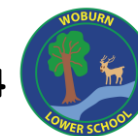


Art Progression Map - Woburn Lower School 2023-2024



Early Years		Key Stage 1		Lower Key Stage 2	
Strand	3 to 4 Year Olds, Children in Reception, Early Learning Goals	Year 1	Year 2	Year 3	Year 4
Exploring and Developing Ideas	<p>Choose the right resources to carry out their own plan. (PD)</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. (EAD)</p> <p>Develop their own ideas and then decide which materials to use to express them. (EAD)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)</p> <p>Create collaboratively, sharing ideas, resources and skills. (EAD)</p> <p>Early Learning Goal, Expressive Arts and Design, Creating with Materials</p> <p>Share their creations, explaining the process they have used.</p>	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum</p> <p>To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ol style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve 	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ol style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 		
Drawing	<p>Use a comfortable grip with good control when holding pens and pencils. (PD)</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (EAD)</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. (EAD)</p> <p>Use drawing to represent ideas like movement or loud noises. (EAD)</p> <p>Early Learning Goal - Physical Development, Fine Motor Skills</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ol style="list-style-type: none"> draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; 	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils; 		

	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p>	<p>d. use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>b. use shading to show light and shadow effects; c. use different materials to draw, e.g. pastels, chalk, felt tips; d. show an awareness of space when drawing; e. use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p>		
		<p style="text-align: center;"><u>Year 1</u></p> <ul style="list-style-type: none"> • Use drawing... to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using ... pattern, line, shape, form and space. • <i>As control improves, develop tonal work using lines.</i> • <i>Expand and revisit materials used, building skills as you use them.</i> • <i>Ensure a balance between drawing stimuli.</i> • <i>Move towards a graduated infilling.</i> • <i>Continue to look at and discuss artists' work, build and expand.</i> • <i>Can they draw lines of different shapes and thickness, using different grades of pencil?</i> • <i>Use some control when drawing and painting</i> 	<p style="text-align: center;"><u>Year 2</u></p> <p>Use drawing... to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using ... pattern, line, shape, form and space • <i>Developing intricate patterns/mark making with pencils, able to vary line tone, beginning to use this in work.</i> • <i>Can they understand where they might use different grades of pencil in their drawing and why?</i> • <i>Can they use different shading techniques to create different tones? • Have had an experience of working on a variety of types/colours/shapes and sizes of paper.</i> • <i>Working in a variety of ways: on a table/floor/easel/etc.</i> • <i>Discussing a range of drawings in different media by different artists from a variety of cultures they have visited/learned about.</i> • <i>Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</i> 	<p style="text-align: center;"><u>Year 3</u></p> <p>Create sketch books to record their observations and use them to review and revisit ideas • Improve mastery of art ... including drawing... with a range of materials [for example, pencil, charcoal...] • Learn about great artists, architects... in history</p> <ul style="list-style-type: none"> • <i>Begin to collect observations and ideas in sketch books.</i> • <i>Begin to use their sketches to develop a final piece of work</i> • <i>Use a range of different materials (e.g. pastels, charcoal, pencil etc) in their drawing.</i> • <i>Show patterns and textures in their work which differentiate tones.</i> • <i>Begin to show perspective and depth in their drawing.</i> • <i>Use drawing as a tool to express and idea.</i> • <i>Create texture by adding dots and lines.</i> • <i>Indicate movement using lines.</i> 	<p style="text-align: center;"><u>Year 4</u></p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve mastery of art ... including drawing... with a range of materials [for example, pencil, charcoal...] • Learn about great artists, architects... in history • <i>Develop skills in collecting and modifying ideas from observations in their sketchbooks.</i> • <i>Begin to experiment with ideas in their sketch books.</i> • <i>Experiment with choosing materials from a range provided.</i> • <i>Show patterns and textures in their work which differentiate tones and begin to overlay colours.</i> • <i>Show tone and texture using hatching and cross hatching.</i> • <i>Develop use of perspective, distance and depth in their drawing.</i>

<p>Painting</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. (PD) Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. (EAD) Explore colour and colour mixing. (EAD) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD) Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD) Develop overall body-strength, balance, coordination and agility. (PD)</p> <p>Early Learning Goal - Physical Development, Fine Motor Skills Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ol style="list-style-type: none"> name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold, brushstroke, acrylic pain 	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco

