Art and Design Progression

Art Progression 2021-2022

A Bathwick Year Six leaver will have a love of art and artists. They will be able to draw confidently from observation and imagination and be familiar with a range of techniques and materials. Children will be able to talk about their own work and the work of a variety of artists. A Year Six child will understand that they can express themselves through art, as an individual and as part of a small group or even a whole school initiative. They will see art as an important subject, both at school and in the wider community and understand that artistic skills can lead to a wide range of career opportunities.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing 5-15 minutes of drawing skills to be taught at the start of each art lesson if appropriate	Use and begin to control a range of media: pencils, pens, chalk. Draw on a range of different surfaces. Draw to tell to represent ideas giving meaning to the marks and shapes they make. Draw from imagination. To draw and show detail such as emotions. To draw observation pictures of the world around them.	Begin to use a drawing book to draw from imagination and observation using a range of media, pencil, pen, chalk, crayon, felt tips charcoal Control the types of marks made using a range of media. Use clipboards and drawing boards to record outside: buildings, natural forms. Use drawing book to make plans at the beginning of each project. <u>Line and Shape:</u> Name, match and draw lines from observations *(zig zag, curved, straight, spiral.)* Draw on different surfaces with a range of media. Draw a variety of shapes from observations. <u>Tone:</u>	Draw from imagination and observation with increasing confidence using a range of media, pencils, coloured pencils, pens, chalk, felt tips, crayon, pastels and charcoal. Use drawing book to plan final designs and make choices about what materials to use. <u>Line and Shape:</u> Draw on different surfaces with a range of media. Draw a variety of shapes from observations. Invent new shapes. Experiment with different mark making techniques. <u>Tone:</u> Investigate tone by drawing light/dark lines, light/dark patterns, and light/dark shapes. Investigate tone by	Begin to use a sketchbook to record ideas and develop skills. Draw from observation with confidence. <u>Line/shape and form:</u> Use shading and mark making, cross hatching, dots, lines and dots and dashes. Continue to develop knowledge and skills when mark making by consolidating techniques used across KS1. <u>Perspective and Composition:</u> Have opportunities to develop their understanding of objects featuring the third dimension and perspective. Demonstrate understanding of perspective using	Use sketchbooks to plan, design and adjust. Draw from observation with increasing accuracy and attention to detail. Begin to draw for a sustained period at an appropriate level. Analyse and copy a portrait. Learn about illustrators and create own storyboard. <u>Line/shape and form:</u> Consolidate knowledge of techniques used across KS1 and Year 3. To apply different mark making/line techniques to add effect. Have opportunities to develop their understanding of objects featuring the third dimension and perspective.	Make informed choices about materials to use. <u>Line/shape/form/texture and Tone:</u> Select from a range of graded pencils and use a variety of taught techniques with understanding and apply these to add effect. Explore dry and wet media to create lines, shapes, marks and patterns within a drawing. Draw from observation with accuracy over a sustained period to produce detailed drawings. Create detailed and accurate patterns Develop a key element of their work: line, tone, texture, pattern.	Use sketchbooks to form a personal and informed response to the work of other artists. Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of line, tone, texture, or pattern. Draw for a sustained period over several sessions working on one piece. Explore dry and wet media to create lines, shapes, marks and patterns within a drawing. To use different techniques for different purposes, understanding which works well and why.

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		Investigate tone by drawing light/dark lines, light/dark patterns, and light/dark shapes. Investigate tone by starting to explore techniques: *hatching, blending, and stippling and scribbling*. (Should we start this earlier if we have drawing books and build up a variety of techniques over the years?) <u>Texture:</u> Investigate textures by naming, rubbing, describing, and copying.	starting to explore techniques: *hatching, cross hatching blending, stippling, scribbling and pointillism*. Experiment with different mark making techniques. Understand tone through different grades of pencil. <u>Texture:</u> Investigate textures by naming, rubbing, describing, and copying.	*foreground, midground* and *distance* <u>Texture:</u> Add simple repeat patterns and texture to drawings. <u>Tone:</u> Begin to experiment with different grades of pencil to achieve variation in tone.	<u>Tone:</u> Create detailed/intricate repeat patterns using different grades of pencils and other implements/media to create lines and marks. Begin to select grades of pencils that will give a desired effect. <u>Texture:</u> Begin to show an awareness of representing texture through the choice of marks and lines made.	Start to develop their own style using mixed media and tonal contrast. <u>Perspective and Composition:</u> Demonstrate understanding of perspective using *foreground, midground* and *distance* Begin to develop an awareness of composition, scale and proportion.	Develop their own style using mixed media and tonal contrast. Think carefully about proportion when drawing a face. <u>Perspective and Composition:</u> Develop understanding of perspective using a single focal point and horizon- 1 point perspective Continue to develop an awareness of composition, scale and proportion.
Suggested artists		Picasso		Henry Moore Van Gogh Tom Gauld Laura Carlin	Paula Rego	Escher Cressida Cowell's illustrations Georgia O'Keefe	Claudette Johnson Frida Kahlo
Painting/colour	Use a variety of tools including brushes, sponges, fingers, twigs. Recognise and name the primary colours. To explore colour mixing.	Paint using a range of brushes with increasing control. Experiment with paint media using a variety of tools: brushes, hands, rollers and pads. Experiment with line and pattern. Learn how to create a simple wash background using watercolours. Name the primary colours and start to predict what secondary colours will be made.	Experiment with mark making using brushes, brush ends. Learn how to mix secondary colours Make colours lighter or darker using white and black. (Tints and shades) Make marks of different thicknesses and shape. Create a layered effect using different collage materials, tissue paper, fabric. Use a suitable brush to produce marks appropriate to work.	Make a colour wheel. Create a wash background paying particular attention to colour choice and blending. Learn how to blend colours using oil and chalk pastels. Lighten and darken paint without the use of black and white**,** explore tones. Discuss use of tints and shades used in Y2.	Use watercolours and poster paints, mixing colours with care. Paint with increasing accuracy showing control and experimenting with different effects and textures including blocking, washes, thickened paint creating textural effects. Develop an understanding of abstract art and British artists Make patterns	Begin to use acrylic paint. Mix colours confidently control the types of marks made and experiment with different textures and effects. Mix and match colours to create atmosphere and light effects. Start to develop own style	Use acrylic, poster and watercolours with confidence. Discuss the work of a range of different artists and use their work to inform their own. Use colour to express mood and feeling Use own ideas to create a self-portrait inspired by an artist Work in a sustained and independent way to develop their own style.

