



Hoyland Springwood Primary - Progression in Art and Design



Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Throughout Art and Design teaching, pupils will be taught to evaluate:

- Encourage children to talk about a variety of work including their own.
- Describe how they have used their skills and tools to create an effect.
- Identify aspects of their own work which could be made better.
- Discuss similarities and differences between children's work.
- Children can discuss what they have created in terms of pattern and texture.
- Express thoughts and feelings towards work.

	Foundation Stage	Year 1/2	Year 3/4	Year 5/6
Knowledge About Artists	Pupils should be taught to: Talk about colours in pictures, posters, paintings, displays and the work of artists etc. Pictures, postcards, cards, photographs	Pupils should be taught: about 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	Pupils should be taught: about great artists, architects and designers in history	
		<i>Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage)</i> <i>Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces</i> <i>Consider specific works such as Richard Long's 'Mud Hand Circle' (printing)</i> <i>Consider works from different cultures e.g. Chinese block prints</i>	<i>Use the work of artists to replicate ideas or inspire own work e.g.</i> <i>Look at the work of David Hockney e.g. photo montages (drawing)</i> <i>Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour)</i> <i>Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian</i> <i>Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture)</i> <i>Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing)</i> <i>Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour)</i> <i>Abstract paintings by Picasso (colour)</i> <i>Use the work of artist Stacey Chapman "car" and other images on the internet (print)</i> <i>Look at work of Henry Moore (sculpture)</i> <i>Consider work by contemporary textile artist Patricia Greaves (textiles)</i>	<i>Use the work of artists to replicate ideas or inspire own work e.g.</i> <i>Consider work by artists such as Cezanne, Derain, Van Gogh (colour)</i> <i>Look at the style of Fauve artists Derain, Vlaminck and Braque</i> <i>Consider the work of Seurat (pointillism –colour)</i> <i>Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print)</i> <i>Consider work of Cornelia Parker (sculpture) Consider the work from other cultures e, g Asia</i> <i>Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour)</i> <i>Look at cubist artists such as Picasso, Duchamp to show movement/ layering</i> <i>Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol)</i> <i>Artists such as Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points.</i>
		Year 1 Bright, dark, light, sculpture, create, textures, printing, collage, printing, drawings, artists.	Year 3 Inspire, colour, abstract, artist, sculptures, civilization, patterns, optical illusions, create, abstract, textiles.	Year 5 Style, pointillism, comparisons, natural resources, detailed, movement, pop art.
		Year 2 cultures, differences	Year 4 Replicate, photo montages, geometric	Year 6 Mono-printing, layering