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		<p style="text-align: center;"><u>Year 1</u></p> <p>Use a range of materials creatively to ... make products.</p> <ul style="list-style-type: none"> • Use ... painting ... to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern ... line, shape, form and space. • <i>Develop correct language of colours and groupings, moving towards predicting colours mixed.</i> • <i>Working in and exploring colour spectrums.</i> • <i>Making own black.</i> • <i>Continue to look at and discuss paintings by different artists.</i> • <i>Single mounting own work.</i> • <i>Use some control when drawing and painting</i> • <i>Use primary and secondary colours</i> 	<p style="text-align: center;"><u>Year 2</u></p> <ul style="list-style-type: none"> • Use ... painting ... to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern ... line, shape, form and space. • <i>Have the correct language for equipment and media they use.</i> • <i>Confident at mixing and predicting colours.</i> • <i>Confident about lightening and darkening colours and confident to make own black.</i> • <i>Confident to work independently, in groups and as a class.</i> • <i>Experiment with watercolour techniques to create different effects.</i> • <i>Selects the best material for the job.</i> 	<p style="text-align: center;"><u>Year 3</u></p> <ul style="list-style-type: none"> • Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art... • Improve mastery of art... techniques, including... painting... with a range of materials [for example paint] • Learn about great artists... in history • <i>Develop colour mixing and matching skills.</i> • <i>Develop brush control skills and use brushes in different ways.</i> • <i>Use items other than a paintbrush to create different effects (e.g. feathers, fingers, card).</i> • <i>Explore different ways to lighten and darken.</i> • <i>Explore a wider range of paint types and techniques.</i> • <i>Identify what colours work well together.</i> • <i>Create a background using a wash.</i> • <i>Begin to work more abstractly.</i> • <i>Experiment with mood using</i> 	<p style="text-align: center;"><u>Year 4</u></p> <ul style="list-style-type: none"> • Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art... • Improve mastery of art... techniques, including... painting... with a range of materials [for example paint] • Learn about great artists... in history • <i>Predict what colour will be mixed and recreate it later.</i> • <i>Purposefully select brush techniques to create different effects.</i> • <i>Predict the effect of the colour/size/texture of paper will have on their painting.</i> • <i>Understand the different properties of different paints.</i> • <i>Create mood in a painting.</i> • <i>Use shade to create depth in a painting.</i>
<p>Sculpture</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)</p> <p>Develop overall body-strength, balance, coordination and agility. (PD)</p> <p>Early Learning Goal - Physical Development, Fine Motor Skills</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ol style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; 	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p>		

		<p>c. use a variety of shapes, including lines and texture;</p> <p>d. use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>a. cut, make and combine shapes to create recognisable forms;</p> <p>b. use clay and other malleable materials and practise joining techniques;</p> <p>c. add materials to the sculpture to create detail;</p> <p>d. use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>		
		<p style="text-align: center;"><u>Year 1</u></p> <p>Use a range of materials creatively to ... make products.</p> <ul style="list-style-type: none"> • Use ... sculpture to develop and share their ideas, experiences and imagination. <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, ... texture ... form and space. • <i>Using an expanding range of media – ModRoc etc safely.</i> • <i>Develop more complicated overlays of pattern/raised texture –etc.</i> • <i>Develop pinching into simple pots/sculptures.</i> • <i>Recognise different textures in different surfaces – rubbings etc</i> • <i>Scrunch, roll, shape materials to make a 3D form.</i> • <i>Discuss a variety of products and sculpture that can be seen and touched.</i> • <i>Use and investigate a variety of visual and tactile materials</i> 	<p style="text-align: center;"><u>Year 2</u></p> <p>Use a range of materials creatively to ... make products.</p> <ul style="list-style-type: none"> • Use ... sculpture to develop and share their ideas, experiences and imagination. <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, ... texture ... form and space. • <i>Be aware of and put into use safe practise.</i> • <i>Be confident in shaping and modelling materials from both observation and imagination.</i> • <i>Mould, form and shape and bond materials to create a 3D form</i> • <i>Apply a smooth surface to a sculptural form?</i> • <i>Can they create a large scale sculpture piece through class collaboration?</i> 	<p style="text-align: center;"><u>Year 3</u></p> <ul style="list-style-type: none"> • Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. <ul style="list-style-type: none"> • Create sketch... and use them to review and revisit ideas • Improve mastery of art and design techniques, including... sculpture with a range of materials [for example... clay] • Learn about great... architects... in history • <i>Begin to show confidence in modelling forms and structures.</i> • <i>Begin to investigate carving.</i> • <i>Use the correct terminology.</i> • <i>Add layers onto their work to create texture and shape.</i> • <i>Work collaboratively to create a large sculptural form.</i> • <i>Add detail to a piece of work.</i> • <i>Add texture to a piece of work.</i> 	<p style="text-align: center;"><u>Year 4</u></p> <ul style="list-style-type: none"> • Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. <ul style="list-style-type: none"> • Create sketch... and use them to review and revisit ideas • Improve mastery of art and design techniques, including... sculpture with a range of materials [for example... clay] • Learn about great... architects... in history • <i>Choose from and use a range of decoration techniques.</i> • <i>Begin to combine techniques to create finished pieces.</i> • <i>Produce more sophisticated models.</i> • <i>Use correct terminology to express opinions.</i> • <i>Experiment with and combine materials and processes to design and make 3D form.</i> • <i>Take a 2D drawing into a 3D form.</i> • <i>Shape using a variety of mouldable materials.</i> • <i>Combine different materials in different ways.</i>
<p>Collage</p>	<p>Join different materials and explore different textures. (EAD)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum</p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum</p>		

