

South Rise Primary School
Progression in Art and Design Skills 2019-2020

Years 1/2

Artist Focus: Pop Art

Year 1: Van Gogh, Degas. Year 2: Cezanne and Turner.



Exploring and Developing Ideas			Evaluating and Developing Work		
Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their learning. Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.			Review what they and others have done and say what they think and feel about it. Identify what they might change in their current learning or develop in future work.		
Drawing					
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.	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.	Texture Investigate textures by describing, naming, rubbing, copying.	
Digital Media	Painting	Printing	Textiles	3D	Collage
Year 1 Explore ideas using digital sources i.e. internet, CD-ROMs. Record visual information using digital cameras, video recorders. Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas. Shapes: using eraser, shape and fill tools.	Year 1 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 with tools and techniques e.g. layering, mixing media, scrapping through.	Year 1 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 in the environment.	Year 1 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/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc.	Year 1 Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools.	Year 1 Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers.
Year 2 Colours and Texture: using simple filters to manipulate and create images. Use basic selection and cropping tools.	Year 2 Name different types of paint and their properties. Colour: Identify primary colours by name. Mix primary shades and tones. Texture: create textured paint by adding sand, plaster.	Year 2 Create simple printing blocks with press print. Design more repetitive patterns. Colour: experiment with overprinting motifs and colour texture. Make rubbings to collect textures and patterns.	Year 2 Create cords and plaits for decoration. Colour: apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee. Texture: create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel	Year 2 Form: experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. Texture: change the surface of a malleable material e.g. build a textured tile.	Year 2 Work on different scales. Colour: Collect, sort, name match colours appropriate for an image. Shape: create and arrange shapes appropriately. Texture: create, select and use textured paper for an image.

South Rise Primary School
Progression in Art and Design Skills 2019-2020
Years 3 and 4



Artist Focus: Pop Art
Year 3: Arcimboldo. Year 4: Monet

Exploring and Developing Ideas			Evaluating and Developing Work		
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their learning. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.			Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their learning according to their views and describe how they might develop it further. Annotate learning in sketchbook.		
Drawing					
Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. 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.	Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. 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 Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.	
Digital Media	Painting	Printing	Textiles	3D	Collage
Year 3 Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software e.g. Photostory, PowerPoint. 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 e.g. charcoal create shapes by making selections to cut, duplicate and repeat	Year 3 Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour: mix colours and know which primary colours make secondary colours.	Year 3 Create printing blocks using a relief or impressed method. Create repeating patterns Print with two colour overlay.	Year 3 Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material.	Year 3 Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes.	Year 3 Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
Year 4 Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.	Year 4 Use more specific colour language. Mix and use tints and shades.		Year 4 Develop skills in stitching, cutting and joining. Experiment with paste resist.	Year 4 Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object	Year 4 Use collage as a means of collecting ideas and information and building a visual vocabulary.

South Rise Primary School
Progression in Art and Design Skills 2019-2020
Years 5 and 6



Artist Focus: Pop Art

Year 5: Charles Rennie Mackintosh. Year 6: John Heartfield

Exploring and Developing Ideas			Evaluating and Developing Work		
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their learning. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.			Compare ideas, methods and approaches in their own and others' learning and say what they think and feel about them. Adapt their learning according to their views and describe how they might develop it further. Annotate learning in sketchbook.		
Drawing					
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 using a variety of view finders. Use a sketchbook to collect and develop ideas.		Lines, Marks, Tone, Form & Texture		Perspective and Composition	
		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. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own learning. Start to develop their own style using tonal contrast and mixed media.		Begin to use simple perspective in their learning 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 i.e. composition.	
Digital Media	Painting	Printing	Textiles	3D	Collage
<p>Year 5 Record, collect and store visual information using digital cameras, video recorders. Present recorded visual images using software e.g. Photostory, PowerPoint. Use a graphics package to create and manipulate new images. Be able to import an image (scanned, retrieved, taken) into a graphics package.</p>	<p>Year 5 Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Colour: mix and match colours to create atmosphere and light effects.</p>	<p>Year 5 Create printing blocks by simplifying an initial sketch book idea.</p>	<p>Year 5 Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques.</p>	<p>Year 5 Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures.</p>	<p>Year 5 Add collage to a painted, printed or drawn background. Use a range of media to create collages.</p>
<p>Year 6 Understand that a digital image is created by layering. Create layered images from original ideas. (sketch books etc.).</p>	<p>Year 6 Create imaginative learning from a variety of sources e.g. observational drawing, themes, poetry, music. Be able to identify primary secondary, complementary and contrasting colours. Experiment with complementary colours.</p>	<p>Year 6 Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints.</p>	<p>Year 6 Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p>	<p>Year 6 Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media.</p>	<p>Year 6 Use different techniques, colours and textures, etc. when designing and making pieces of learning. Use collage as a means of extending learning from initial ideas.</p>