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Skills and Techniques	Drawing / Mark Making	<p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Selects appropriate resources and adapts work where necessary. Drawings mainly include and outline.</p> <p>Teach children to hold a brush/pencil. Washing out brushes. Holding scissors correctly.</p>	<p>Year 1 Colour (own work) neatly following the lines. Can copy everyday objects. Including more detail in drawings such as patterns and shapes. Being to develop a background.</p> <p>Year 2 Select appropriate pencil size to draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Observational drawings including more detail. Select appropriate media: chalk, pencil, crayon etc.</p>	<p>Year 3 Develop intricate patterns/marks with a variety of media including pencil/chalk/pastel etc. Experiment using different grades of pencil and other implements to draw different forms and shapes. Use a sketch book to plan new ideas for future works. Begin to show an awareness of objects having a third dimension and perspective. Create textures and patterns with a wide range of drawing implements.</p> <p>Year 4 Use different levels of hardness 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>	<p>Year 5 Work independently to create detailed drawings. Draw for a sustained period of time. Use shading and hatching. Use sketchbook to record ideas and plan future work. Start to develop own style using mixed media. Begin to use perspective in work, using a simple focal point and horizon. Begin to show awareness of scale and proportion. Work from a variety of sources including observation, photographs and digital images Develop close observation skills and use view finders Start to develop their own style using tonal contrast and mixed media Begin to use simple perspective in their work using a single focal point and horizon</p> <p>Year 6 Identify artists who have worked in similar ways to their own work Use dry media to make different marks, lines, patterns and shapes within drawing Experiment with wet media to make different marks, lines, patterns, textures and shapes Begin to develop an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground and background Work in a sustained and independent way to develop their own style of drawing. Draw for a sustained period of time over a number of sessions working on one piece. Use sketchbooks to plan and record information for future work. Develop their own style using tonal contrast and mixed media. Using perspective in drawings sing a single focal point on a horizon.</p>
			<p>Year 1 Colour, neatly, detail, patterns, shape, develop, background.</p>	<p>Year 3 Intricate, mark making, variety of media, experiment, different grades of pencil, forms, ideas, third dimension, perspective, textures,</p>	<p>Year 5 Detail, sustained, shading, hatching, record, media, perspective, focal point, horizon, scale, proportion, images, observation, tonal contrast, mixed media,</p>
			<p>Year 2 Size, thickness, pattern, texture, tone, observation, media</p>	<p>Year 4 levels, tone, line, elaborate, sketch, lightly, shading, light, shadow, hatching, cross hatching.</p>	<p>Year 6 Dry media, marks, lines, patterns, shapes, composition, scale, proportion, foreground, middle ground, background, sustained, tonal contrast, perspective, focal point, horizon.</p>
	Painting/ working with colour	<p>Explores colour and how colours can be changed. Selects appropriate resources and adapts work where necessary. Colour mixing with powder paint. Recognise and name main colours. Mixing primary colours.</p>	<p>Year 1 Mixing secondary colours. Exploring how shades can be created using black and white. Practice mixing colours and shades to produce more accurate results. Uses thick and thin brushes, beginning to select where appropriate.</p> <p>Year 2</p>	<p>Year 3 Practice applying paint of different consistencies using brushes of various sizes. Explore painting onto different surfaces including paper, card, foil, cellophane etc. Explore the effects of using different brushes. Demonstrate increasing control of marks made. Experiment with different effects including blocking in colour, washes, thickened paint and creating textural effects. Using light and dark to begin to explore complimentary colours. Use sketchbook to test out new ideas, plan colours for future</p>	<p>Year 5 Confidently control the types of marks. Experiment with different effects and textures (colour blocking, washes, thickened paint etc) Mix and match colours to create effects and textures. Use sketchbooks to collect and record visual information from different sources as well as planning.</p> <p>Year 6 Work in a sustained and independent way to develop own style of</p>

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		<p>Create colour wheels.</p> <p>Exploring what happens when you mix paint with other media types e.g. glue, washing up liquid.</p> <p>Can paint with a range of paints including poster, water colour etc.</p>	<p>works.</p> <p>Create different textures and effects with paint to fit to task</p> <p>Year 4</p> <p>Confidently control the types of marks made and experiment with different effects and textures (blocking colour, washes etc)</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media.</p> <p>Use light and dark within painting.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p>	<p>painting (through colour, tone and shade)</p> <p>Control the types of marks made and experiment with different effects such as colour blocking, washes etc.</p> <p>Mix colour and shade and tone with confidence.</p> <p>Use sketchbook to collect and record information for future works.</p> <p>Annotate work in sketchbook.</p>
		<p>Year 1</p> <p>Mix, secondary colours, shades, thick, thin</p>	<p>Year 3</p> <p>Apply, consistency, surface, control, blocking, washes, thickened, textural, complimentary colours.</p>	<p>Year 5</p> <p>Control, blocking, washes, thickened, textural, complimentary colours,</p>
		<p>Year 2</p> <p>Colour wheel, mix, media, poster paint, watercolour.</p>	<p>Year 4</p> <p>Control, marks, effects, textures, blocking colour, washes, light, dark, visual, sources</p>	<p>Year 6</p> <p>Sustained, style, colour, tone, shade, annotate</p>

