range of materials. | Represent personal feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. Understand how artists manipulate materials to create textures. |
| **Design and Media** | Explore, investigate and experiment creating designs using a range of materials and tools to create shape and space. | Discover, identify, describe and use shape and designs for purpose. | Compose geometric designs by adapting the work of other artists to suit and develop their own ideas. | Continue to develop visual and graphic designs. Discussing and reflecting own ideas and others to make improvements. | Develop ability to describe and model form in 3D graphic designs. Begin to understand how to display and present work. | Create mixed media art using found and reclaimed materials for purpose. Develop ideas through sketches; enhance knowledge, skill and technique using experimental media in Sketchbooks. Design new architectural forms and invent new products for purpose. | Create digital art and 3D sculptural forms. Be able to express and articulate through personal messages, graphics, text and images through their designs. |
| **Evaluating** | To share ideas and describe their creations. | To use Sketchbooks to record thoughts and ideas and to experiment with own and other’s work. Be able to recognise and describe key features and feelings about their work and others. | To use Sketchbooks more effectively to compare own and other’s work, identifying similarities and differences. Being able to describe choices and preferences using the language of art. | To use Sketchbooks to generate ideas, record thoughts and observations using the artwork of others to help inspire. To increasingly use the formal elements of art language. | To use Sketchbooks for planning, refining and analysing work, record observations and ideas to develop skills and techniques. Build a more complex vocabulary when discussing own and other’s art. Use their own and other’s opinion of work to identify areas of improvement. | Compose original designs by adapting and synthesising the work of others. Analyse and evaluate artist’s use of shape, tone and texture. Regularly reflect on intentions and choices. | Make personal investigations and record observations in Sketchbooks. Give reasoned evaluations of own and other’s work which takes account of context and intention. Use the language of art with greater sophistication when discussing own and other’s art. |
| **Famous Artists** | Donaldson, Picasso, | Frida Kahlo, Wayne Thiebauld, Cath Kidson, Poonac, Kapoor, Caverley | | Litchenstein, Hannah Hoch, Da Vinici, Pollock, Andy Warhol, Monet, Matisse, Micheal Phelan, Antoni Gaudi, Klee, Klimt, Morris | | Stephen Fowler, Esther Mahlangu, Ben Mosley, David Hockney, Shackleton, Henry Moore, Dan Mather, Alma Thomas | |
| **Vocabulary** | Colour, line, pattern, brushes, crayon, pencil, paper, chalk. | Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, primary and secondary colours, shading, 3D, rubbings, tear, experiment, design, repeat patterns, free-flowing, precise, straight, curved, edge, concentric, silhouette, template, overlay, vessel, slip, clay, detail, modelling, facial features, outline, contours, collage, decorate, proportion, landscape, portrait, texture, pastel, blend, shadow, expression, background. | | Colour, line, tone, pattern, form, shape, texture, shading, bending, shaping, 3D, geometry, shade, tint, light and dark, symmetrical, mark making, collage, recycled, montage, mood board, charcoal, scaling, modelling. | | Colour, line, tone, form, shape, pattern,texture, observation, monument, legacy, symmetry, annotate, visualise, scale, collage, contrasting, abstract, self-expression, crop, impressionism. | |