	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD) Create collaboratively, sharing ideas, resources and skills. (EAD) Early Learning Goal, Expressive Arts and Design, Creating with Materials Share their creations, explaining the process they have used.</p> <p>Early Learning Goal, Expressive Arts and Design, Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>To become proficient in other art, craft and design techniques - collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ol style="list-style-type: none"> use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<p>To improve their mastery of art and design techniques with a range of materials - collage.</p> <p>Children can:</p> <ol style="list-style-type: none"> select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	
	<p style="text-align: center;">Year 1</p> <ul style="list-style-type: none"> Use a range of materials creatively to ... make products. Develop a wide range of art and design techniques in using colour, pattern, texture ... form and space Colour sort materials. Use, combine or overlap materials to create an image with support. Use and investigate a variety of visual and tactile materials 	<p style="text-align: center;">Year 2</p> <ul style="list-style-type: none"> Use a range of materials creatively to ... make products. Develop a wide range of art and design techniques in using colour, pattern, texture ... form and space Independently interpret an object through collage. Use different kinds of media to embellish and add details on their collage and explain what effect this has. Create collage with range of materials and textures Select the best materials for the job 	<p style="text-align: center;">Year 3</p> <p>Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of... craft and design.</p> <ul style="list-style-type: none"> Create sketch books... and use them to review and revisit ideas Improve mastery of art and design techniques... with a range of materials... Learn about great artists... and designers in history Use collage as a tool to develop a piece in mixed media. Use collage to create a mood boards of ideas. Use fabrics to build an image. Begin to work more abstractly. Use repeat pattern in design. 	<p style="text-align: center;">Year 4</p> <p>Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of... craft and design.</p> <ul style="list-style-type: none"> Create sketch books... and use them to review and revisit ideas Improve mastery of art and design techniques... with a range of materials... Learn about great artists... and designers in history Use collage as a tool to independently develop a piece in mixed media. Use collage to independently create a mood boards of ideas. Explore a range of textures using textiles. Use a combination of visual and tactile ideas. Combine different materials in different ways.

<p>Textiles</p>	<p>Join different materials and explore different textures. (EAD) Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD) Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD) Create collaboratively, sharing ideas, resources and skills. (EAD) Early Learning Goal, Expressive Arts and Design, Creating with Materials Share their creations, explaining the process they have used.</p> <p>Early Learning Goal, Expressive Arts and Design, Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques - textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ol style="list-style-type: none"> show pattern by weaving; use a dyeing technique to alter a textile's colour and pattern; decorate textiles with glue or stitching, to add colour and detail; use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. 	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - textiles.</p> <p>Children can:</p> <ol style="list-style-type: none"> select appropriate materials, giving reasons; use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining; use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration 		
		<p style="text-align: center;"><u>Year 1</u></p> <ul style="list-style-type: none"> Use a range of materials creatively to ... make products. Develop a wide range of art and design techniques in using colour, pattern, texture ... form and space. <p><i>*Colour sort materials.</i></p> <ul style="list-style-type: none"> Use, combine or overlap materials to create an image with support. Use and investigate a variety of visual and tactile materials 	<p style="text-align: center;"><u>Year 2</u></p> <p>Use a range of materials creatively to ... make products.</p> <ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture ... form and space. <p><i>*Independently interpret an object through collage.</i></p> <ul style="list-style-type: none"> Use different kinds of media to embellish and add details on their collage and explain what effect this has. Create collage with range of materials and textures Select the best materials for the job 	<p style="text-align: center;"><u>Year 3</u></p> <ul style="list-style-type: none"> Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of... craft and design. Create sketch books... and use them to review and revisit ideas Improve mastery of art and design techniques... with a range of materials... Learn about great artists... and designers in history Use collage as a tool to develop a piece in mixed media. Use collage to create a mood boards of ideas. Use fabrics to build an image. Begin to work more abstractly. Use repeat pattern in design 	<p style="text-align: center;"><u>Year 4</u></p> <ul style="list-style-type: none"> Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of... craft and design. Create sketch books... and use them to review and revisit ideas Improve mastery of art and design techniques... with a range of materials... Learn about great artists... and designers in history Use collage as a tool to independently develop a piece in mixed media. Use collage to independently create a mood boards of ideas. Explore a range of textures using textiles.

