

Warbstow Primary Academy and Nursery

ART AND DESIGN WHOLE SCHOOL PROGRESSION

KS1 Programme of Study <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work 		KS2 Programme of Study Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials About great artists, architects and designers in history 		
EYFS Programme ELG: Expressive arts and design <ul style="list-style-type: none"> Explore a variety of artistic effects to express their ideas and feelings Create collaboratively, sharing ideas, resources and skills 				
	Foundation Sequence towards KS1	KS1 Sequence towards KS1	Lower KS2 Sequence towards Upper KS2	KS2
Drawing skills are developed in all units of work	<ul style="list-style-type: none"> Learning how to hold drawing tools correctly and how to make a variety of marks with them Using a combination of tools and techniques in their drawings and exploring pressure to produce strong and faint marks Using their drawings to describe their world, to express their feelings and to tell stories. They will discuss their own and others work Drawing on paper that offers a variety of shapes, sizes, colours and textures 	<ul style="list-style-type: none"> Becoming familiar with language relating to drawing tools, lines, shapes with marks eg thick/twisted/thin/curled/dots/flicks/rough/smooth Swirling/spinning and used in relation to own work Making lines, shapes, marks and colour using a variety of drawing materials Observing, collecting and inventing lines, shapes, marks and colours Modifying, adding to and changing drawings and use their drawings to express ideas, feelings and record experiences and observations Sharing and discussing their drawings with others Exploring light and dark marks and smudging and blending Know how to use pencils to create lines of different thickness Know how to use charcoal, pencil and pastels Know how to show how people feel in paintings and drawings Use artefacts to draw from 	<ul style="list-style-type: none"> Combining materials and techniques Observing and drawing from different points of view Using lines and marks to create texture and detail to drawings, cross hatching etc Become familiar with different grades of pencil i.e. hard and soft pencils and understand how this effects the marks made – HB, 2B to 7B Becoming familiar with the language relating to drawing e.g background, foreground, texture, shade Experiment by using marks and lines to produce texture Experiment with shading to create mood and feeling, show facial expressions and body language in art Use sketchbooks to record and develop ideas Use sketches to produce a final piece of art Use sketchbooks to experiment with different texture 	<ul style="list-style-type: none"> Understand the effects of light on objects and people from different directions Interpret the texture of a surface by choosing a drawing technique to represent it Produce increasingly accurate drawings of objects and people Further develop an understanding of perspective Continue to use sketchbooks to record and develop ideas Becoming familiar with the language relating to drawing eg highlight, tone, horizon, balance etc Exploring representing movement scale, depth and perspective, proportion and composition Select the correct grade of pencil for the desired outcome Know how to use shading to create mood and feeling Know how to organise line, tone, shape and colour to represent figures and forms in movement Know how to use a full range of pencils, charcoal or pastels when creating a piece of observational art
Painting	<ul style="list-style-type: none"> Exploring a variety of tools for applying paint eg fingers, spatulas, feathers, brushes, sponge rollers, and describing the sort of marks each make Learning to name the different painting tools, how to hold them correctly and how to make a 	<ul style="list-style-type: none"> Becoming familiar with the language specific to painting relating to tools, colour and painting and used in relation to their own work Investigating different kinds of marks made by a range of tools including brushes, rollers, fingers, glue spreader, feathers etc 	<ul style="list-style-type: none"> Examining the properties of colours, hot, cold, happy, sad and their associations eg blue mood, green with envy, seeing red Mixing grey and explore mixing of natural colours Learning to create a colour wash. i.e watery paint background with large sweeping horizontal lines with a large brush 	<ul style="list-style-type: none"> Developing a painting from a drawing Sustaining work over two or more sessions Mixing and matching colour to represent the weather, season, time of day Creating movement by making a range of marks with a variety of tools

