Art and Design

Colton Primary School

Progression map

Colton Primary Art and Design Taught

At Colton Primary School in Art we will draw, paint, print and sculpt materials to develop a variety of techniques using colour, pattern, texture, line, shape, form and space. We believe that Art education should be accessible to all and that there can never be an incorrect piece of artwork. Every piece of artwork is individual, there will never be two pieces of art the same. Children will learn about a variety of artists, craft makers and designers and will learn how to apply this knowledge to impact their work. Art will stimulate every child's creativity and imagination and help them appreciate the beauty of the world around them.

Colton Primary Art and Design Taught

Year group	Autumn Term	Spring Term	Summer Term
N	Artist – Giuseppe Arcimboldo Artist – Jackson Pollack	Artist – Jim Dine Artist – Faberge eggs	Artist – Eric Carle Artist – Charlene Lanzel
R	Artist – Yayoi Kusama Artist – Van Gogh	Artist - Stephen Brown Artist – Andy Goldsworthy	Artist – Picasso (cubism) Artist – Henri Matisse
1	Giueseppe Arcimboldo/ collage and self portraits	Jackson Pollock/ painting	Henry Moore/ sculpture
2	Charcoal JMW Turner/ painting	William Morris/ printing LS Lowry	Andy Goldsworthy/ natural art and sculptures
3	Prehistoric art/ painting, pastels and charcoal	Greek war vases/ clay	David Hockney (landscape art)/ water colours
4	Antonio Gaudi/ mosaic	M.C. Escher/ tessellation	Anglo Saxon water pots/ clay

5	Frida Kahlo (self-portraits)/ painting	Tudor and Stuart art/ textile – weaving/ embroidery	Georgia O'keefe (landscapes)/ pastel
6	Rag rugging/ textile focus	Stephanie Peters/ painting and adding textures and 3D art	Henry Moore (WW2)/ charcoal and sculptures

Progression of knowledge and skills in Art and Design

Strand	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Exploring and developing ideas (ONGOING)	Share their creations, explaining the process they have used.	Respond positively to ideas and starting points explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	Respond positively to ideas and starting points explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	Use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	Use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	Review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.	Review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

Drawing							
	Hold a pencil effectively in preparation for fluent writing – using the tripod group in almost all cases. Begin to show accuracy and care when drawing.	Draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

Painting	Use a range of small tools, including scissors, paintbrushes and cutlery.	Name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	Name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	Use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	Create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	Create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

Printing	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Copy an original print (repeated pattern); use a variety of materials, e.g. sponges, fruit, blocks; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	Copy an original print (repeated pattern); demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.				

| Collage | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use a combination of materials that have been cut, torn and glued;

sort and arrange materials;

add texture by mixing materials;

use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. | Use a combination of materials that have been cut, torn and glued;

sort and arrange materials;

use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. | | Select colours and materials to create effect, giving reasons for their choices;

refine work as they go to ensure precision;

learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;

use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. | | |

Textile	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.					Experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.	Experiment with a range of media by overlapping and layering in order to create texture, effect and colour; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

| 3-D Form | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;

use a variety of techniques, e.g. rolling, cutting, pinching;

use a variety of shapes, including lines and texture;

use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. | Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;

use a variety of techniques, e.g. rolling, cutting, pinching;

use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. | Cut, make and combine shapes to create recognisable forms;

use clay and other malleable materials and practise joining techniques;

add materials to the sculpture to create detail;

use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. | Cut, make and combine shapes to create recognisable forms;

use clay and other malleable materials and practise joining techniques;

add materials to the sculpture to create detail;

use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. | Plan and design a sculpture;

use tools and materials to carve, add shape, add texture and pattern;

use materials other than clay to create a 3D sculpture; | |

Artists							
	Share their creations, explaining the process they have used.	Describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; use key vocabulary to demonstrate knowledge and understanding of artists studied	Describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; use key vocabulary to demonstrate knowledge and understanding of artists studied	Use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding of artists studied.	Use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding of artists studied.	Give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding of artists studied.	Give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding of artists studied.

Art- Key Vocabulary

Year Group	Vocabulary
EYFS	Mark-making, painting, colours, brush, pallet, drawing, printing, chalk, collage, cardboard, scissors, paper, primary colours, mixing, pattern, shape, texture,
Year 1	pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, dry media, mark-making, cut, glue, trim, material, images, fabric, paper, experiment, paint, sculpt, ink, clay
Year 2	Tones, pencils, chalk, charcoal, observe, remember, imagine, colour, tools, carbon printing, relief, press and fabric printing and rubbings, Rigid and flexible, decorations, texture, collage, folding, crumpling, shade, light, dark, repeating patterns.
Year 3	Shading, media, complementary colours, colour as tone, warm and cold colours, blocks using relief or impressed techniques, material, over lapping, layering, wheel, coil, pinch, mould.
Year 4	Proportions, bleeds, washes, scratches and splashes, mood, feeling, movement, feeling, material, marbling, silkscreen, cold water paste, symmetry, pattern, shading
Year 5	line, tone, shading, represent, remember, imagine in three dimensions Mix, express mood, divide foreground from background or tones, material, layers, overlays,
Year 6	composition, scale and proportion in their work Use simple perspective in their work using a single focal point and horizon, direction, watercolour, bleeds, brushstrokes, intricate printing patterns, material, charcoal, shading, shadow, light/dark