					<ul style="list-style-type: none"> • Use a combination of visual and tactile ideas. • Combine different materials in different ways.
Printing	<p>Explore materials and different textures. (EAD) Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD) Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD) Create collaboratively, sharing ideas, resources and skills. (EAD) Early Learning Goal, Expressive Arts and Design, Creating with Materials Share their creations, explaining the process they have used.</p> <p>Early Learning Goal, Expressive Arts and Design, Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques - printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ol style="list-style-type: none"> copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - printing.</p> <p>Children can:</p> <ol style="list-style-type: none"> design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns; use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; 		
		<p>Year 1</p> <ul style="list-style-type: none"> • Use a range of materials creatively to ... make products. • Use ... painting ... to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, ... line, shape • Develop rubbings and finger, hand, foot prints into pictures using more than one colour and overlaying. • Develop more detailed prints. • Develop printing with different types of string and cut and draw 	<p>Year 2</p> <ul style="list-style-type: none"> • Use a range of materials creatively to ... make products. • Use ... painting ... to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, ... line, shape • Can print single, repeat and picture endpieces in more than one colour. • Can use and clear away equipment competently. • Can produce 3 or 4 layer card prints using cutting and impressed line to develop detail. 	<p>Year 3</p> <ul style="list-style-type: none"> • Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. • Create sketch books... and use them to review and revisit ideas • Improve mastery of art and design techniques, including drawing... with a range of materials [for example, pencil, charcoal, paint...] • Learn about great artists... and designers in history 	<p>Year 4</p> <ul style="list-style-type: none"> • Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. • Create sketch books... and use them to review and revisit ideas • Improve mastery of art and design techniques, including drawing... with a range of materials [for example, pencil, charcoal, paint...] • Learn about great artists... and designers in history • Develop the use of layers and overlays (up to 6). • Design and

		into card before printing, work in a second colour over the top. • Look at work of printmakers and discuss.	<ul style="list-style-type: none"> • Has looked at and discussed examples of printmaking and is able to express own view. • Select the best materials for the job 	<ul style="list-style-type: none"> • Refine techniques learnt in KS1. • Add layers. • Experiment with layered printing using 2 colours or more. • Understand how printing can be used to make numerous designs. • Transfer a drawing into a print. • Create stencil cut work 	create more complicated stencil work. <ul style="list-style-type: none"> • Explore a variety of printing techniques. • Create an accurate print design. • Use printmaking as a tool with other medias to develop a final outcome
Work of other artists		<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>KS1 Art and Design National Curriculum</p> <p>To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Children can:</p> <ol style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild. 	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ol style="list-style-type: none"> give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt. 		
Examples of Deeper Thinking Questions	<p>Reception</p> <ul style="list-style-type: none"> • What's going on in this artwork? • How would you describe the colours? • How would you describe the texture? • Close your eyes – what can you remember about the artwork? • If you could hear this artwork, what would it sound like? • What stories does this artwork make you think of? • Can you recreate this artwork with your body? • If this artwork was a person would you like to be their friend? 	<p>Year 1</p> <ul style="list-style-type: none"> • What was your first reaction to this artwork? • What do the colours remind you of? • What else has a similar texture? • Close your eyes – what can you remember, what did you forget? • Is art real? • Which adjectives would describe this art? • Can art tell a story? 	<p>Year 2</p> <ul style="list-style-type: none"> • Why did you have the reaction you first had to this artwork, and has it changed the more you look at the artwork? • Which area/part of the artwork is the most important? Why? • How would you describe this artwork to someone who has never seen it? • What elements of the artwork seem real? Imaginary? Dreamlike? 	<p>Year 3</p> <ul style="list-style-type: none"> • What do you think this piece of art is about? • If you could interview the artist, what would you ask? • Does the title fit the piece of art? What do you like/not like about the artist's style? • What would you do with this piece of art if you owned it? • If you could change one thing about this piece, what would it be? 	<p>Year 4</p> <ul style="list-style-type: none"> • What is the subject /theme of the piece? • How would you describe the artist's work/this piece? <ul style="list-style-type: none"> • Do you have to be able to draw well to be a good artist? What do you like/not like about the artist's style? Why? • In your opinion, what makes some

