

## Progression in Art and Design

### Alfriston Primary School

	Foundation	KS1	Lower KS2	Upper KS2
<b>Drawing (line, shape texture)</b>	<p>Use a variety of drawing tools</p> <p>Explore different lines – straight, curved, zig zag...</p> <p>Create simple representations – seen, remembered or imagined</p>	<p><b>Experiment and control lines</b> using a range of drawing tools/ surfaces – pencils, rubbers, crayons, pastels, charcoal, chalks, fine pens</p> <p>Explore <b>tone/ shading</b> using different grades of pencil</p> <p>Begin to sketch to make a quick record</p> <p>Use a viewfinder</p>	<p>Use different techniques e.g. hatching, cross/ contour hatching, to create <b>textures of objects seen, remembered or imagined</b></p> <p>Use a sketchbook to collect and develop ideas – annotate sketches/ collages to explain ideas</p> <p>Make initial sketches (light sketching) as preparation for painting</p> <p>Engage in close observational drawing of people/ faces – <b>proportion and placement</b></p> <p>Draw on different scales</p>	<p>Explore the <b>effect of light</b> on objects and people from different directions – reflections, shadows, direction of sunlight</p> <p>Develop quick studies from observations <b>recording action and movement</b> with fluency</p> <p>Begin to use <b>simple perspective</b> in their work e.g. by using single focal point on horizon</p> <p>Develop an awareness of <b>composition, scale and proportion</b> e.g. foreground, middle ground, background</p>
<b>Painting (colour, texture)</b>	<p>Explore a variety of tools to make marks in paint – brushes, straws, matchsticks, cotton buds, fingers, combs</p> <p>Explore effect of adding texture to paint</p>	<p>Use brushes of different sizes and types for particular effects e.g. thin marks – light pressure at the tip/ thick marks – more pressure at the bristles.</p> <p>Teach smooth, sweeping motion</p>	<p>Experiment with how to start a painting: <b>blocking in colour</b> (under painting in large shapes to lay out composition) <b>colour wash</b> backgrounds <b>mixed media</b> – printed/ collage background...</p>	<p>Develop <b>own personal style</b>, drawing upon ideas from other artists</p> <p><b>Create imaginative work</b> from a variety of sources e.g. observational drawing, music, poetry</p>

	<p>Apply paint in different ways – rolling, dripping, dabbing, splattering...</p> <p>Name colours and experiment with colour mixing</p>	<p>Explore different types of paint e.g. watercolour and acrylic (poster) paint</p> <p>Name and <b>mix secondary colours</b></p> <p>Explore adding black and white paint to create different <b>tints/ tones</b></p> <p>Mix and match colours to objects</p> <p>Work on different scales</p>	<p>Experiment with <b>creating texture</b> – impasto – add paint in thickened layers to add depth and distance</p> <p>Paint on textured fabrics</p> <p>Apply colour using dotting, scratching, splashing with different painting tools</p> <p>Confidently mix secondary and tertiary colours and use tints (add white), tones (add grey) and shades (add black)</p> <p>Make colour wheels. Understand complimentary colours</p>	<p>Mix and match colours to create <b>atmosphere and light effects</b></p> <p>Create <b>different moods</b> with colour</p>
<b>Printing (pattern and shape)</b>	<p>Rubbings</p> <p>Print with different objects – hand, feet, found objects, sponges</p> <p>Mono printing</p> <p>Create simple repeated prints and symmetry</p>	<p><b>Indented printing</b> – polystyrene block</p> <p>Extend <b>repeated patterns</b> – use 2+ colours, overlap, regular, irregular...</p> <p>Experiment with over printing motifs and colour</p> <p>Develop ideas from natural/ man made environment</p>	<p><b>Relief printing</b> e.g. collograph – when different items are used on a printing block e.g. string, card</p> <p>Create more <b>complex patterns</b> - reflection, rotation, symmetry, tessellation</p> <p>Explore patterns in local environment – curtains, wallpaper</p> <p>Use ICT to create patterns</p>	<p><b>Explore printing techniques</b> – eg. mono printing, block printing, relief or indented method (lino cut, screen printing)</p> <p>Create printing blocks using sketchbook ideas – design prints</p> <p><b>Abstract patterns</b> to reflect personal experiences and expression</p>
<b>3D / Sculpture</b>	<p>Handles and manipulates rigid and malleable materials</p>	<p><b>Manipulate clay</b> in a variety of ways – rolling, joining, moulding, kneading, coiling</p>	<p>Develop skills in joining, extending and modelling clay – pinch, coil, slab and slip</p>	<p>Plan a sculpture through drawing and other preparatory work</p>

<b>(form and space)</b>	<p>Uses basic tools on materials</p> <p>Learns simple techniques for shaping playdough and clay – pinch pots, rolling...</p> <p>Junk modelling</p>	<p>Work safely with <b>clay tools</b>, adding texture to clay models</p> <p>Experiment with constructing and joining using <b>recycled and man made materials</b> – rolled up paper, straws, card, boxes...</p>	<p>Use <b>mouldable materials</b> including papier-mâché and mod roc to create simple 3D effects</p> <p>Use a frame to provide stability and form</p> <p>Use recycled, natural / manmade materials in imaginative ways to create sculptures</p>	<p>Show lifelike qualities and real life proportions</p> <p>Use recycled, natural / manmade materials in imaginative ways to create sculptures</p>
<b>Collage</b>	<p>Handle different materials</p> <p>Able to rip and cut paper</p>	<p>Create images from a variety of media – fabric, photocopies, crepe paper, magazines...</p> <p>Collect, sort, group materials for different purposes in different ways – texture, colour</p> <p>Arrange and glue materials to different backgrounds - fold, crumple, tear, overlap papers</p>	<p>Experiment with a range of collage techniques such as layering, coiling, montage, tessellation, mosaic to create images</p> <p>Use collage as a means of collecting ideas and information and building up visual vocabulary</p> <p>Add collage to a printed or painted background</p>	<p>Use different techniques, colours and textures when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>
<b>Art Appreciation</b>	<p>Look at the work of an artist, craft maker and designer and describe it.</p> <p>Talk about similarities and differences between the</p>	<p>Look at the work of a range of artists, craft makers and designers and make own observations, comparing similarities and differences.</p>	<p>Research the work of great artists, architects and designers in history and record findings.</p>	<p>Research the work of great artists, architects and designers in history (both European and non-Western) and record findings, showing detailed observations.</p>

	work of an artist, craft maker or designer and own work.	<p>Compare the work of artists, craft makers and designers, and make links to own work.</p> <p>Appreciate that art is of value.</p>	<p>Evaluate own work and record what went well and what could be improved.</p> <p>Express clear preferences of artwork and give some clear reasons for these choices based on aesthetic.</p>	<p>Evaluate and analyse the work of great artists, architects and designers (both European and non-Western), using the language of art, craft and design (i.e. tone, form, texture, 2D, 3D, pattern, line), and making links to intention and context.</p> <p>Evaluate own work in-depth, comparing it with the work of great artists, architects and designers, whilst recording own experiences and the process taken.</p>
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