



## Darley Dene Primary School - Art Progression

***Intent:*** We aim to provide an engaging, inclusive and stimulating curriculum that inspires and challenges our pupils. We endeavour to provide them with both knowledge and skills to communicate, express and create their own ideas in a visual form. Year on year we expose our pupils to a range of Art and Artists from different periods and cultures. This contributes to their personal development in creativity, judgement and self-reflection. In addition, it enables our pupils to develop a natural sense of wonder and curiosity about the world we live in.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art and Design Skills							
Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	<p>Use what they have learned about media and materials in original ways, thinking about uses and purposes</p> <p>Represent their own ideas, thoughts and feelings through design and</p>	<p>Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials</p> <p>Begin to think about which mediums will</p>	<p>Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials</p> <p>Use equipment and media with increased confidence.</p>	<p>Create sketchbooks to record and revisit observations</p> <p>Use and apply art and design techniques and improve their control and use of materials</p>	<p>Create sketchbooks to record and revisit observations</p> <p>Apply art and design techniques with creativity, experimentation and increasing awareness</p>	<p>Capture artistic process in sketch book</p> <p>Improve mastery of art/design techniques with wide range of materials</p> <p>Return to work over longer periods of time</p>	<p>Capture artistic process in sketch book</p> <p>Master art design techniques with wide range of materials</p> <p>Develop ideas using a different or</p>

	<p><b>technology, art, music, dance, role-play and stories</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><i>Safely use and explore a variety of materials, tools and techniques,</i></p>	<p>be most effective.</p> <p>Start to record simple media explorations in a sketchbook.</p>	<p>Use a sketchbook to plan and develop simple ideas.</p>	<p>Use a sketchbook to plan and develop ideas.</p>	<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.</p>	<p>and use a wider range of materials.</p> <p>Plan and develop ideas.</p> <p>(Can they use previous knowledge to formulate new learning?)</p>	<p>mixed media using a sketchbook and annotate ideas.</p> <p>Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape.</p> <p>Plan, redraft and further develop ideas. (Can they use previous knowledge to formulate new learning?)</p>
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	<p><i>experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p>						
<b>Media and Materials - Drawing and Mark Making</b>							
<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a</p>	<p>Begin to experiment with a few drawing tools. (Felt tips, Pencils, chalk)</p> <p>Starting to recognise the use of drawing as a way of recording.</p> <p><i>Begin to show accuracy and</i></p>	<p><b>In pencil, draw lines of different length and thickness</b></p> <p>Showing Increased control over the marks made using media.</p>	<p><b>Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines</b></p> <p>Are becoming confident at using drawing</p>	<p>Experiment with the potential of various pencils.</p> <p>Close observation to draw both the positive and negative shapes.</p> <p>Create initial</p>	<p><b>In drawing, use a range of pencils &amp; techniques to show effect, movement, perspective and reflection</b></p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed</p>	<p><b>In drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration</b></p> <p>Use line, tone and shading to represent things seen,</p>	<p><b>In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration</b></p> <p>Demonstrate a wide variety of</p>