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Skills and Techniques <small>continued</small>	Printing	<p>To print with a variety of media including fruit, hands, fingers, stamps etc.</p> <p>Explore the patterns which can be made by combining different colours and shapes.</p>	<p>Year 1 To make rubbings of surfaces and objects using wax crayons and calks e.g. coins, leaves Build up a collection of rubbings to create a picture. Use a range of colours and shapes to produce more complex patterns. Mimic the print from the environment e.g. wrapping paper, wall paper.</p> <p>Year 2 Explore the effect of overlapping shapes and colours. Make a simple block print from wood, cardboard, string, match sticks etc. Explore the effects of printing onto different colours and fabrics and forming an opinion of which is most effective. Press print using water-based printing ink and rollers.</p>	<p>Use roller and ink printing. Use simple block shapes formed by children Blend two colours when printing Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays Form string roller prints to create continuous Patterns Year 3 Interpretation of environmental and manmade patterns and form Building up shapes and patterns Discussing the nature of effects Year 4 Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns.</p>	<p>Design and create motifs to be turned into printing block images Investigate techniques from paper printing to work on fabrics</p> <p>Year 5 Using tools in a safe way. Start to overlay prints with other media. Show experience in a range of mono print techniques. Use sketchbooks to collect and record information to plan future work.</p> <p>Year 6 Create digital layered images from original ideas in sketchbooks Create printing blocks using sketchbook ideas Develop techniques i.e. mono-printing, block printing, relief/impressed method Experiment with overprinting motifs and colour</p>
			<p>Year 1 Rubbings, surfaces, objects, complex pattern, mimic,</p>	<p>Year 3 Block shape, blend, texture, low relief, repeated pattern, tessellation, overlay, continuous pattern, interpretation, environmental, manmade,</p>	<p>Year 5 Motifs, images, techniques, overlay, media, mono print,</p>
			<p>Year 2 Overlapping, block print, fabric, opinion, water-based, ink, roller</p>	<p>Year 4 Layers, replicate, precise, coiled</p>	<p>Year 6 Digital layered images, original, relief, impressed</p>
	Sculpture	<p>Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using. Selects appropriate resources and adapts work where necessary. Explore a range of modelling materials (such as playdough and plasticine) using fingers and modelling tools. Uses rolling pins, hands and other tools to flatten and shape playdough/clay etc. Experiment making different shapes and objects with soft modelling materials such as animals, people, a birthday cake, food.</p>	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures Investigate a range of different materials and experiment with how they can be connected together to form simple structures Look at sculptures and try to recreate them using everyday objects/range of materials Begin to form own 3D pieces Consider covering these with papier-mâché Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools Look at sculptures by known artists and natural objects as starting points for own work</p> <p>Year 1 From a flat piece of clay or playdough, cut out desired shapes with some accuracy. Experiment making different shapes and objects with soft modelling materials such as animals, people, a birthday cake, food. Manipulate playdough/clay in a variety of ways including rolling, pinching and kneading. Using tools safely and in the correct way. Adds simple decoration using paint, impressing etc. Simple joining of materials using PVA glue. Uses a range of materials to create a model including: straws, lolly pop sticks, paper, card, clay etc.</p> <p>Year 2</p>	<p>Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Investigate ways of joining clay - scratch and slip Introduce 'modroc' Create work on a larger scale as a group Use pipe cleaners/wire to create sculptures of human forms</p> <p>Year 3 Use equipment and media with confidence. Learn to secure work to continue at a later date. Join two parts successfully using glue etc. Construct a simple base for model/sculpture. Use a sketchbook to plan, collect and develop ideas. Produce more intricate surface patterns/ textures using tools and fingers and use them when appropriate. Produce larger sculptures using pinch/ slab/ coil techniques.</p> <p>Year 4 Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Add materials to provide interesting detail. Make a slip to join pieces of clay.</p>	<p>Design and create sculpture, both small and large scale Make masks from a range of cultures and traditions, building a collage element into the sculptural process Use objects around us to form sculptures Use wires to create malleable forms Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc) Create human forms showing movement</p> <p>Year 5 Works in a safe way. Caring for equipment. Use a range of techniques including pinching, slabbing and coiling. Develop an understanding of different ways of finishing work: glaze, paint, polish etc. Use sketchbooks to plan a sculpture through drawing. Use sketchbooks to plan ways of joining. Can confidently carve a simple form.</p> <p>Year 6 Shape, form, model and construct from observation and imagination Use recycled, natural and manmade materials to create sculptures Plan a sculpture through drawing and other preparatory work Continue to develop skills in using clay including slabs, coils,</p>