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		Use a range of materials to create mixed- media pieces: recycled materials, tissue paper, cellophane, collage. Wax resist		Use colour to create feeling	Use light and dark within painting and show understanding of complimentary colours. Use colour thoughtfully when creating a mosaic. Work in the style of a selected artist.		
Suggested artists	Kandinsky Yvonne Coomber	Kandinsky Rousseau Matisse Heron	Chagall Ted Harrison Seurat Serena Hall	Hurvin Anderson David Hockney Franz Marc Austin Moseley	Lucien Freud Romero Britto Michelangelo Howard Hodgkin Sonia Boyce Tingatinga paintings	Peter Thorpe Paul Klee Edvard Munch	Alvaro Barrington Paul Nash Sargent O'Keefe Frida Kahlo Diego Rivera
Printmaking	Take rubbings: leaf, bark, brick Print with block colours. Create simple pictures by printing from objects: e.g., sponges, hands Use ready made stencils to create pictures.	Explore printing pictures using found objects: bottle tops, cotton buds, recycled materials, hands. Make choices about materials to use to print. Use equipment correctly and safely to produce a clean printed image.	Print with a growing range of objects. Relief printing using card and string, potato printing. Mono printing, drawing into ink. Simple repeat patterns.	Print with natural objects, leaves and ferns. Colour mixing. Poly block printing 1 colour. Design and make own stencils to print from. Combine prints taken from different objects to create a final end piece.	Use sketchbook to create designs to print, based on observation drawing. Poly block printing on different surfaces using 2 colours. Create repeating patterns.	Study traditional designs and make detailed designs in sketchbook. Create 3 colour prints. Overlay prints with other media e.g., tissue paper.	Research and review a range of printing techniques and choose how to create a final piece with meaning using stencils. Demonstrate experience with different printing techniques and develop own style.
		Cesar Manrique	Ernst Haeckel	Book illustrations	Angie Lewin	Traditional Indian artists Molly Williams	Picasso Banksy
3D	Use a variety of malleable materials such as clay, salt dough and papier mache. Build and construct using recycled, found and man- made materials, cutting, and sticking.	Shape and mould materials for a purpose: Playdough, Clay Experiment with different techniques: pinching, kneading, moulding, rolling. Use found objects.e.g. sticks, pinecones materials	Use equipment and media with increasing confidence. Use Mod roc to create a realistic form e.g a flower	Use equipment and media with confidence. Use a sketchbook to plan and develop ideas. Make a 3D free standing form.e.g a dinosaur. Build on existing clay skills plus learn how to join and add more intricate surface	Develop clay skills: Make a pot and explore techniques for decorating. Make slip to join pieces. Secure work to continue later. Use Modroc over a card base to construct a 3D form. Work in a safe, organised way.	Model clay over an armature: e.g., to make a dragon head. Adapt work and explain why. Gain more confidence in carving and shaping. Work in a safe, organised way, caring for equipment	Design and make a structure. E.g., a mask/ figure using own ideas. Gain confidence modelling over an armature: Use newspaper and wire frame for Modroc. Free standing figure.

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		Use tools and equipment safely and in the correct way		patterns and textures.			
Suggested artists		Andy Goldsworthy	Noriko Kuresumi Barbara Hepworth	Joan Miro	Eliane Monnin	Jean Arp Brancusi	Yinka Shonibare Lubaina Himid Niki de St Phalle
Responding to art	Look and talk about what they have produced, describing simple techniques and media used.	Look and talk about own work and work of artists and the techniques they have used, expressing their likes and dislikes. Explore the work of a range of artists and describe similarities and differences, making links to their own work.	Continue to explore the work of a range of artists. Express thoughts and feelings about a piece of art. Reflect and explain the challenges and successes of own artwork. Identify changes they might make or how their work could be improved.	Continue to explore the work of a range of artists, describing differences and similarities and making links to their own work. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and periods of time.	Confidently discuss and review own work, expressing thoughts and feelings and identifying any changes that could be made. Begin to explore a range of artists and designers.	Recognise the artwork of certain artists and be able to talk about their work. Discuss and review own work and the work of others. Compare the styles of different artists.	Discuss and review own and others work, expressing thoughts and feelings and explaining their views. Identify artists whose work has inspired their own. Explore a range of diverse artists from a range of cultures and times in history including contemporary artists.