



Morven Park Primary School

Art and Design Progression Document

Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Studies	<p>Children have access to two workshops within child initiated play.</p> <p>Each week the environment plan reflects an aspect of the I CAN statements.</p> <p>Children have Expressive Art and Design activities linked with their topic learning.</p> <p>These activities are open ended and can encompass a range of drawing, painting and sculpture.</p> <p>They allow for expletory learning which adults can support and extend as appropriate.</p> <p>There is also key language with communication in print for adults to ensure they use when playing collaboratively and modelling.</p> <p>See Separate Weekly Plans</p>	<p>Painting and Mixed Media Colour Splash</p> <p>Drawing – Make your Mark</p> <p>3D and Sculpture Paper Play Bird Models</p>	<p>3D and Sculpture Clay Houses 3D Ramti Bam</p> <p>Drawing- Tell a Story Quentin Blake</p> <p>Painting and Mixed Media- Seaside Life in Colour Romare Bearden</p>	<p>Painting and Mixed Media Prehistoric Art</p> <p>Drawing Growing Artists</p> <p>3D and Sculpture Abstract Shape and Space Athony Carro and Ruth Asawa</p>	<p>Painting and Mixed Media Still Life/ Light and Dark</p> <p>Craft and Design/ Drawing Egyptian Art</p> <p>Sculpture and 3D Mega Materials</p>	<p>3D and Sculpture Interactive Installation</p> <p>Drawing I need Space</p> <p>Painting and Mixed Media Portraits</p>	<p>Craft and Design Digital media photography – Morven Park</p> <p>Painting and Mixed Media Artist study and research project</p> <p>Drawing Hear my Voice</p>

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Progression							
<p>DRAWING</p> <p>KS1 pupils should be taught to use drawing to develop and share their ideas, experiences and imagination.</p> <p>KS1 pupils should be taught to develop a wide range of art and design techniques in using</p>	<p>EYFS</p> <p>Use a variety of tools to mark make – pencils, paint, sticks, chalk, water.</p> <p>Draw into sand, liquids, onto the ground using liquids and tools.</p>	<p>Year 1</p> <p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p>	<p>Year 2</p> <p>Further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p>	<p>Year 3</p> <p>Confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>Draw with expression and begin to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct</p>	<p>Year 4 (key drawing elements within Egyptian Art)</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p>	<p>Year 5</p> <p>Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing</p>	<p>Year 6</p> <p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques.</p>

<p>colour, pattern, texture, line, shape, form and space.</p> <p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.</p>		<p>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p>	<p>Experiment with drawing on different surfaces and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p>	<p>observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p>	<p>over time and applying their understanding of tone, texture, line, colour and form.</p>	
<p>Shape</p>		<p>Know a range of 2D shapes and confidently draw these.</p>	<p>Know that shapes can be organic (natural) and irregular.</p>	<p>To know that negative shapes show the space around and between objects.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns.</p>	<p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>To know how an understanding of shape and space can support creating effective composition.</p>
<p>Line</p>		<p>Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Know that lines can represent movement in drawings.</p>	<p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>	<p>To know that different drawing tools can create different types of lines.</p>	<p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p>	<p>To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>To know how line is used beyond drawing and can be applied to other art forms.</p>
<p>Pattern</p>		<p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Know that patterns can be used to add detail to an artwork.</p>	<p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>To know that symmetry can be used to create repeating patterns.</p>	<p>To know that artists create pattern to add expressive detail to art works.</p>	<p>To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting or in repeated shapes within a Composition.</p>
<p>Texture</p>		<p>Know that texture means 'what something feels like.</p> <p>Know that different marks can be used to represent the textures of objects.</p> <p>Know that different drawing tools make different marks.</p>	<p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p>	<p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p>	<p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>To know how to create texture on different materials.</p>	<p>To know how to create texture on different materials</p>

<p>Tone</p>		<p>Know that 'tone' in art means 'light and dark'.</p>	<p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p>	<p>To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>To know that tone can be used to create contrast in an artwork.</p>	<p>To know that tone can help show the foreground and background in an artwork.</p>	<p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>
<p>PAINTING</p> <p>KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination.</p> <p>KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>EYFS</p> <p>Experiment with painting and colour mixing using powder paints, poster paints and water colours.</p> <p>Experiment with crayons, chalks and oil pastels.</p>	<p>Year 1</p> <p>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Begin to explore colour mixing. Play with combinations of materials to create simple collage effects.</p> <p>Select materials based on their properties, eg shiny, soft.</p>	<p>Year 2</p> <p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint.</p> <p>Create a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>Adding white to create a tint.</p>	<p>Year 3</p> <p>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively.</p>	<p>Year 4</p> <p>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p>	<p>Year 5</p> <p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials.</p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects.</p>	<p>Year 6</p> <p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</p> <p>Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p>Create collage in response to a stimulus.</p>
<p>Colour</p>		<p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple 	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p>	<p>Know that using light and dark colours next to each other creates contrast.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>To know that colours can be symbolic and have meanings that vary according to your culture or background.</p>

