



Art and Design – Progression for Learning Overview

	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> To hold a pencil To thread simple shapes To use a paintbrush effectively To identify a key artist from history: Giuseppe Arcimboldo Complete a self-portrait using paint To create their own art inspired by Giuseppe Arcimboldo and talk about the process they used e.g. fruit To make Diwali lamps To create firework art using paint To complete a self-portrait using the natural environment in our outdoor area 	<ul style="list-style-type: none"> To complete observational animal drawings To hold a range of mark making implements with a consistent grip To complete an observational drawing of a chick and explain some of the features in the drawing – e.g. the chicks beak helps it to eat it's food To use clay to make frogs on a Lilypad 	<ul style="list-style-type: none"> To show more detail and increasing accuracy in drawings To complete an observational drawing of a fish and explain some of the features in the drawing – e.g. this is the gills and they help the fish to breathe To create pictures using flowers during Forest School To create resistance paintings To make their own printing tools with cardboard and string to create prints on different materials
Year 1	<p><u>Topic: Our Amazing Area!</u></p> <p><i>Portraits of others (grandparents) and clay faces</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> Respond to ideas and starting points. <p>To take inspiration from the greats</p> <ul style="list-style-type: none"> Describe the work of notable artists. Use some of the ideas of artists studied to create pieces. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Draw lines of different sizes and thicknesses. Colour (own work) neatly following the lines. Draw simple shapes and patterns. <p>Sculpture</p> <ul style="list-style-type: none"> Use a combination of shapes. Include lines. Use Fimo clay or salt dough as materials. 	<p><u>Topic: Our Amazing Country!</u></p> <p><i>Tartan castles</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> Respond to ideas and starting points. <p>To take inspiration from the greats</p> <ul style="list-style-type: none"> Describe the work of notable artists. Use some of the ideas of artists studied to create pieces. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Draw lines of different sizes and thicknesses. Colour (own work) neatly following the lines. Draw simple shapes and patterns. <p><i>Make a puppet figure</i></p> <p>Other techniques</p> <p>Textiles</p> <ul style="list-style-type: none"> Join materials using glue and/ or a stitch. Use plaiting Use dip dye technique 	<p><u>Topic: Our Amazing World!</u></p> <p><i>African art</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> Respond to ideas and starting points. <p>To take inspiration from the greats</p> <ul style="list-style-type: none"> Describe the work of notable artists. Use some of the ideas of artists studied to create pieces. <p>To master techniques</p> <p>Painting</p> <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. <p>Other techniques</p> <p>Collage</p> <ul style="list-style-type: none"> Use a combination of materials that are cut. Torn and glued. Sort and arrange materials.
Year 2	<p><u>Topic: A Passport to Jamaica (other country)</u></p> <p><i>Clay sculpture of an animal in a habitat</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<p><u>Topic: Intrepid Explorers</u></p> <p><i>Georgia O'Keefe- flowers</i></p> <p>To master techniques</p> <p>Painting</p> <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to make tones. 	<p><u>Topic: London's Burning!</u></p> <p><i>Sketches of London</i></p> <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Draw lines of different sizes and thicknesses. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. To draw simple shapes and patterns with more accuracy.

	<p>To master techniques</p> <p>Sculpture</p> <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use clay as a material. Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> Create colour wheels. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Describe the work of notable artists, craft makers and designers, describing differences and similarities in practices and disciplines. Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> Show different tones by using coloured pencils.
Year 3	<p>Topic: Yabadaba Doo!</p> <p><i>Cave painting / Stone Age art</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Suggest improvements to their work using notes in sketchbook. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture <p>Painting</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. 	<p>Topic: Groovy Greeks</p> <p><i>Sculpture - Ancient Greek pots</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Suggest improvements to their work using notes in sketchbook. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture <p>Sculpture</p> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture and lines that convey expression or movement. Use clay. 	<p>Topic: Choc-tastic</p> <p><i>Art work for poster, golden ticket</i></p> <p><i>Onomatopoeia</i> (Roy Lichtenstein)</p> <p>To develop ideas</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Suggest improvements to their work using notes in sketchbook. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture <p>To take inspiration from the greats</p> <ul style="list-style-type: none"> Describe the work of noticeable artists, artisans and designers, and replicate some of the techniques used by noticeable artists, artisans and designers.
Year 4	<p>Topic: Funky Pharoahs</p> <p><i>Figures / Egyptian Death Masks</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Use different hardness of pencils to show line, tone and texture. 	<p>Topic: Rotten Romans</p> <p><i>Mosaics</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> Collect information, sketches and resources. Adapt and refine ideas as they progress – make notes. Explore ideas in a variety of ways <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Sketch lightly (no need to use a rubber to correct mistakes). 	<p>Topic: Angle-Land</p> <p><i>Beowulf paintings</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Comment on artworks using some visual language. <ul style="list-style-type: none"> -colour -line -tone -texture -shape

