



## Dallam Community Primary School – Subject Progression – Art and Design

### Currently under review for September 2024

		Art and Design Progression						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring and Evaluating</b>	<p>BEING IMAGINATIVE AND EXPRESSIVE</p> <p><b>Acorns</b></p> <ul style="list-style-type: none"> <li>Show different emotions in their drawing and painting, like happiness, sadness etc.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to present ideas like movement or loud noises.</li> <li>Explore a range of construction materials and begin to talk about what they have built.</li> <li>Make marks and begin to talk about what these represent.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their ideas, try things out, change their minds</li> <li>Explore the work of different crafts people from different times and cultures</li> <li>Talk about their work and how it makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>Identify what they might change in their current work or develop in the future</li> <li>Explore the work of different crafts people from different times and cultures and recognise similarities and differences</li> <li>Review what they and others have done and say what they think and feel about it</li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them</li> <li>Suggest improvements to their work by annotating a sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of craftspeople working in different times and cultures</li> <li>Explore the roles and purposes of artists and designers working in different times and cultures</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them</li> <li>Keep notes about the purpose of their work in their sketchbooks and adapt and improve it based on this</li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of craftspeople working in different times and cultures</li> <li>Explore the roles and purposes of architects working in different times and cultures</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them</li> <li>Keep notes in their sketchbooks as to how they might develop their work further</li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them</li> <li>Annotate with detailed notes which explain work in sketchbooks</li> </ul>	
	<b>Drawing</b>	<p>CREATING WITH MATERIALS</p> <p><b>Seedlings</b></p> <ul style="list-style-type: none"> <li>Explore materials using their hands.</li> <li>Use a variety of senses to explore different materials.</li> <li>Express ideas through making marks and sometimes give meaning to marks made.</li> </ul> <p><b>Acorns</b></p> <ul style="list-style-type: none"> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Explore colour and colour mixing</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a variety of media to draw on different surface (tone and texture e.g. rubbing).</li> <li>Draw from observation and invent new lines (lines and marks)</li> <li>Draw lines of different shapes and thickness using 2 different grades of pencil (lines and marks)</li> </ul>	<ul style="list-style-type: none"> <li>Show increasing control with a range of media including charcoal, pencil and pastels and three different grades of pencil in drawings</li> <li>Name, match and draw from observation and invent new lines (lines and marks)</li> <li>Draw shapes in between objects and invent new shapes (shape)</li> <li>Investigate tone by drawing light and dark lines, patterns and shapes (tone)</li> <li>Investigate texture by rubbing, describing, naming and copying (texture)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show facial expressions in drawings</li> <li>Show tones, texture form and shape using different grades of pencil shade</li> <li>Begin to experiment drawing with depth (in 3d).</li> <li>Begin to experiment with different grades of pencils.</li> <li>To know that shading helps make drawn objects look more three dimensional.</li> <li>To know that 'tone' in art means 'light and dark'.</li> <li>To know that different drawing tools can create different types of lines.</li> <li>Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different grades of pencils and other implements</li> <li>Begin to show facial expressions and body language in drawings</li> <li>Draw objects with depth – experiment with drawing in the third dimension</li> <li>Draw simple objects and use marks and lines to produce texture and surface detail</li> <li>Organise line tone, shape and colour to represent figure and forms in movement</li> </ul>	<ul style="list-style-type: none"> <li>Work from a variety of sources developing close observation skills</li> <li>Use different marks, lines, patterns and shapes within a drawing</li> <li>Successfully use shading to create mood and feeling</li> <li>Organise line tone, shape and colour to represent figure and forms in movement</li> <li>Explore colour mixing and blending with different pencils</li> </ul>	<ul style="list-style-type: none"> <li>Work independently from a variety of sources using close observation skills and to develop their own style.</li> <li>Explain why they have combined different tools and techniques to create their drawings</li> <li>Develop the use of a focal point to create perspective</li> </ul>
		<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Use a variety of tools including different brush sizes and types</li> <li>Name the primary and secondary colours</li> <li>Create textures paint by adding e.g. sand or plaster</li> <li>Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces.</li> <li>Begin to explore colour mixing.</li> <li>Select colours, shapes and materials to suit ideas and purposes.</li> </ul> <p><b>Ash</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools including different brush sizes and types</li> <li>Name the primary and secondary colours</li> <li>Try different tools to recreate a texture and decide which tool works best</li> <li>Apply their knowledge of colour mixing to match colours effectively</li> <li>Choose collage materials based on colour and texture</li> <li>Try different arrangements of materials, including overlapping shapes</li> </ul>	<ul style="list-style-type: none"> <li>Name the primary and secondary colours</li> <li>Describe the colours and textures they see</li> <li>Try different tools to recreate a texture and decide which tool works best</li> <li>Apply their knowledge of colour mixing to match colours effectively</li> <li>Choose collage materials based on colour and texture</li> <li>Try different arrangements of materials, including overlapping shapes</li> </ul>	<ul style="list-style-type: none"> <li>Use simple shapes to build initial sketches</li> <li>Create a large-scale copy of a small sketch</li> <li>Use charcoal to create a sketch</li> <li>Demonstrate good understanding of colour mixing with natural pigments</li> <li>Make choices about equipment or paint, experimenting with colours and textures</li> <li>Apply their knowledge of colour mixing to make natural colours</li> </ul>	<ul style="list-style-type: none"> <li>Use tints and shades to paint an object in 3D.</li> <li>Mix tints and shades by adding black or white paint</li> <li>Paint with care and control to make a still life with recognisable objects</li> <li>Show an understanding of how colour can be used to show light and dark, and three dimensions</li> </ul>	<ul style="list-style-type: none"> <li>Try a variety of materials and compositions for the backgrounds of drawings.</li> <li>Create a successful print.</li> <li>Experiment with materials and techniques when adapting photo portraits.</li> <li>Show a self-portrait that aims to represent something about them.</li> <li>Combining a wider range of media, e.g. photography and digital art effects.</li> <li>Applying paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks</li> </ul>	<ul style="list-style-type: none"> <li>understand how to analyse and find meaning in a famous painting</li> <li>demonstrate an understanding of painting techniques to make personal choices</li> <li>select appropriate tools and materials to create an intended effect</li> </ul>



