



Bagthorpe Primary School

Curriculum Progression Plan

Art & Design

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Experiment with a variety of tools for mark making and drawing Explore lines on small and large scale and on a variety of different surfaces Create drawings of animals and plants	To extend the variety of drawing tools To know that the different lines drawn may differ depending on the purpose Observe and draw landscapes and anatomy (faces or limbs)	Layer different media (eg. crayons, pastels, felt tips, charcoal and ballpoint) Experiment with visual elements when drawing: line, shape, pattern and colour	Refine accurate drawings of faces and know that detail can be added for effect Know that shading creates tone Experiment with various pencil types and grades	Know that different drawing materials can be selected to create a specific outcome Introduce scale and proportion for more accurate drawings of faces and proportions of the whole person	Start to show the effect of light on objects from different directions and introduce ways to interpret the texture of a surface Produce increasingly accurate drawings of people and the concept of perspective in landscapes	Demonstrate a wide ranges of drawing techniques with wet and dry media to communicate specific emotions to their audience Refine their interpretation of texture and light on a surface
Painting	Give the children choices of paint and to mix their own colours – know that each colour has a name Apply colours with a range of tools Work on different scales Use different brush sizes	Using poster paint: Name all the colours Know there are primary and secondary colours and that primary colours are the base of all secondary colours Create different textures of paint with a variety of brush sizes	Using poster paint: Describe colours, naming them all as primary and secondary Make as many tones and shaded of colour as possible (using white and black) Start using different types of paint to build different textures	Know that there is a link between colours and feelings when revisiting the colour wheel for primary and secondary colours Introduce different types of brushes purposefully whilst helping to refine use of poster and powder paint	Colour mixing and matching with accuracy: focus on tint, tone and shade Learn how colour is used to reflect mood, and begin to use this in their work (Eg. when introducing watercolour)	Demonstrate a secure knowledge of primary, secondary, complimentary and contrasting colours to explore hues, tints, tones and shades for mood	Choose appropriate paint, paper and implements to adapt and extend their work; using this to compliment the study of other artists and sketchbook work on their final pieces Show awareness of how paintings are created, their composition
Sculpture	Manipulate clay, plasticine and playdough in a variety of ways Build sculptures from “messy tray” materials to compare textures and qualities of each material	Manipulate malleable materials in a variety of ways (rolling, kneading and shaping) Experiment with, construct/join recycled, naturals and man-made materials	Create shape from malleable and more rigid objects; know that pattern and texture can be added	Mould, join, cut and construct materials adequately to show detail can be created using different tools	Know that details can be created using different tools and there are specific tools for different media	Use malleable and more rigid materials (such as papier-mâché) to develop understanding of shape and form to evoke feelings	Continue developing skills with a chosen media to create a product for a specific purpose or audience

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Other Techniques (eg. printing, collage, textile and digital)	Provide craft materials and textiles within the workshop area Provide opportunities for children to use stamps, create rubbings and print their own designs: Sponge prints "potato" / vegetable printing Rubbings of different surfaces	To know printing techniques can be combined to create a piece of art Stamping: Make marks in print with a variety of objects such as: sponges, fruit and vegetables Rubbings Block printing Eg. A leaf stuck onto a print block such as cardboard to use over and over	To know that textures and patterns can be created using different materials Mono printing mark making in the ink and applying paper over the ink relief printing – with polystyrene rubbings	Know that different effects and details can be created by combining different materials Weaving finger knitting fabric crayons, sewing and binca fabric crayons trapping Mono printing Relief printing – with polystyrene Carbon printing	Know different tools need to be selected to successfully use each technique Sewing simple stitches French knitting tie-dying, fabric paint trapping Layer prints of two or more: Mono printing Relief printing – using polystyrene as a practise and experimenting with lino Carbon printing	To select and use own materials and tools independently - to send a message about their art work Relief printing Mono printing Printing on different materials Combine prints and build layers of colour and texture	Know that art is a powerful medium where prejudices and ideas can be challenged through art; develop their skills in textiles and print to support this philosophy Sewing running/ blanket/ cross stitch Dying, Quilting Embroidery Trapping Embellishing Layering prints Printing onto fabric
Artists	Children are able to talk about how they have created their pieces of art; what have they used, the process and how they feel about it To know that art exists all around	Children start to verbalise their likes and dislikes about pieces of art to partners and in small groups from examples given by adults they are working with.	Children verbalise their likes and dislikes about pieces of art using technical language around colours, and media the artists have used.	Children begin to compare, discuss and describe pieces of art in larger groups, through talk of colours, tones, shapes and the media used.	Children begin to analyse pieces of art in larger groups by discussing colours, tones, shapes, patterns, media and form; comparing one piece to another alongside each other.	Children analyse artists' different use of form and media to relay their chosen message; comparing and making simple links of those previously studied, alongside ones who are knew to them.	Children analyse and evaluate art, knowing that an artists' work has an impact on society at the time.
Language	Similar, different, like, dislike, curved, straight, lines, shape names, basic colour names, artist, craftsman, architect,	Like, dislike, basic emotions: happy, sad, angry, lonely etc Lines, shapes, colours, simple media, roll, knead, shape, weave, stitch, construct, join, print, rubbings, repeat pattern, symmetry, print	In addition to previous years feel, emotions: frustrated, worried, upset, joyful, Patterns, tone, dark, light, grade, media, malleable, rigid, tie-dye, textiles, mono print, relief print,	In addition to previous years emotions: jealous, strong, creative, inspired, relaxed, delighted positive/negative space, dotting, splashing technique, dying, trapping, applique, carbon, ghost print, pinch, coil, watercolour	In addition to previous years emotions: a deeper understanding using a variety of adjectives for: happy, sad, angry, scared scale, tint, tone, shade, man-made, modify, adapt	In addition to previous years emotions: a deeper understanding using a variety of adjectives for emotions: perspective, complimentary colours, contrasting colours, sources, hues, tint, ones, shades, moods, embellish, reflect, reflection, adjust	In addition to previous years emotions: a full and varied use of language to describe a wide range of emotions interpret, implement and adapt, alter and modify