<p>Join different materials and explore different textures.</p> <p>Create different effects using a range of materials and skills.</p>	<p>Begin to explore manipulatives such as clay, playdough and paper mache.</p> <p>Investigate and construct with a variety of objects (Junk, lego, blocks)</p> <p><i>Use a range of small tools, including scissors, paintbrushes</i></p>	<p><b>In sculpture, use techniques such as rolling, cutting, moulding and carving</b></p> <p>Understand the need to use tools safely and correctly.</p> <p>Become more confident in shaping and modelling materials for a purpose.</p> <p>Beginning to understand which tools would be appropriate for different materials.</p> <p>Impress and apply simple</p>	<p><b>In sculpture, create and combine shapes to make recognisable shapes</b></p> <p>Develop awareness of natural and man-made forms.</p> <p>Shape and form materials from direct observation (malleable and rigid materials).</p> <p>Explore decorative techniques.</p> <p>Replicate patterns and</p>	<p>Develop skills in using clay including slabs, coils and slips.</p>		<p><b>In sculpture, combine visual and tactile qualities</b></p>	<p>Be able to shape, form, model and join materials together.</p> <p>Discuss and evaluate own work and that of other sculptors. Explain and justify different ideas in regards to other sculptors.</p> <p>Develop skills using other sculpture making material.</p> <p>Create sculpture with increasing independence, developing on</p>
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		decoration to 3D models.	textures in a 3-D form.  Experiment with tools and surfaces				their own ideas.
<b>Media and Materials - Colour and Painting</b>							
Explore colour and colour-mixing.	<p>Investigate to see what happens when colours are mixed.</p> <p>Recognise and name different colours. Enjoy using different tools to spread paint (For example, fingers, hands, feet, paint brushes, sponges).</p>	<p><b>In painting, mix colours to make secondary colours</b></p> <p>Starting to experiment to mix primary colours to form secondary colours.</p> <p>Sort, select and discuss different colours.</p>	<p><b>In painting, mix colours to make secondary colours</b></p> <p><b>In painting, add white to make tints and black to make shades</b></p> <p>Showing increased confidence in</p>	<p><b>In painting, create a colour wheel.</b></p> <p><b>In painting, use white to make different tints and black to different shades of the same colour</b></p> <p>Introduce different types of brushes.</p>	<p><b>In painting, use watercolours to produce washes for backgrounds</b></p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p>	<p><b>In painting, use colour to suggest mood</b></p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones.</p> <p>Show an awareness of how paintings are created.</p>	<p><b>In painting, combine colours, tones and tints to enhance mood</b></p> <p>Choose appropriate paint, paper and implements to adapt and extend their work and use colour for purpose.</p>

	<p>Paint on a variety of surfaces.</p>	<p><b>In painting, use thick and thin brushes to produce lines and shapes</b></p> <p>Begin to choose different tools to paint with.</p>	<p>using a sketchbook to record information on colour mixing.</p> <p>Make as many tints and shades of one colour as possible (using white).</p> <p>Darken colours without using black.</p> <p><b>In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns</b></p> <p>Begin to describe</p>	<p>Techniques- apply colour using dotting, scratching, splashing.</p>		<p>Can they identify what skills, colours and techniques are used?</p>	<p>Be able to use colour and textures to express feelings and represent the purpose of the piece.</p> <p>Create shades and tints using black and white and understand Hue, tint, tone, shades and mood.</p> <p>Show an awareness of how paintings are created. Can they identify what skills, colours and techniques are used?</p>
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			<p>colours by objects.</p> <p>Using colour on a large scale.</p>				
<b>Media and Materials - Collage, Printing and Patterns</b>							
	<p>Begin to use stencils to create a picture.</p> <p>Use objects to create imprints in clays and play dough.</p> <p>Enjoy taking rubbings (leaf, bricks, coins). Begin to use fine motor skills to thread and weave</p>	<p>Show increased control on threading objects onto string to produce patterns.</p> <p>In collage, sort and use a range of materials that are cut, torn and glued</p>	<p><b>In collage, mix materials to create texture eg coiling, overlapping and montage</b></p> <p><b>In print, use repeat or overlapping shapes (using objects to create print)</b></p> <p>Continue to explore</p>	<p><b>In print, press, roll, rub and stamp and recreate print from environment, e.g. wrapping paper etc#</b></p> <p><b>Consider the effect of chosen materials and technique</b></p>	<p><b>In collage, use mosaic and montage</b></p> <p>Cut out precise and detailed images with scissors.</p> <p>Layer different images to create a collage background.</p> <p>Understand difference between</p>	<p><b>In collage, with increasing confidence, combine visual and tactile qualities</b></p>	<p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Add collage to a painted, drawn or printed</p>

