

Art and Design Progressive Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art/Artist focus	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Share their creations, explaining the process they have used.	Andy Goldsworthy (use of natural media)  Paul Klee (expressionism/symmetry) 	Modigliani (Portrait)  Hockney  Arif Ansari (landscapes) 	Jackie Rough (tree images Hansel and Gretel)  Sam Shendi (sculptures) 	Claire Caulfield (Victorian architecture)  Louise Brown (animal sketching - pastel) 	Hokusai (wave paintings)  Miro (surrealism) 	John Freeman (Whitby water colour artist)  Martin Impey (soldiers in proportion)  Hokusai (inspire wave collage) 

	• Collage • Join • Cut • Print • Paint	Eric Carle 			Rousseau (post-impressionism) 
Drawing and mark making	Key Stage 1 - Ongoing Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. Use sketchbooks to collect and record visual information from different sources Lines and Marks Name, match and draw lines/marks from observations, invent new lines, draw on different surfaces with a range of media. Shape Observe and draw shapes from observations, draw shapes in between objects, invent new shapes Tone Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	Lower Key Stage 2 - Ongoing Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different stimuli and experiment with images / techniques. Draw for a sustained period of time at an appropriate level. Lines and Marks Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes.	Upper Key Stage 2 - Ongoing Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills based on still life and the use of view finders. Use a sketchbook to collect and develop ideas, skills and techniques. Identify artists who have worked in a similar way to their own work. Lines, Marks, Tone, Form & Texture Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes.		

		Texture Investigate textures by describing, naming, rubbing, touching and copying Digital Media, Paintings and Printing.	Begin to show an awareness of objects having a third dimension. Tone Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Texture Apply a simple use of pattern and texture in a drawing.	Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style. Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created.		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting technique		Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment		Experiment with different effects and textures including: blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush for a small picture.		Develop a painting from a drawing Carry out preliminary studies trying out different media and materials and mixing appropriate colours in sketch books, with annotations. Create imaginative work

		with tools and techniques e.g. layering, mixing media, scraping through. Identify primary colours by name. Mix primary shades and tones Create textured paint by adding sand, plaster etc.		Create different effects and textures with paint according to the nature of the task. Mix colours to achieve shades and tones and know which primary colours make secondary colours Use more specific colour language eg. yellowish green, bright blue.		from a variety of sources e.g. observational drawing, themes, poetry, music. Mix and match colours to create atmosphere and light effects. Be able to identify and work with primary, secondary, complementary and contrasting colours.
Collage		Create images from a variety of media eg. recycled paper/ card, fabric, crepe/ tissue paper, magazines etc . Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture.		Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent observed and imagined textures. Use collage as a means of collecting ideas and information and		Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work.

		Fold, crumple, tear and overlap papers. Work on different scales Collect, sort, name and match colours appropriate for an image. Create and arrange shapes appropriately.		building a visual vocabulary.		Use collage as a means of extending work from initial ideas.
Textiles	Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers		Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist dyeing technique.		Use fabrics to create 3D structures Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours, textures and effects.	

	etc Create cords and plaits for decoration. Apply colour with printing, dipping, fabric crayons. Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel.					
3D work	Manipulate and explore structure with malleable materials in a variety of ways including rolling and kneading. Manipulate malleable materials for a purpose, e.g. pot, tile . Understand the safety and basic care of materials and tools. Experiment with constructing and joining recycled, natural and		Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object.		Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Produce intricate patterns and textures in a malleable media.	

	manmade materials Use simple 2-D shapes to create a 3-D form. Change the surface of a malleable material e.g. build a textured tile.					
Digital media		Explore ideas using digital sources i.e. internet, CD-ROMs. Record visual information using digital cameras, video. Use a simple graphics package to create images and effects with: Lines by changing the size of brushes in response to ideas. Colours by using eraser, shape and fill tools. Texture by using simple techniques		Record and collect visual information using digital cameras and video Present recorded visual images using software e.g. Photo story, Comic Life. Use a graphics package to create images and effects with: Lines by controlling the brush tool with increased precision, changing the type of brush to an appropriate style. Create shapes by making selections		Record, collect and store visual information using digital cameras and video. Present recorded visual images using software e.g. Photo story, Comic Life, iMovie. Use a graphics package to create and manipulate new images. Be able to Import an image which has been scanned, retrieved or taken into a graphics package.

		to manipulate and create images. Use basic selection and cropping tools.		to cut, duplicate and repeat. Experiment with colours and textures by making an appropriate choice of special effects and filters to manipulate and create images for a particular purpose.		Understand that a digital image is created by layering. Create layered images from original ideas.
Printing	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern		Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two or more coloured overlays.		Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed printing method. Create prints with three overlays Work into prints with a range of alternative media e.g. pens, coloured pencils and paint.	

	in the environment. Create simple printing blocks with press print. Design more repetitive patterns. Make rubbings to collect textures and patterns.						
--	--	--	--	--	--	--	--