



Art and Design progression at Probus Primary

KS1 NC requirements:

- To know 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.
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

KS2 NC requirements:

- To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay). -To know great artists, architects and designers in history.

	<u>Key skills to include:</u>	<u>EYFS</u>	<u>Year 1 and 2</u>	<u>Year 3 and 4</u>	<u>Year 5 and 6</u>
Developing ideas	<i>Develop the use of sketchbooks throughout the school to make observations, explore ideas and develop techniques, discuss artwork and artists, collect ideas for colours and materials, etc.</i>	<ul style="list-style-type: none"> -Work purposefully, responding to colours, shapes, materials, etc. -Create simple representations of people and other things. -Think about what art is and share ideas with others. -Talk about the stories and ideas in their art work, sharing with others how and why they generated their ideas. 	<ul style="list-style-type: none"> -Record and explore ideas from first hand observation. -Ask and answer questions about the starting points for their work. -Explore different methods and materials. -Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> -Select and record ideas from first hand observation, experience and imagination, and explore ideas for different purposes. -Question and make observations about starting points throughout the curriculum. -Record and explore ideas in a variety of ways, using sketch books. -Discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures. -Discuss artwork using visual language. 	<ul style="list-style-type: none"> -Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes. -Develop and imaginatively extend ideas from starting points throughout the curriculum. -Carefully select materials based on qualities to enhance work. -Explore and discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language.

Artists	Take inspiration from the greats (both classic and modern).	-Describe a picture created by an artist.	-Describe the work of notable artists, designers and artisans. Impressionism Van Gogh Romanticism Turner Transient Art Tony Plant Water colour technique Guy Laramie Mai Yamashita	-Replicate some of the techniques used by notable artists, designers and artisans. Lescaux Caves Early man Goldsworthy Landscape art Kurt Jackson Cornish Landscape Dali. Portrait of Christ	-Give details (including own sketches) about the style of some notable artists, designers and artisans. In discussion refer to past explorations and works seen Classism Michael Angelo and Leonardo DaVinci William Morris Lino design Turner and Industrial revolution
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	Look for similarities and differences.	-Experiment with a technique that an artist uses.	Rousseau Animals in nature -Use some of the ideas of artists studied to create pieces.	In discussion draw on past experiences	Freda Kahlo and the body beautiful
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		<p><i>Key skills to include drawing with scale and proportion, using a sketch hand and using a fluent light touch to draw.</i></p>	<p>Drawing skills Hold a variety of drawing tools correctly</p> <p>Mark mark with confidence and follow patterns</p> <p>Move fluently making circles with hands and fingers in viscous materials</p> <p>Paint carefully water onto surfaces using variety of brush sizes</p>	<p>Smooth figure of eight drawing and develop ability to reverse on a line.</p> <p>Hold pencil correctly</p> <p>Free sketch shapes</p> <p>Draw basic observed shapes with support and add detail</p> <p>Draw features of face and body</p> <p>Introduce the horizon line</p> <p>Recognise symmetry and complete symmetrical work</p>	<p>Draw landscape with sketched line</p> <p>Begin to show awareness of perspective and scale.</p> <p>Draw face and body with accurate proportions</p> <p>Draw details of the hand</p> <p>Draw body with ratio of 1;8</p> <p>Use drawing equipment such as compass and set square</p>	<p>Draw with accuracy and sense of scale</p> <p>Understand the use of vanishing points in landscape drawing</p> <p>Select correct drawing implement and know a range of techniques (e.g. hatching)</p> <p>Draw using a light sketched hand to form work</p> <p>Know and use proportions of face and body</p> <p>Use technical equipment well</p>
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Mastering techniques	Painting	<p><i>Include a variety of colour techniques, including: painting, ink, dye, pencils, crayons, pastels.</i></p> <p><i>Apply colour in different ways (i.e. Brushes, sponges, straws, etc).</i></p> <p><i>Use different surfaces as well as paper (e.g. fabric)</i></p>	<ul style="list-style-type: none"> -Experiment with primary colours. -Experiment with mixing colours independently. -Name colours. -Learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, glue). -Use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers). 	<ul style="list-style-type: none"> -Use a variety of tools, including thick and thin brushes. -Mix primary colours to make secondary. -Create colour wheels. -Add white to colours to make tints and black to colours to make tones (create colour charts). -Mix and match colours to pictures and objects when appropriate -Create different textures (e.g. using sand, sawdust, flour). -Ensure they can name colours. 	<ul style="list-style-type: none"> - Introduce different types of brushes for specific purposes. -Mix colours effectively, knowing which primary colours make secondary. -Colour mixing and matching; tint, tone, shade (match using colour charts). -Use watercolour paint to produce washes for backgrounds, then to add detail. -Experiment with creating mood with colour. -Experiment with different effects and textures (e.g. blocking in colour, washes, thickened paint). -Techniques –apply colour, using dotting, scratching, splashing. Make sensible choices about the areas to paint in sequence 	<ul style="list-style-type: none"> -Sketch (lightly) before painting to combine line and colour if needed -Use brush techniques and the quality of paint to create texture. -Create a colour palette based upon colours observed in the natural or built world. -Identify key aspects such as complementary colours, colour as tone, warm and cold colours. -Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings. -Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Accurately mix colour. -Consider artists' use of colour (colour wheel) and application of it.