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	<ul style="list-style-type: none"> variety of marks with them by dabbing, rolling, twirling etc Becoming familiar with the language of paint eg thick, thin, dry, wet, runny Painting on both flat and upright surfaces and use different shapes, sizes, textures and colours of paper Using their paintings to describe their world to express their feelings, tell stories, discussing their own and others work Enjoying and naming colour in relation to paint, start mixing colour experimentally, make colour collections and build up a colour vocabulary 	<ul style="list-style-type: none"> Identify primary colours, red, blue and yellow and mix secondary colours purple, green and orange Adding black and white to make tints and tones of colours Mixing and matching colours through observation Mixing and matching different shades of colour and make brown 	<ul style="list-style-type: none"> Painting on different types of surface eg wood, corrugated paper, slate, coloured paper and different types of paper, clay and different types of reclaimed materials Using different sizes and shapes of brushes combined with other tools Adding detail to painting, over paint and over draw 	<ul style="list-style-type: none"> Arranging a composition before painting – consider lights and darks, shades and textures, curves and diagonals within the arrangement Showing awareness of scale and proportion in their painting eg composition – foreground, middle ground and background and use them in relation to their own work Painting solid forms and adding highlights and shadows
Digital Media	<ul style="list-style-type: none"> Use a simple graphics package to create images and effects with lines and colour Use flood fill and other tools to colour images Explore a range of image styles using a simple graphics package Use digital cameras or ipads to record visual information that they like 	<ul style="list-style-type: none"> Explore ideas using digital sources i.e. internet, apps Record visual information using digital cameras, video recordings Use a simple graphics package to create images and effects with lines by changing the size of brushes, shapes, using eraser, shape and fill tools Using simple filters to manipulate and create images Use basic selection and cropping tools 	<ul style="list-style-type: none"> Record and collect visual information using digital cameras and ipads Present recorded visual images using software eg photostory, powerpoint Use a graphics package to create images and effects with; lines by controlling the brush tool with increasing precision Change the type of brush to an appropriate style eg charcoal Cut duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular choice 	<ul style="list-style-type: none"> Record, collect and store visual information using digital cameras, tablets, ipads Present recorded visual images using software eg photostory, powerpoint Use a graphics package to create and manipulate new images Be able to import an image into a graphic package either scanned, taken or retrieved Understand that a digital image is created by layering Create layered images from original ideas
3D	<ul style="list-style-type: none"> Children are introduced to the ideas of 'construction' and 3D form Use constructional toys to make 3D forms Introducing children to the potential of paper, card and reclaimed materials as construction materials Learning to change the shape of materials through cutting, flattening, folding Learning to join and fix materials by gluing, taping and slotting Decorating their constructions by painting and collage Becoming familiar with the language of construction eg crush, curl, fringe, roll, join, model Constructing a model to illustrate or tell stories and express ideas, children will then be encouraged to talk about it and how they made it 	<ul style="list-style-type: none"> Exploring a variety of paper, card and reclaimed materials Using a variety of joining techniques for models and structures eg slotting, bending, slitting, punching, clipping, taping Adding colour and texture to their sculpture and constructions Working with a range of natural materials eg twigs, shells, pebbles Discussing and modifying their sculpture and construction as it develops Becoming familiar with specific language related to sculpture and construction eg cover, seal, score, curl, strip, mobile, sculpture, cone, cylinder and use them in relation to their own work Exploring a variety of mouldable materials eg plasticine, clay, play dough Developing modelling, joining and hollowing skills and develop confidence with mouldable materials Looking at and becoming familiar with ceramic objects from different cultures 	<ul style="list-style-type: none"> Using a variety of materials and tools for sculpture and construction Using a variety of joining techniques for construction Being introduced to new techniques eg making papier mache Becoming familiar with the language relating to sculpture and construction eg wire, bend, twist, curl, roll, wrap Develop modelling, joining and hollowing skills, joining with slip, removal of air bubbles and adding indentations by pressing objects into clay Exploring the strength of materials and construction techniques eg slab pots versus coil pots and thick card versus paper in order to make informed choices and decisions for future work 	<ul style="list-style-type: none"> Selecting appropriate construction materials and techniques to suit specific purposes Sketching, planning and developing a piece for construction working to a design brief, making changes and discussing their work with others Developing a more sophisticated technical vocabulary relating to construction and sculpture eg framework, balance, strength, scale, support Developing modelling, joining and hollowing skills, joining with slip removal of air bubbles and adding indentations Exploring the strength of materials and construction techniques