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		<p><i>Effective joining of materials using glue.</i> <i>Effective joining of clay pieces e.g. joining head to body using water.</i> <i>Can construct a model from imagination or observation.</i> <i>Beginning to add surface patterns and textures where appropriate.</i> <i>Being to carve 3D objects.</i> <i>Understands how clay physically changes when heated.</i> <i>Knows that clay can be decorated with a range of different materials including paint, varnish, glazes etc.</i> <i>Know that glazing clay will make it waterproof and more resilient.</i></p>	<p><i>Model over an armature (skeleton framework): newspaper frame for Modroc.</i> <i>Use recycled, natural and man-made materials to create sculptures.</i></p>	<p><i>Slips</i> <i>Produce patterns and textures in malleable materials.</i></p>
		<p><u>Year 1</u> <i>Materials, connected, structures, recreate, 3D, papier-mâché pinching, rolling, twisting, scratching, coiling, details, texture, accurate, manipulate, kneading, decoration, impressing, join</i></p>	<p><u>Year 3</u> <i>Secure, construct, base, plan, collect, develop, intricate, pinch, slab, coil, scratch</i></p>	<p><u>Year 5</u> <i>Collage, element, sculptural process, malleable, technique, pinching, slabbing, coiling, finishing, glaze, polish, carve</i></p>
		<p><u>Year 2</u> <i>Construct, model, surface pattern, texture, carve, physically, varnish, glaze, waterproof, resilient</i></p>	<p><u>Year 4</u> <i>Create, combine, recognisable, net, solid, convey, slip, armature, skeleton framework, recycled, natural, manmade</i></p>	<p><u>Year 6</u> <i>Shape, form, model, construct, preparatory.</i></p>

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Skills and Techniques continued	Textile and Collage	<p>Beginning to be interested and describe the texture of things. Handling different textures and feeling different surfaces. Join materials using glue. Thread different materials and objects. Beginning to be interested and describe the texture of things. Selects appropriate resources and adapts work where necessary. Can use a combination of materials which are cut or torn and glued to create a picture.</p>	<p>Develop collages, based on a simple drawing, using papers and materials Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc) Weave using recycled materials – paper, carrier bags Investigate a range of textures through rubbings Simple batik work Develop tearing, cutting and layering paper to create different effects Dye fabrics using tea, red cabbage, beetroot, onion, spinach Weave with wool</p> <p>Year 1 Can compare and discuss different textures and surfaces. Sorting different materials according to feel. Learn running stitch using hessian, plastic needles and thick thread. Begin to weave different materials. Using different materials (e.g. felt, hessian) to create simple objects such as a bookmark or purse/wallet. Can cut and tear different materials for their collage. Sorting and arranging different materials. Simple joining of material using glue.</p> <p>Year 2 Use weaving to create a pattern. Join materials using a stitch. Use plaiting. Using dip dye techniques. Sort and arrange materials. Select materials effectively to create texture. Uses tools (scissors) safely and in the correct way. Can use the correct amount of glue to join materials together.</p>	<p>Research embroidery designs from around the world, create own designs based on these Sew simple stiches using a variety of threads and wool Investigate tie-dying Create a collage using fabric as a base. Make felt. Develop individual and group collages, working on a range of scales Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</p> <p>Year 3 Awareness of the nature of materials and surfaces Discussion of surface decoration-pots, Models Stitches and cuts threads and fibres. Select and use different textures and materials for effect.</p> <p>Year 4 Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings from a variety of materials. Quilt, pad and gather fabric. Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.</p>	<p>Introduce fabric block printing Create tie dye pieces combining two colours Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc. Weave using paintings as a stimulus / the natural world Experiment with circular embroidery frames Create detailed designs which can be developed into batik pieces</p> <p>Year 5 Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textures Begin to use weaving that is representative of design. Produce two colour tie dye. Plan and design in a sketchbook. Use a range of media to create collages Use different techniques, colours and textures when designing and making pieces of work Use collage as a means of extending work from initial ideas</p> <p>Year 6 Use fabrics to create 3D structures Experiment with a range of media to overlap and layer creating textures, effects and colours. Plan and design using a sketchbook. Add collage to a printed or painted background Use a range of media to create collages Use different techniques, colours and textures when designing and making pieces of work Use collage as a means of extending work from initial ideas.</p>
			<p>Year 1 Compare, textures, surfaces, sort, running stitch, hessian, needles, thread, weave, felt, cut, tear, collage,</p>	<p>Year 3 Surface decoration, model, stitch, cut, thread, fibres, texture, materials, scale</p>	<p>Year 5 Circle, tie-dye, combine, combine, weave, embroidery, batik, print, dye, media, sewing, ironing, cutting, tearing, creasing, knotting</p>
			<p>Year 2 Weave, stitch, plaiting, dip dye, arrange, texture, batik, layering, dye</p>	<p>Year 4 Precise, effect, shape, cross stitch, back stitch, quilt, pad, gather, coiling, overlapping, tessellation, mosaic and montage, tie-dye, embroidery, stimulus</p>	<p>Year 6 Fabric, overlap, layer, texture, effect, media, stimulus, circular frame, representative,</p>