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Mastering techniques	Textiles/Collage	<p><i>Include collage, weaving, sewing, textiles, threads.</i></p> <p><i>Use a variety of media and different textures (e.g. fabric, tissue paper, crepe paper).</i></p>	<ul style="list-style-type: none"> -Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials. -Create simple collages using fabric, paper, pasta, beans and larger tactile things. -Simple weaving. -Experiment with different textures, including sensory experience. -Explore how media and materials can be combined and changed. 	<ul style="list-style-type: none"> -Use a variety of techniques (e.g. tie dyeing, weaving, plaiting, wax or oil resist, sewing and binca). -Use a combination of materials that are cut, torn and glued. -Sort and arrange materials. -Mix materials to create texture. -Learn how to thread a needle, knot, cut, glue and trim material. -Create images from imagination, experience and observation. -Collect visual information from a variety of sources, describing the visual and tactile elements. -Make a simple mosaic 	<ul style="list-style-type: none"> -Use a variety of techniques (build on KS1). -Name the materials and tools they have used. -Develop skills in stitching, cutting and joining. -Use basic cross stitch. -Colour on fabric. -Create weavings with a good sense of colour -Use overlapping, layering, coiling, tessellation, mosaic and montage -Collect visual information from a variety of sources, describing the visual and tactile elements. 	<ul style="list-style-type: none"> -Independently different textures, colours and techniques when designing and making pieces of work to express the intent -Combine visual and tactile qualities when designing and making pieces of work to have an affect on the viewer -Show precision in techniques and awareness of the whole composition -Join fabric in different ways for an affective composition thinking about contrasts and harmony -Combine previously learned techniques to create pieces independently. -To be expressive and analytical to adapt, extend and justify their work.
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Mastering techniques	Sculpture	<p><i>Include 3D work, rigid and malleable materials (e.g. clay, dough, boxes, wire, newspaper, sculpture, mod roc... rolled up paper straws, card, junk).</i></p>	<ul style="list-style-type: none"> -Handle, feel and manipulate, pull apart and reconstruct materials. -Construct and build from simple objects. -Shape and model from observation and imagination. -Impress and apply simple decoration. -Simple language created through feel, size, look, smell, etc. 	<ul style="list-style-type: none"> -Use techniques such as rolling, cutting, moulding, carving and marking using simple tools. -Use materials to make objects for a purpose, (ie, junk models, assemblages). -Make simple joins by manipulating modelling material or pasting. -Use a range of decorative techniques: applied, impressed, painted, etc. -Discuss work of sculptors. 	<ul style="list-style-type: none"> -Shape, form, model and construct. -Understand qualities and potential of materials as a way of problem solving and expression. -Plan and develop ideas in sketchbook and make simple choices about media. - Understanding of different adhesives and methods of construction. -Use tools more confidently. -Simple discussion about -Discuss own work and compare work of other sculptors (i.e. aesthetics/size). 	<ul style="list-style-type: none"> -Use sketchbook to inform, plan and develop ideas. -Investigate and analyse different forms. -Take into account the properties of media being used. -Shape, form, model and join with confidence. -Combine visual and tactile qualities. -Work directly from observation or imagination with confidence. -Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. -Discuss and evaluate own work and that of other sculptors in detail.
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		<u>Key skills to include:</u>	<u>EYFS</u>	<u>Year 1 and 2</u>	<u>Year 3 and 4</u>	<u>Year 5 and 6</u>
Mastering techniques	Printing	<i>Use a variety of tools, brushes, found materials, natural and made objects, fruit/veg, wooden blocks with string patterns attached, sponges, cotton buds, clay, card, press print, lino, string and fingers.</i>	<ul style="list-style-type: none"> -Make rubbings showing a range of textures and patterns. -Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. -Produce simple pictures by printing objects. --Work from imagination and observation. -Imprint onto a range of textures - newspaper, coloured paper, plain paper, into clay and dough etc. -Print with block colours. 	<ul style="list-style-type: none"> - Use a variety of tools, materials and objects to create prints. -Carry out different printing techniques (e.g. monoprint, block, relief and resist printing). -Press, roll, rub and stamp to make prints. -Make rubbings. -Design repeating patterns and overlapping shape patterns. -Mimic print from the environment (e.g. wallpapers, curtains, fabric). 	<ul style="list-style-type: none"> --Make printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block). -Experiment with resist printing including marbling, silkscreen and cold-water paste -Replicate patterns observed in natural or built environments. -Explore pattern and shape, creating designs for printing. Accurate repeat pattern -Talk about the processes used to produce a simple print. 	<ul style="list-style-type: none"> -Describe techniques, including the use of layering, poly-blocks, relief, mono and resist printing. -Choose the printing method appropriate to the task. --Build up layers of colours and textures. -Be confident with printing onto paper and fabric. -Organise work in terms of pattern, symmetry or random printing styles. -Use a range of visual elements to reflect the purpose of the work. Good spatial design
Mastering techniques	Digital media	<i>Digital art such as graphic drawing programs and photography.</i>	<ul style="list-style-type: none"> -Use ICT to experiment with drawing lines and shapes. -Use ICT to experiment with different colours and patterns. 	<ul style="list-style-type: none"> -Use a wide range of tools to create different textures, lines, ones, colours and shapes. 	<ul style="list-style-type: none"> -Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> -Enhance digital media by editing (including sound, video, animation, still images and installations).

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Evaluating</p>	<p>Annotate sketch book; stick post its on response partner's work.</p>	<p>- Recognise and describe key features of their own and others' work.</p>	<p>-Review what they and others have done and say what they think and feel about it. -Identify what they might change in their current work or develop in their future work. -Annotate work in sketchbook.</p> <p>Austin's butterfly</p>	<p>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>-Adapt their work according to their views and describe how they might develop it further.</p> <p>-Annotate work in sketch books.</p>	<p>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>-Adapt their work according to their views and describe how they might develop it further.</p>
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