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<p>Printing</p>	<ul style="list-style-type: none"> • Making a print ie pressing on and taking off by rolling, stamping and pressing to make sure they know the difference between painting and printing • Using a variety of found objects both natural and man-made, learn how to hold the objects and use them to produce a print • Describe the marks and shapes these objects print • Making both light and dark prints and learn to over print marks and shapes, printing into other surfaces • Being introduced to the idea of pattern as a repetitive image and identify and make patterns of their own, discussing their own and others work • Becoming familiar with specific language relating to printing eg shape, surface, texture, press, repeat, pattern • Learning to make simple monoprints drawing into paint or printing ink on a wipeable surface 	<ul style="list-style-type: none"> • Being re-introduced to the technique of printing and how it differs from painting • Exploring and discovering printing using a variety of found objects (natural and man made) • Being introduced to the idea of ‘pattern’ as a repetitive image • Learning the techniques of making prints by rolling, stamping and rubbing • Making their own simple printing blocks eg plasticine • Adding or changing a print as they modify and refine their ideas • Using a variety of pattern making techniques • Exploring further the technique of mono printing • Developing the language associated with printing eg rolling, stamping, printing, pressing, hard, soft and use it in relation to their work • Discussing and sharing the outcome of their work 	<ul style="list-style-type: none"> • Collecting, making and selecting objects to use for printing • Making choices concerning materials and techniques to use for their own work • Using a combination of materials and techniques in their work • Using printing for a variety of purposes eg background or to add texture and detail • Learning the technique of stencilling, overprinting and the use of transfer eg with fabric crayons • Developing technical vocabulary associated with printing eg random, repeat, stencil, stippling, block printing, motif etc and use it in relation to their own work 	<ul style="list-style-type: none"> • Additive (sticking onto a block) subtractive (Carving out of a block) and transferral methods (straight forward printing) of printing • Reviewing and refining a variety of printing and pattern making techniques • Selecting the most suitable printing techniques for a specified purpose • Composing, developing and completing a picture using a combination of printing techniques • Learning to draw and incise printing tile (Press print, Polyblock, Easiprint) used in relation to their own work • Refining technical vocabulary associated with printing eg monochrome, multi-coloured print, figurative, relief print, collograph (card block print) repetition
<p>Collage</p>	<ul style="list-style-type: none"> • Being introduced to techniques of tearing different shapes and colours of paper and card • Being introduced to scissors as a tool, and shown how to hold and use them correctly • Learning to arrange materials and glue onto a background • Being introduced to and exploring other collage techniques such as overlaying, folding, scrunching • Becoming familiar with specific language of collage – front, back, shiny, slippery, arrange, attach, cut, fold, fasten • Using collage to describe their world, to express their feelings and to tell stories, discussing their own and others work 	<ul style="list-style-type: none"> • Being introduced to further cutting, folding, tearing, crumpling, overlapping, sorting, selecting, arranging and adding to a range of collage materials • Using glue and scissors with care • Using collage to create patterns and pictures • Becoming familiar with the specific language related to collage – furry, matt, shiny, smooth, waxy, hard, scratchy, feather etc and used in relation to their own work • Working in different colours, textures and patterned backgrounds 	<ul style="list-style-type: none"> • Using collage to represent observed objects – matching colour/texture and shape • Using collage to develop a sketch into a finished picture – combining a range of materials • Creating collage using their own collage materials eg rubbing, prints, marbling • Working in a variety of scales 	<ul style="list-style-type: none"> • Using collage materials to create mood, depth, movement • Add collage to a painted, printed background • Building up a low relief collage (an image with a raised surface) by overlaying, overlapping, padding and adding • Making a collage of related shapes – repeated patterns