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<b>Textiles</b>	<p>have used.</p> <ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Match and sort fabrics and threads for colour, texture, length, size and shape</li> <li>• Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads twisting and plaiting</li> <li>• Cut and shape fabric using scissors and apply using glue or stitching</li> <li>• Apply decoration using beads, buttons, feathers etc.</li> <li>• <b>Create fabrics by weaving</b></li> </ul>		•	<ul style="list-style-type: none"> <li>• Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects</li> <li>• Match the tool to the material</li> <li>• Develop skills in stitching, cutting and joining</li> <li>• Create a stencil to paint a repeated pattern</li> </ul>	•	•		
<b>Materials/ Sculpture</b>		<ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways including rolling and kneading</li> <li>• Explore sculpture with a range of malleable media</li> <li>• Manipulate malleable materials for a purpose e.g. pot, tile</li> <li>• Understand the safety and basic care of materials</li> <li>• Experiment with constructing and joining recycled, natural and manmade materials</li> <li>• Change the surface of a malleable material e.g. build a textured tile</li> </ul>		<ul style="list-style-type: none"> <li>• Plan, design and make models from observation or imagination</li> <li>• Join clay adequately and construct a simple base for extending and modelling other shapes</li> <li>• Create surface patterns and textures in a malleable material</li> <li>• Develop skills in using clay including slabs, coils and slips</li> </ul>	•	•	•		
<b>Collage</b>			<ul style="list-style-type: none"> <li>• Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines</li> <li>• Arrange and glue materials to different backgrounds</li> <li>• Fold, crumple, tear and overlap papers</li> <li>• Collect, sort, name match colours appropriate for an image</li> </ul>	•	•	<ul style="list-style-type: none"> <li>• Add collage to a painted, printed or drawn background</li> <li>• Use a range of media to create collages</li> <li>• experiment with a range of collage techniques such as tearing, overlapping and layering</li> <li>• Use different techniques, colours and textures when designing and making pieces of work</li> <li>• Use collage as a means of extending work from initial ideas</li> </ul>	•	•	
<b>Printing</b>			<ul style="list-style-type: none"> <li>• Print with a range of hard and soft materials</li> <li>• Print and create a repeating pattern using a variety of materials</li> <li>• Create a print using pressing, rolling, rubbing and stamping</li> <li>• Experiment with overprinting motifs and colour</li> </ul>	•	•	•	<ul style="list-style-type: none"> <li>• Create printing blocks by simplifying an initial sketchbook idea</li> <li>• Use relief or impressed method to create prints with 3 overlays</li> <li>• Work into prints with a range of media e.g. pens, colour pens and paints</li> <li>• Experiment with screen printing</li> </ul>	•	•