	<p>shapes onto string creating simple patterns.</p>		<p>printing simple pictures with a range of hard and soft objects.</p> <p>Print with a growing range of objects.</p> <p>Identify the different forms printing takes.</p> <p>Increased confidence in taking rubbings of a range of different surfaces (Bark, leaves).</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and</p>	<p>Recognise and recreate patterns in the environment.</p> <p>Make patterns on a range of surfaces</p> <p>.</p>	<p>similar and contrasting.</p>		<p>background using a range of media, different techniques, colours and textures.</p> <p>Experiment with using layers and overlays to create new colours/textures.</p>
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			<p>irregular patterning.</p> <p>Overlapping and overlaying to create effects.</p>				
<b>Appraisal and Evaluation</b>							
	<p>Talk about what they produced.</p> <p>Begin to describe the materials and media they have used.</p> <p>Begin to say what they like and dislike about different art work.</p>	<p><b>Discuss their own and others' work</b></p> <p><b>Talk about the work of an artist, craft maker or designer</b></p> <p>Begin to explore the work of artists, craft makers and designers.</p>	<p><b>Know about the work of a range of artists, craft makers and designers</b></p> <p><b>Describe differences and similarities and make links to own work</b></p> <p>Beginning to comment on differences of work of others.</p>	<p><b>Evaluate work of some artists and analyse creative works</b></p> <p>Compare the differences between their own work and the work of others.</p> <p>Begin to adjust their own work based on self and peer evaluations.</p>	<p><b>Draw on work of other artists for inspiration and begin to emulate their style</b></p> <p>Use taught technical skills to adapt and improve his/her work.</p> <p>Articulate how he/she might improve their</p>	<p><b>Communicate ideas and comment on artworks using artistic language</b></p> <p>Develop different ideas which can be used and explain his/her choices for the material and technique used.</p>	<p><b>Communicate ideas and comment on artworks using artistic language</b></p> <p>Identify artists who have worked in a similar way to their own work. Can they explain how</p>

		<p>Showing an increase in confidence when explaining what they have produced and explaining the techniques they have used.</p> <p>Become confident at describing what they like and dislike about a piece of work.</p>	<p>Can suggest ways they can improve their own work.</p> <p>Can discuss the work of a range of artists, crafts makers and designers, beginning to describe differences and similarities between them.</p> <p>Begin to express how different Art makes them feel.</p> <p>Expression of personal experiences and ideas.</p>	<p>Explore a range of Artists in History comparing their work and the techniques they have used.</p> <p>Show increasing confidence in expressing how different pieces make them feel.</p>	<p>work using technical terms and reasons as a matter of routine.</p>	<p>Evaluate his/her work against their intended outcome.</p>	<p>they are similar?</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, using subject specific vocabulary.</p> <p>Adapt their work according to their views and describe how they might develop it further. Can they adapt their final work based upon feedback they have been given?</p>
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Artists							
		<p><b>Talk about the work of an artist, craft maker or designer</b></p> <p>Deborah Roberts</p> <p>Barbara Hepworth</p> <p>Van Gogh</p>	<p><b>Know about the work of a range of artists, craft makers and designers</b></p> <p>Frida Kahlo</p> <p>Picasso</p> <p>Beatriz Milhazes</p>	<p><b>Know about great artists, architects and designers and how their art / design reflected and shaped our history</b></p> <p>Giacometti</p> <p>Patrick Caulfield</p> <p>Mohammed Ali</p>	<p><b>Know about great artists, architects and designers and how their art / design reflected and shaped our history and contributed to the culture of our nation</b></p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</p> <p>Anni Albers</p> <p>George Watts</p>	<p><b>Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</b></p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</p> <p>Andy Warhol</p> <p>Arcimboldo</p>	<p><b>Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</b></p> <p>Stephen Wiltshire</p> <p>Richard Hamilton</p>

						Henri Rousseau	
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Highlighted Text = Sonar Objectives

*Italicized Text = ELGs*