<p>Textiles</p>	<ul style="list-style-type: none"> • Being introduced to and exploring a variety of fabrics and threads through matching and sorting • Becoming familiar with specific language that describes materials and textures • Be introduced to ways of changing fabrics by cutting, fringing and unravelling • Learning to add colour and pattern to fabric by printing, dyeing and drawing. • Exploring ways of joining thread and fabric using glue and tape • Being introduced to simple stitches 	<ul style="list-style-type: none"> • Matching and sorting fabrics and threads according to colour, texture, length/size and shape • Examining how fabrics and threads are constructed • Learning the joining methods of gluing, tying, pinning and sewing and adding or embellishing using beads, sequins • Changing and modifying threads and fabrics by knotting, fringing, fraying and pulling threads and exploring making new threads by plaiting and twisting • Learning simple methods of stitching – running stitch, cross stitch 	<ul style="list-style-type: none"> • Select appropriate materials according to texture, colour, pattern, shape • Extending methods of weaving, knotting and stitching • Planning work using a variety of materials and techniques • Making fabrics by knitting • Decorating fabrics using tie dye and stencils • Becoming familiar with language relating to textiles eg spinning, weaving, patchwork, knit, wall hanging, flag, banner and used in relation to their own work 	<ul style="list-style-type: none"> • Refine methods of weaving, knotting and stitching • Sketching, planning, designing, developing and refining work using a variety of materials and techniques • Making fabrics using batik and applique techniques • Exploring soft sculpture and 3D construction using textiles • Exploring further making tassels, braids, fringes and plaits using them for further decoration

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		<ul style="list-style-type: none"> Exploring further means of adding colour and pattern to fabric by dying, printing, rubbing, masking out and drawing Extending the technique of weaving using a simple card or box loom Becoming familiar with the specific language relating to textiles eg match, sort, sew, stitch, unravel, undo, over, woven, fold, gather, loom, warp, and used in relation to their own work 			<ul style="list-style-type: none"> Becoming familiar with language relating to textiles eg crochet, wax resist, applique, dye, absorb, penetrate, wall hanging, flag, banner, batik and used in relation to their work 			
Being an artist	<ul style="list-style-type: none"> Explore the work of different artists Enjoy looking at different art including sculpture and the work of crafts people Describe what they see 	<ul style="list-style-type: none"> Describe what can be seen and give an opinion about the work of an artist Ask questions about a piece of art Create a piece of art in response to the work of another artist Reflect and refine own work. Begin to explore simple techniques used by artists and makers. Work creatively drawing on inspiration from encounters with other artists. 	<ul style="list-style-type: none"> Identify the techniques used by different artists Recognise art in different cultures Recognise art in different historical periods Suggest ways to improve own work. Comment on the work of notable artists, artisans and designers using visual language. Replicate some of the techniques used by artists, artisans and designers. Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> Research the work of an artist and use their work to replicate a style Understand the message an artist is trying to portray Consider works of art by relating them to the context in which the work was made. Discuss own work and that of others with a fluent grasp of visual language. Relate this to purpose and meaning. Create original pieces which show a range of influences and styles. 				
Suggested artists to support themes	Drawing Leonardo da Vinci UKS2 Vincent Van Gogh LKS2 Poonac Henry Moore UKS2 Barbara Hepworth KS1 Picasso KS1 Edgar Degas LKS2	Colour Pollock KS1 Monet UKS2 Ben Moseley Vincent Van Gogh LKS2 Cezanne UKS2 Picasso KS1 Matisse KS1 Kandinsky KS1 Hundertwasser LKS2	Texture William Morris UKS2 Gustav Klimt LKS2 Molly Williams KS1 Linda Caverley	Ancient Art Egyptian Stone Age Mayan Roman	Form Andy Goldsworthy KS1 James Blunt KS1 Barbara Hepworth KS1 Henry Moore UKS2 Agnes Denes LKS2 Christo Chris Jordan	Printing Mark Hearld KS1 Angie Lewin LKS2 Warhol UKS2 Banksy UKS2 Lichtenstein Wesselmann	Pattern Joan Miro KS1 Bridget Riley Escher UKS2 Paul Klee KS1 Piet Mondrian LKS2	Digital Art Jason Seiler Salvador Ramirez LKS2 Madriz UKS2