		<ul style="list-style-type: none"> • How does this artwork make you feel? 	<ul style="list-style-type: none"> • Which adjectives would you not use to describe this? • Which song would you play with this artwork? • How do you think this artwork was made? • What story is this art telling/recreating? • How do you think the artist was feeling while creating this? • What title should this artwork have? 		<ul style="list-style-type: none"> art/pieces/artists better than others? • Is very old art still worth looking at today? Why?
Evaluating and Developing Work (on-going)	<ul style="list-style-type: none"> • Can they say what they like about their artwork or what they did well? Talk about what they have done • Can they describe what they can see and like in the work of another artist 	<ul style="list-style-type: none"> • Talk about drawings and paintings and say what they feel • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they express their feelings about a peer's piece of art? • Respond to ideas Can they express their feelings about their own piece of art? 	<ul style="list-style-type: none"> • Talk about their work and explain it • Describe what they think or feel about their own and others' work • Think of ways to adapt and improve own work • Can they make links to an artist to inspire their work? • Can they make topic links to their art? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Begin to use ways to improve work Explore ideas and change what they have done to give a better result 	<ul style="list-style-type: none"> • Make their own choices • Annotate a sketch book. • Create artwork following an idea or towards a specific purpose. • Make comments on the work of others, including both ideas and techniques • Communicate what they are trying to express in their own work. 	<ul style="list-style-type: none"> • Plan work carefully before beginning • Experiment with the styles of different artists • Compare others' work with their own • Appraise the ideas, methods and approaches used in others' work, using a critical approach • Use the appraisal of others for improvement • Communicate what they are trying to express in their own work.
GREATER DEPTH	<p style="text-align: center;">GREATER DEPTH</p> <ul style="list-style-type: none"> • Can they develop their own ideas through selecting and using materials and working on processes that interest them? • Through their explorations, can they find out and make decisions about how media and materials can be combined and changed? Can they talk about the ideas and processes which have led them to make their designs or images? • Can they talk about the features of their own and others' work, recognising the differences between them and the strengths of other 	<p style="text-align: center;">GREATER DEPTH</p> <ul style="list-style-type: none"> • Can they make links between their own artwork and other artists'? • Can they evaluate their own and others' artwork and make suggestions for improvement? • Can they comment how an artist/designer has used colour, pattern and shape? • Can they plan their art using a range of techniques e.g. sketches, discussion? 	<p style="text-align: center;">GREATER DEPTH</p> <ul style="list-style-type: none"> • Can they make comparisons between their own artwork and other artists'? • Can they articulate what they are trying to express in their own artwork? • Can they make suggestions for improvement in their own and others' artwork? • Can they transfer skills into a different medium e.g. using drawing skills when painting? 	<p style="text-align: center;">GREATER DEPTH</p> <ul style="list-style-type: none"> • Evaluate their learning process and make suggestions for improvement in their own and others' artwork. • Adapt or improve their original ideas. <ul style="list-style-type: none"> • Explain why they have selected specific materials for their artwork. • Begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature 	<p style="text-align: center;">GREATER DEPTH</p> <ul style="list-style-type: none"> • Critique their own and others' artwork throughout the learning process to develop and support each other. • Use a range of sources e.g. books, internet, galleries to influence their ideas. • Experiment with combining different materials and discuss their effectiveness. • Discuss how a range of factors influences art from different cultures

