



## Oaklands Community Primary School Art and Design Progression

Key Stage 1 NC objectives		Developing ideas	Techniques						Taking inspiration
			<i>Painting</i>	<i>Collage</i>	<i>Sculpture</i>	<i>Drawing</i>	<i>Print</i>	<i>Textiles</i>	
<b>Year 1</b>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>- Work from observation and known objects.</li> <li>- Use imagination to form simple images from given starting points or a description.</li> <li>- Begin to collect ideas.</li> <li>- Work with different materials.</li> <li>- Begin to think what materials best suit the task.</li> </ul>	<ul style="list-style-type: none"> <li>- Use thick and thin brushes appropriately.</li> <li>- Mix primary colours to make secondary colours (and name)</li> <li>- Share colour charts to compare variations of the same colour.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop collages based on simple drawing using paper and materials.</li> <li>- investigate a range of textures through rubbings.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop understanding of 2D and 3D in terms of artwork.</li> <li>- investigate clay (pinching, rolling, twisting, scratching and coiling) adding texture using tools.</li> </ul>	<ul style="list-style-type: none"> <li>- draw lines of different sizes and thickness.</li> <li>- extend the variety of drawing tools</li> <li>- colour (own work) neatly following the lines</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with hand, foot and finger printing. Consider amount of paint used.</li> <li>- Develop controlled printing against and outline (cut out shapes)</li> </ul>	<ul style="list-style-type: none"> <li>- Weave using recycled materials e.g. paper, carrier bags.</li> <li>- Weave with wool</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, craft makers and designers.</li> <li>• Describe differences and similarities between different practises and disciplines.</li> <li>• Make links to their own work.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		<ul style="list-style-type: none"> <li>- Create and experiment with shades of colour and name some of these.</li> <li>- Recognise warm and cold colours.</li> <li>- Create washes to form backgrounds.</li> <li>- consider consistency when applying paint.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop tearing, cutting, and layering paper to create different effects.</li> <li>- collect natural materials to create a temporary collage.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at sculptures by known artists as starting points for own work.</li> <li>- Investigate a range of different materials (paper, straws, card) and experiment with how they can be connected to form simple structures.</li> <li>- Begin to form own 3d pieces.</li> <li>- consider covering these with papier-mâché.</li> </ul>	<ul style="list-style-type: none"> <li>- show pattern and texture by adding lines and dots.</li> <li>- Show different tones using colour pencils.</li> </ul>	<ul style="list-style-type: none"> <li>-- Use objects to create prints (e.g. Sponges, Vegetables)</li> <li>- Create repeated or overlapping patterns.</li> <li>- Mimic print from the natural or man-made environment (e.g. honeycomb, wallpaper)</li> </ul>	<ul style="list-style-type: none"> <li>- Simple batik work</li> </ul>	



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Key Stage 2 NC objectives		Developing ideas	Techniques					Taking inspiration	
			<i>Painting</i>	<i>Collage</i>	<i>Sculpture</i>	<i>Drawing</i>	<i>Print</i>	<i>Textiles</i>	
<b>Year 3</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Develop sketch books.</li> <li>- Use a variety of ways to record ideas including digital cameras and iPads.</li> <li>- Develop artistic/visual vocabulary to discuss work</li> <li>- Begin to suggest improvements to own work.</li> <li>- Experiment with a wider range of materials.</li> <li>- Present work in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>- Mix and match colours (create palettes to match images)</li> <li>- Lighten and darken tones using black and white.</li> <li>- Begin to experiment with colour to create more abstract palettes</li> <li>- Explore the relationship between mood and colour.</li> </ul>	<ul style="list-style-type: none"> <li>- develop individual and group collages, working on a range of scales.</li> <li>- Use coiling, overlapping and tessellation in collage.</li> </ul>	<ul style="list-style-type: none"> <li>-develop confidence using clay by adding greater detail, texture and colour.</li> <li>- Add colour once clay has dried.</li> <li>- investigate ways of joining clay – scratch and slip</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with different tones using graded pencils</li> <li>- sketch to make quick records</li> <li>- close observation</li> <li>- use shading to show light and shadow.</li> </ul>	<ul style="list-style-type: none"> <li>- Use roller and ink printing with simple block shapes.</li> <li>- take prints from other objects to show texture (e.g. Leaves, fabric) using roller and ink.</li> <li>- use layers of two colours</li> </ul>	<ul style="list-style-type: none"> <li>-Investigate tie-dyeing</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by great artists, architects and designers.</li> <li>• Create original pieces influenced by artist studies.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>- about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>- Select and develop ideas confidently, using suitable materials.</li> <li>- Improve quality of sketchbook with mixed media work and annotations.</li> <li>- Select own images and starting points for work.</li> <li>- Develop artistic/visual vocabulary when talking about own work and that of others.</li> <li>- Begin to explore possibilities, using and combining different styles and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- Mix and name tertiary colours.</li> <li>- Explore complimentary and opposing colours.</li> <li>- Experiment with watercolour, exploring intensity of colour to develop shades.</li> </ul>	<ul style="list-style-type: none"> <li>- investigate and use mosaic principals.</li> </ul>	<ul style="list-style-type: none"> <li>- introduce mod-roc</li> <li>- create work on a larger scale as a group.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased detail within work.</li> <li>- annotate sketches to explain and elaborate ideas.</li> <li>- Use hatching and cross hatching to show tone and texture.</li> <li>- develop shadows</li> <li>- consider scale and proportion</li> </ul>	<ul style="list-style-type: none"> <li>- make printing blocks (using string and card)</li> <li>- Make precise repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>-compare different fabrics.</li> <li>- use basic cross stitch and back stitch using a variety of threads and wool.</li> </ul>	
<b>Year 5</b>		<ul style="list-style-type: none"> <li>- Build on previous work with colour by exploring intensity.</li> <li>- Develop watercolour techniques.</li> <li>- Develop fine brush strokes.</li> <li>- Mark make with paint (dashes, blocks of colour, strokes, points)</li> </ul>	<ul style="list-style-type: none"> <li>- Mix textures (rough and smooth, plain and patterned)</li> <li>- Select and arrange materials for a striking purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate clay – use tools to carve and add shape, texture and pattern.</li> <li>- Design and create sculpture, both small and large scale.</li> </ul>	<ul style="list-style-type: none"> <li>- Effect of light on different objects and people.</li> <li>- introduce perspective, fore/ back and middle ground</li> <li>- begin to develop abstract representations of first hand observations.</li> </ul>	<ul style="list-style-type: none"> <li>- Build up layers of colour.</li> <li>- create polystyrene printing blocks to use with roller and ink.</li> <li>- create accurate pattern using fine detail.</li> </ul>	<ul style="list-style-type: none"> <li>- show precision in techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Give details about the style of some great artists, architects and designers.</li> <li>• Know and understand the historical and cultural development of their art forms.</li> </ul>	
<b>Year 6</b>		<ul style="list-style-type: none"> <li>- Introduce acrylic paint.</li> <li>-Explore using limited colour palettes.</li> <li>- experiment with colour in creating an effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Combine visual and tactile qualities e.g. Escher, Matisse, Malevich</li> </ul>	<ul style="list-style-type: none"> <li>- Show life-like qualities and real-life proportions.</li> <li>- Use wire to create malleable forms.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>- Choose a style of drawing suitable for the work (e.g. realist or impressionistic.)</li> <li>- use lines to represent movement</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with screen printing</li> <li>- design and create motifs</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with circular embroidery frames.</li> <li>- Combine previously taught techniques to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Create original pieces that show a range of influences and styles.</li> </ul>	