

Radcliffe Hall CE/ Methodist Primary School
Art and Design Curriculum Progression

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	EYFS	Key Stage One		Key Stage Two			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketchbooks		<ul style="list-style-type: none"> Begin to use a sketchbook to record what they see and collect and record new processes and techniques. 		<ul style="list-style-type: none"> Use a sketchbook for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. 		<ul style="list-style-type: none"> Systematically investigate, research and test ideas and plan using a sketchbook e.g. show how work will be produced and how the qualities of materials will be used. 	
Drawing	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> Draw carefully in line from observation, recording shapes, positioning marks and features. Explore tone using different grades of pencil, pastel and chalk. Experiment and investigate with a variety of drawing tools. Experiment with different drawing techniques e.g. hatching, stippling, blending and shading. Discuss use of shadows. 		<ul style="list-style-type: none"> Explore shading with various pencil grades to achieve a range of light and dark tones, black to white. Use line, tone, pattern, colour, texture, shape and mark with care to represent things seen, imagined or remembered. Begin to draw in scale applying rules of simple perspective. Develop drawing faces are in proportion with increased accuracy. 		<ul style="list-style-type: none"> Drawings show an understanding of the effect of light on objects and people from different directions. Develop use of different drawing techniques e.g. hatching, cross-hatching, stippling, blending, shading, erasing, side strokes, and circulism within their work. Use of scale, proportion and perspective more accurately when drawing. Drawings of people and in particular faces, show more accurate detail. 	
Painting and colour	<ul style="list-style-type: none"> Use a range of small tools including paint brushes. Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> Recognise, name and experiment with primary and secondary colours. Begin to explore complementary colours. Investigate mixing a wider variety colours, to create different tones (adding white and black to a colour). Experiment with a variety of different brush sizes and with other painting tools, such as sponge brushes and objects. 		<ul style="list-style-type: none"> Experiment with monochromatic paint scales using the terms tint (adding white), shade (adding black) and tone (adding black and white) Show an understanding of complementary colours. Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects. Apply colour; dotting, scratching and splashing. 		<ul style="list-style-type: none"> Mix paint with an understanding of primary, secondary and monochromatic colours. Introduce the idea of tertiary colours (primary + secondary) and harmonious colours Understand tints (colours with white added) and shades of a pure hue (a colour) Confidently control the types of marks made and experiment with different effects, movements and textures including blocking in colour, washes and thickening paint to create textual effects 	
Sculpture	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> Shape, form, join, construct and model materials for a purpose. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decorative techniques. 		<ul style="list-style-type: none"> Shape, form, join, construct and model materials for a purpose. Join two parts of a sculpture successfully. Experiment with surface patterns and textures. 		<ul style="list-style-type: none"> Shape, form, join, construct and model materials for a purpose. Use recycled, natural or manmade materials to create sculptures, confidently and successfully joining. 	

Collage	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Create own collage using a selection of different materials. Use various collage materials to make a specific image. Manipulate materials e.g. by arranging, folding, repeating or overlapping. 	<ul style="list-style-type: none"> Consider the composition in collage work. Experimenting with creating mood, feeling or movement. Select and use materials to achieve a specific outcome. 	<ul style="list-style-type: none"> Use different techniques to complete a piece e.g. drawing, sticking, cutting, paint, weaving, layering etc. Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work
Printing	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> Explore impressed images e.g. drawing into ink and printing from objects. Explore relief printing e.g. with string and card. Experiment with overprinting motifs and colour. 	<ul style="list-style-type: none"> Explore mono-printing e.g. using stencils, rolling ink out and placing paper on top then drawing onto the paper. Explore colour mixing through overlapping when printing. 	<ul style="list-style-type: none"> Combining prints and overlay colours. See positive and negative shapes (positive shapes occupy positive space - the area around positive shapes, the background, is negative space). Start to overlay prints with mixed media and use tonal contrast.
Exploring and Developing Ideas	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Share their creations, exploring the process they have used. 	<ul style="list-style-type: none"> Look at and talk about own work and that of others identifying techniques they have used. Talk about the colours in the artwork. Express clear preferences and give reasons for these (e.g. <i>I like that because...</i>). Reflect on the success of own work and identify changes they might make to develop it further. 	<ul style="list-style-type: none"> Think of a title for artwork and explain why that title is a good idea. Take the time to reflect upon what they like and dislike about own work and suggest how to improve it. Describe the differences and similarities between different practices and disciplines and make links to own work. 	<ul style="list-style-type: none"> Discuss the main theme of the artwork. Explain what an artist is trying to say about their subject matter. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of great artists, architects and designers in history and techniques they use. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications or changes and see how they can be developed further.