Art and Design
Core Language Progression

Speaking Like an Artist	Early Years	Key Stage One	Key Stage Two
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<p>General</p> <p>EYFS</p> <ul style="list-style-type: none"> • Art and design • Adapt work • Colour • Create Explore • Materials <p>KS1</p> <ul style="list-style-type: none"> • Art & Design Techniques • Artists • Colour • Creatively • Disciplines • Experiences • Ideas • Imagination • Materials • Practises <p>KS2</p> <ul style="list-style-type: none"> • Art • Art and Design • Artists • Creativity • History • Mastery • Materials • Observation • Review • Revisit • Techniques 	<ul style="list-style-type: none"> • Card • Equipment • Glue • Masking tape • Newspaper • Paper • Safely • Scissors • Sellotape • Stencil • Tools 	<ul style="list-style-type: none"> • Primary colour • Secondary colour 	<ul style="list-style-type: none"> • Background • Cool colours • Foreground • Secondary colours • Warm colours
<p>Drawing</p> <p>EYFS</p> <ul style="list-style-type: none"> • Events • Feelings • Ideas • Objects • People • Representations • Shape • Thoughts <p>KS1</p> <ul style="list-style-type: none"> • Design • Designers • Drawing • Line • Shape <p>KS2</p> <ul style="list-style-type: none"> • Charcoal • Control • Design Drawing 	<ul style="list-style-type: none"> • Control • Crayon • Drawing • Felt Tip • Line • Pen • Pencil • Wax crayon 	<ul style="list-style-type: none"> • Design • Designers • Drawing • Line • Shape • Pastel • Charcoal • Chalk • Straight line • Wavy line • Thick line Thick line 	<ul style="list-style-type: none"> • Ink • Sharp line • Smooth line • Smudged line

<ul style="list-style-type: none"> • Pencil • Sketch 			
<p>Painting</p> <p>EYFS</p> <ul style="list-style-type: none"> • Events • Feelings • Ideas • Objects • People • Representations • Shape • Texture • Thought <p>KS1</p> <p>Line</p> <ul style="list-style-type: none"> • Painting • Shape <p>KS2</p> <ul style="list-style-type: none"> • Control • Experimentation • Paint • Painting 	<p>Colour mixing</p> <ul style="list-style-type: none"> • Consistency • Darkening • Easel • Lightening • Paint • Paintbrush • Painting • Palette • Sponge 	<ul style="list-style-type: none"> • Colour spectrum • Predict • Single mounting • Watercolour 	<ul style="list-style-type: none"> • Abstractly • Balanced • Complementary • Harmonising • Mood • Wash
<p>Printing</p> <p>EYFS</p> <p>Design</p> <ul style="list-style-type: none"> • Media • Shape • Texture • Thoughts <p>KS1</p> <ul style="list-style-type: none"> * Craft Makers • Design • Designers • Make • Pattern * Shape <p>KS2</p> <ul style="list-style-type: none"> • Craft • Design * Designers * Experimentation 	<ul style="list-style-type: none"> • Cardboard • Impress • Pattern • Print • Printing • Printmaker • Repeated pattern • Rubbing • Sponge • String • Surfaces 	<ul style="list-style-type: none"> • Endpiece • Impressed line • Overlaying • Random pattern • Repeated pattern 	<ul style="list-style-type: none"> • Final outcome • Negative • Relief • Positive • Screen printing • Stencil cut • Transfer

<p>Sculpture</p> <p>EYFS</p> <ul style="list-style-type: none"> • Construct • Design • Form • Manipulate • Objects • People • Representations • Thoughts <p>KS1</p> <p>*Craft Makers</p> <ul style="list-style-type: none"> • Design • Designers • Form • Make • Products • Sculpture • Space <p>KS2</p> <p>Architects</p> <ul style="list-style-type: none"> • Clay • Craft • Design • Designers • Experimentation • Sculpture 	<ul style="list-style-type: none"> • 3D • 3D art • Attach • Cardboard • Clay • Dough • Junk model • Join • Mould • Modelling • Quill • Sculpt • Sculptures 	<p>*Overlays</p> <ul style="list-style-type: none"> • Safe • Sculptural form • Shaping • Smooth • Tactile • Visual 	<p>*Carving</p> <ul style="list-style-type: none"> • Decoration • Tactile • Visual
<p>Collage</p> <p>EYFS</p> <p>Events</p> <ul style="list-style-type: none"> • Feelings • Ideas • Media • Objects • People • Representations • Shape • Texture • Thoughts <p>KS1</p> <p>Craft Makers</p> <ul style="list-style-type: none"> • Design • Designers <p>* Make</p> <ul style="list-style-type: none"> • Pattern • Texture <p>KS2</p> <ul style="list-style-type: none"> • Craft • Design • Experimentation 	<p>*Collage</p> <ul style="list-style-type: none"> • Cut • Join • Overlap • Scrunch • Tear • Newspaper • Catalogue 	<ul style="list-style-type: none"> • Embellish • Interpret • Tactile • Visual 	<p>*Abstractly</p> <ul style="list-style-type: none"> • Mixed media • Mood board • Tactile • Textiles • Visual

* Material			
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