	<ul style="list-style-type: none"> Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone. Use different methods to show texture. <p>Sculpture</p> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Use tools to carve and add shapes, texture and pattern. Use clay and other mouldable materials. [to make a sample mask] Add materials to provide interesting detail. 	<p>Painting</p> <ul style="list-style-type: none"> Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Create original pieces that are influenced by studies of others. 	<p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Sketch lightly (no need to use a rubber to correct mistakes). <p>Painting</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Describe the work (including own sketches) of notable, artists, artisans and designers. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.
Year 5		<p>Topic: Wonders of the Tropics</p> <p><i>Mayan masks</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points in the curriculum – keep notes. Collect information, sketches and resources and present ideas in a sketchbook with annotation included. Comment on artworks using visual language. <ul style="list-style-type: none"> -colour -line -tone -pattern -texture -shape -form -space <p>To master techniques</p> <p>Sculpture</p> <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Create texture and pattern that conveys feelings, expression or movement. Combine visual and tactile qualities. <p><i>Rainforest pictures – Henri Rousseau</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points in the curriculum – keep notes. Collect information, sketches and resources and present ideas in a sketchbook with annotation included. Comment on artworks using visual language. <ul style="list-style-type: none"> -colour -line 	<p>Topic: Take Action</p> <p><i>Hokusai – The Great Wave</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points in the curriculum – keep notes. Collect information, sketches and resources and present ideas in a sketchbook with annotation included. Comment on artworks using visual language. <ul style="list-style-type: none"> -colour -line -tone -pattern -texture -shape -form -space <p>To master techniques</p> <p>Painting</p> <ul style="list-style-type: none"> Sketch (lightly) before painting to combine light and colour. Create a colour palette based upon colours observed in the natural or built world. Use the 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. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.

		<p>-tone -pattern -texture -shape -form -space</p> <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> • Use different pencils effectively and sketch where appropriate. • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Create original pieces that show a range of influences and styles. 	
Year 6	<p>Topic: Bostin Black Country</p> <p><i>Painting our area (landscape) – Lowry style</i> <i>Before and after the Industrial Revolution</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points in the curriculum – keep notes. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook with annotation included. • Comment on artworks with a fluent grasp of visual language. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> • Use different pencils/pens effectively and sketch where appropriate. • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). <p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine light and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the 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. <p>To take inspiration from the greats (classic and modern)</p>	<p>Topic: Do the Right Thing!</p> <p><i>RE Inspired</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points in the curriculum – keep notes. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook with annotation included. • Comment on artworks with a fluent grasp of visual language. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> • Use different pencils/pens effectively and sketch where appropriate. • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). <p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine light and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the 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. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, architects and designers. • Show how the work of those studied was influential in both society and to other artists. 	<p>Topic: Time to Shine!</p> <p><i>Pop Art portraits</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points in the curriculum – keep notes. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook with annotation included. • Comment on artworks with a fluent grasp of visual language. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> • Use different pencils/pens effectively and sketch where appropriate. • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. <p><i>Modroc models</i></p> <p>To develop ideas</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points in the curriculum – keep notes. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook with annotation included. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. <p>To master techniques</p> <p>Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

	<ul style="list-style-type: none">• Give details (including own sketches) about the style of some notable artists, architects and designers.• Show how the work of those studied was influential in both society and to other artists.• Create original pieces that show a range of influences and styles.		<ul style="list-style-type: none">• Use tools to add shapes, texture and pattern.• Combine visual and tactile qualities.• Use frameworks (such as wire or moulds) to provide stability and form.
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