Great Steeping Primary School

Where Learners Grow

Gratitude – **R**esilience- **E**mpathy – **A**ttitude – **T**eamwork

CURRICULUM PROGRESSION: Art and Design (Long Term – 2 Year Plan)

Reception	Year 1 / 2	Year 3 / 4	Year 5/6
Construction areas. (Focus 1,2,3,4,5,6) Using malleable equipment: Playdoh etc. (Focus 1,2,3,4,5,6) How could we make it better? (Focus 5,6) Represent own ideas. (Focus 1,2,3,4,5,6) Use imagination. (Focus 1,2,3,4,5,6) Ask and answer questions. (Focus 3,4) Colour recognition. (Focus 1,2)	Explore sculpture with a range of malleable media, especially clay. Year A (Focus 3) Year B (Focus 2) Build a textured 3D model. Understand the safety and basic care of materials and tools. Year A (Focus 3) Year B (Focus 2) Investigate different kinds of art, craft and design. Year A (Focus 4) Year B (Focus 4) Identify what they might change in their current work or develop in their future work. Year A (Focus 1,2,3,4,6) Year B (Focus 1,2,4,6) Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Year A (Focus 4) Year B (Focus 4) Begin to explore the use of line, shape and colour. Year A (Focus1) Year B (Focus 2,4)	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Year A (Focus 5,6) Year B (Focus 3,4) Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Year A (Focus 5,6) Year B (Focus 3,4) Adapt their work according to their views and describe how they might develop it further. Year A (Focus 3,4) Year B (Focus 5,6) Use their sketchbook to collect and record visual information from different sources. Year A (Focus 5,6) Year B (Focus 1.2.5.6) . Draw for a sustained period. Year A (Focus 3,4) Year B (Focus 3,4)	Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Year A (Focus 1,2,3,4) Year B (Focus 3,4,5,6) Use a sketchbook to develop ideas. Year A (Focus 1,2,3,4,5,6) Year B (Focus 1,2, 3,4,5,6) Identify artists who have worked in a similar way to their own work Year A (Focus 5,6) Year B (Focus 5,6) . Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Year A (Focus 1,2,3,4,5,6) Year B (Focus 1,2, 3,4,5,6) Begin to use lines to represent movement and develop accuracy in line for perspective. Year B (Focus 3,4,) .

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	Build a repeating pattern and recognise pattern in the environment. Year A (Focus 6) Year B (Focus 2) Use a variety of techniques, e.g. weaving. Year A (Focus 1) Year B (Focus 3,4,6) How to thread a needle. Year B (Focus 1) Stitch, knot and use other manipulative skills. Year B (Focus 1) Manipulate clay for a variety of purposes, inc. models and tiles. Year A (Focus 3) Year B (Focus 2)	Alter and refine drawings and describe changes using art vocabulary. Year A (Focus 3,4) Year B (Focus 5,6) Explore relationships between line and tone, pattern and shape, line and texture. Year A (Focus 2) Year B (Focus 3,4) Construct a simple clay base for extending and modelling other shapes. Year A (Focus 1,2) Plan, design and make models. Year A (Focus 1,5,6) Year B (Focus 3,4) Mix a variety of colours and know which primary colours make secondary colours. Use more specific colour language e.g. tint, tone, shade, hue. Year A (Focus 2) Year B (Focus 1,2) Choose paints and implements appropriately. Year A (Focus 5,6) Year B (Focus 5,6)	Create shades and tints using black and white. Year A (Focus 5,6) Year B (Focus 1,2,) To be expressive and analytical to adapt, extend and justify their work. Year A (Focus 1,2,3,4,5,6) Year B (Focus 1,2, 3,4,5,6) Use different types of paint to show different techniques and effects eg water colours. Year A (Focus 1,2,5,6) Year B (Focus 1,2,5,6) Create imaginative work from a variety of sources. Year A (Focus 3,4) Year B (Focus5,6) Work from a variety of sources, inc. those researched independently. Year A (Focus 3,4) Year B (Focus,5,6) Show an awareness of how paintings are created (composition). Year A (Focus 3,4,) Year B (Focus 5,6)

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		Use a developed colour vocabulary. Year A (Focus 2) Year B (Focus 5,6) Experiment with different effects and textures inc. blocking in colour. Year A (Focus 1,2) Year B (Focus 1,2) Work confidently on a range of scales e.g. thin brush on small picture etc Year A (Focus 5,6) Use a variety of techniques, inc. printing. Year A (Focus 5,6) Name the tools and materials they have used. Year A (Focus 1,2,3,4 5,6) Year B (Focus 1,2,3,4,5,6) Cutting and joining. Year B (Focus 3,4) Experiment with a range of media e.g. overlapping, layering etc. Year B (Focus 1,2) Join clay adequately and work reasonably independently. Year B (Focus 3,4,5,6)	Describe varied techniques. Year A (Focus 3,4,5,6) Year B (Focus 1,2,5,6) Use recycled, natural and man-made materials to create art. Year A (Focus 1,2,) Plan a sculpture through drawing and other preparatory work. Year A (Focus3,4,) Use ICT. Year B (Focus 3,4,) Create sculpture and constructions with increasing independence. Year A (Focus3,4,) Develop skills in using clay inc. slabs, coils, slips, etc. Year A (Focus3,4,)