			Know that colour can be used to show feeling.				
SCULPTURE KS1 pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination. KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.	Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, salt dough, cooking materials. Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.	Use their hands to manipulate a range of modelling materials, including paper and card. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen.	Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.	Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture.	Explore how different materials can be shaped and joined, using more complex techniques such as carving. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.	To learn how culture can be instrumental in art and design Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.	To learn how culture can be instrumental in art and design.
Form		Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.	Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract.	To know that using lighter and darker tints and shades of a colour can create a 3D effect.	To know that the surface textures created by different materials can help suggest form in two-dimensional artwork.	To know that the surface textures created by different materials can help suggest form in two-dimensional artwork.
Craft and Design	Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.				Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way.		Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have

					Design and make creative work for different purposes, evaluating the success of the techniques used.		influence their final outcome.
THE WORK OF ARTISTS, DESIGNERS AND CRAFTS PEOPLE KS1 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, making links to their own work. KS2 - Pupils should be taught about great ARTIST, ARCHITECT AND DESIGNER STUDIES		Samantha Stephenson Louise Bourgeois Clarice Cliff Jasper Johns	Ramti Ban Quentin Blake Romare Bearden	Georgia O'Keeffe Maud Purdy Ruth Asawa Anthony Caro	El Anatsui Sokari Douglas-Camp Ruth Daniels Senanayake Audrey Flack Clara Peeters	Cai Guo-Qiang Chila Kumari Singh Burman Teis Albers	David Hockney Banksy Chris Plowman Frank Bowling Richard Brackenburg
Knowledge of Artists		Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Generating Ideas		Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.
Sketchbooks		Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and	Use sketchbooks purposefully to improve understanding, develop	Confidently use sketchbooks for purposes including recording observations and research,	Using a systematic and independent approach, research, test and develop

			Use sketchbooks to help make decisions about what to try out next.	annotations, planning and taking next steps in a making process.	ideas and plan for an outcome.	testing materials and working towards an outcome more independently.	ideas and plans using sketchbooks.
Evaluating and Analysing		Describe and compare features of their own and other's artwork.	Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Concepts		Composition Name artistic elements (e.g. colours, patterns, textures, lines, shapes) in a range of artwork. e.g. in their own work or that of artists. Communication Experiment with artistic elements (e.g. Colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art. Comprehension Identify and discuss how a piece of art makes them feel	Composition Identify artistic elements (e.g. Colours, patterns, textures, lines, shapes, forms and spaces) in a variety of artistic styles. Communication Experiment and apply their knowledge of artistic elements and different artistic styles to create their own pieces of art. Comprehension Describe how a piece of art makes them feel using simple language linked to artistic elements.	Composition Identify and describe artistic elements (e.g. Colours, patterns, textures, lines, shapes, forms and spaces) in a variety of artistic styles. Recreate some elements (e.g. Colours, patterns, textures, lines, shapes, forms and spaces) of artistic styles. Communication Apply their knowledge and understanding of artistic elements and different artistic styles to create their own pieces of art. Comprehension Describe how a piece of art makes them feel using simple language linked to artistic elements and give reasons why	Composition Recreate specific elements (e.g. Colours, patterns, textures, lines, shapes, forms and spaces) of artistic styles. Communication Apply their knowledge and understanding of artistic elements and different artistic styles to create their own pieces of art. Explain artistic choices in own artwork. Comprehension Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their reason	Composition Compare artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) using technical language. Recreate artists' work in a range of different artistic styles. Communication Discuss and explain how choice of artistic elements and styles show expression and emotion in own artwork . Comprehension Explain how a piece of art might make others feel using technical language to justify their answers	Composition Compare, contrast and evaluate artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) using technical language linked to artistic elements. Recreate artists' work in a range of different artistic styles. Communication Justify how choice of artistic elements and styles show expression and emotion in own artwork . Comprehension Investigate how artists' deliberate choices about composition have different effects on the audience, based on their personal experience and values